



## Curriculum Overview – Summer 2022

### What a Wonderful World!



	EYFS	YEAR 1	YEAR 2
English Power of Reading	<ul style="list-style-type: none"> <li>- Everywhere Bear</li> <li>- <i>Michael Recycle</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>10 things I can do to help my world</i></li> <li>- Bog Baby – Houses/ and location of homes/habitats</li> <li>- Snail and the Whale</li> </ul>	<ul style="list-style-type: none"> <li>- Leaf</li> <li>- Snail and the Whale</li> <li>- 10 things I can do to help my world</li> </ul>
<p><b>School experiences</b></p> <p>19.4.22 - Eco-Warrior week - class workshop 22.4.22 25.4.22</p> <p>Art Competition linked to Jubilee – inspired by the queen – entries by 10/5/22</p> <p>Year 2 - SATS - May</p> <p>Year 1 - Phonics Screening - June 23 – 27.5.22</p> <p>Queen Jubilee</p> <p>Fathers Day - 19<sup>th</sup> June 20.6.22- 24.6.22 Sports week</p> <p>Quad kids 21.6.22</p> <p>Sports Day 23.6.22, reserve 24.6.22</p>			
Science  <i>Science Bug</i>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• ELG - The Natural world</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and</li> </ul>	<p><b>Animals and Seasons</b></p> <p><u>Seasonal changes:</u></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Describe weather associated with the seasons and how day length varies.</li> <li>• Child led investigation: What can I find out about the weather? How can I record my findings?</li> </ul> <p>Plants: - David Attenborough/Darwin</p>	<p><b>Habitats and Living things</b></p> <ul style="list-style-type: none"> <li>• Review prior learning of habitats and living things – Year 1 coverage due to Covid -19.</li> <li>• Explore and compare the difference between things that are living, dead and thing that have been alive.</li> <li>• 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</li> </ul>

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	<p>what has been read in class.</p> <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Animals &amp; Humans:</b></p> <ul style="list-style-type: none"> <li>Describe, label, and explain the function of the external body parts of common animals.</li> <li>Identify, name, draw and label the basic parts/bones of the human body and say which part of the body is associated with each sense.</li> <li>Describe and compare the structure of a variety of common animals and invertebrates.</li> <li><u>Child led investigation</u> – Compare and contrast plants in their local habitat.</li> </ul>	<p>kinds of animals and plants, and how they depend on each other.</p> <ul style="list-style-type: none"> <li>Visit to the pond/nature area and identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>Children should compare animals in familiar habitats with animals found in less familiar habitats, for example, different places around the world, on the seashore, in woodland, in the ocean, in the rainforest.</li> </ul> <p><u>Science investigation:</u></p> <ul style="list-style-type: none"> <li>Children to create a simple food chain and identify different sources of food.</li> <li>Children to create a 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment</li> </ul> <p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <li>Review prior learning of animals – Year 1</li> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food, and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>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.</li> </ul> <p><u>Investigation: (Child led)</u></p> <ul style="list-style-type: none"> <li>Investigation based on food and exercise, devise own questions.</li> </ul>
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<p>Computing <i>Internet Safety Week</i></p>	<p><b><u>Understanding the World – Technology</u></b></p> <ul style="list-style-type: none"> <li>• Complete a simple program on a computer.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> <li>• Recognise that a range of technology is used in places such as homes and schools.</li> <li>• They select and use technology for particular purposes.</li> </ul>	<p><u>E-Safety, reminder of rules – Digital Literacy Information Technology</u></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• Turn on and log into a computer.</li> <li>• Use a mouse to navigate on a computer.</li> <li>• Navigate age-appropriate websites.</li> <li>• Know the position of the keys on a keyboard.</li> <li>• Use a keyboard to enter information on a computer.</li> <li>• Write single words or sentences using a keyboard, using a basic word program,</li> <li>• Understand aspects of a keyboard e.g., space bar, caps lock, full stops etc.</li> <li>• Close a program using the Red Cross.</li> </ul> <p><b><u>Digital Literacy – E-Safety</u></b></p> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully.</li> <li>• Identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies.</li> <li>• Know to keep personal information private.</li> <li>• Evaluate critically, information found online</li> </ul>	<p><u>E-Safety, reminder of rules – Digital Literacy Information Technology</u></p> <ul style="list-style-type: none"> <li>• Type an extended piece of writing using a word processing program to create a script and create a document – ECO-Warrior.</li> <li>• Use a spellcheck.</li> <li>• Know that the shift key can be used to access other symbols on the keys.</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content (e.g. opening, editing and saving a document) – film in front of a green background using the app to create a report as a TV reporter.</li> <li>• Open and save a document using office software.</li> </ul> <p><b><u>Computer Science</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that some algorithms rely upon a strict order to work (e.g., using sequencing and repetition with a roamer).</li> <li>• Use logical reasoning to explain how some simple algorithms work and detect errors in algorithms and programs.</li> </ul> <p><b><u>Digital Literacy – E-Safety</u></b></p> <ul style="list-style-type: none"> <li>• Be critical of information found online.</li> <li>• Recognise acceptable/unacceptable behaviour online.</li> </ul>
<p>PE</p>	<p><b><u>Physical:</u></b> <b><u>Invasion Games – Tag Rugby (PPA cover)</u></b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• Further develop and refine a range of ball skills including throwing, catching, kicking, and passing.</li> </ul>	<p><b><u>Athletics (PPA Cover) – Primary PE Planning</u></b></p> <ul style="list-style-type: none"> <li>• Use varying speeds when running.</li> <li>• Explore footwork patterns.</li> <li>• Explore arm mobility.</li> <li>• Explore different methods of throwing.</li> <li>• Practise short distance running</li> </ul>	<p><b><u>Athletics (PPA Cover) – Primary PE Planning</u></b></p> <ul style="list-style-type: none"> <li>• Run with agility and confidence.</li> <li>• Learn the best jumping techniques for distance.</li> <li>• Throw different objects in a variety of ways.</li> <li>• Hurdle an obstacle and maintain an effective running style.</li> <li>• Run for distance.</li> <li>• Complete an obstacle course with control and agility.</li> </ul>

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	<ul style="list-style-type: none"> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul> <p><b>Gymnastics/outdoor play</b></p> <ul style="list-style-type: none"> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Progress towards a more fluent style of moving, with developing control and grace</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Revise and refine the fundamental movement skills they have already acquired: - jumping - running – hopping.</li> <li>Combine different movements with ease and fluency.</li> <li>Children to develop their running ability and stamina.</li> <li>Children should be mindful of the need for arms and legs to work together.</li> </ul> <p><b>Gymnastics - Fiona Arnold (Secondary PE teacher)</b></p> <ul style="list-style-type: none"> <li>Children will make body tense, relaxed, curled and stretched.</li> <li>They will balance on small/large body parts &amp; understand stillness.</li> <li>Make large and small body shapes.</li> <li>Climb &amp; hang from apparatus.</li> <li>Perform basic travelling actions on various body parts.</li> </ul>	<p><b>Striking and Fielding Games – 3T's Cricket</b></p> <ul style="list-style-type: none"> <li>Children will show some different ways of hitting, throwing, and striking a ball.</li> <li>They will hit a ball or bean bag and move quickly to score a range of points (further distance scores more points).</li> <li>Play as a fielder and get the ball back to a STOP ZONE.</li> <li>Begin to follow some simple rules (carrying the bat, not over taking someone).</li> <li>Practise accuracy of throwing and consistent catching.</li> </ul>	<p><b>Striking and Fielding Games – 3T's Cricket</b></p> <ul style="list-style-type: none"> <li>Send a ball off a tee using a bat or a racket.</li> <li>Position the body to strike a ball, practise striking a small ball.</li> <li>Stop moving when the 'bowler' has the ball.</li> <li>Play as a fielder and pass the ball back to the bowler to make the runner stop.</li> <li>Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops).</li> <li>Throw a ball for distance.</li> </ul>
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<p><b>Geography</b></p>	<p><b><u>Understanding the World – Home/School/Village/Contrast to other countries</u></b></p> <ul style="list-style-type: none"> <li>• ELG – People and the communities.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics (main features) of the four countries and capital cities of the UK and surrounding seas using atlases and globes.</li> <li>• To know geographical facts about an area outside of my locality, focussing on geographical features of <i>Brentwood and Australia</i> – comparing features of areas around the world.</li> </ul>	<p><b><u>Wonders of the World</u></b></p> <ul style="list-style-type: none"> <li>• Understand similarities and differences (human and physical features) when comparing a small area in the UK with a small area in a non-European country. <i>Focus on Brentwood in Canada</i> – (Go Jetties - CBeebies)</li> <li>• Children will use world maps, atlases, and globes to name and locate the 7 continents and 5 oceans.</li> <li>• Identify daily and seasonal weather patterns in the continents.</li> <li>• Children will continue to explain why some countries are hot and cold.</li> <li>• Children will continue to explain why people live in different continents.</li> </ul>
<p><b>History</b></p>	<p><b><u>Understanding the World: People and Communities Revisit 3-4 Development Matters goal</u></b></p> <p>ELG Past and Present ELG</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b><u>Listening, Attention and Understanding ELG</u></b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p><b><u>History of Brentwood/Queen’s Jubilee</u></b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about old and new objects.</li> <li>• Spot old and new things in a picture.</li> <li>• Answer a range of questions using an ‘artefact/photograph’.</li> <li>• Give a plausible explanation about what an object was used for in the past.</li> <li>• Find out more about a famous person from the past and carry out some research.</li> <li>• Find out something about the past by talking to an older person.</li> <li>• Place up to three objects in chronological order.</li> <li>• Use correct historical language when placing events in order.</li> <li>• Understand that a story may have happened in the past.</li> <li>• Understand that some objects belong in the past.</li> <li>• Explain how they have changed since they were born.</li> </ul>	<p><b><u>Queen and Historic Places</u></b></p> <p><b><u>Knowledge and understanding of events, people, and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>• Recount some interesting facts from an historical event – sinking of the Titanic.</li> <li>• Events beyond living memory that are significant nationally or globally – Titanic.</li> <li>• Describe lives of significant individuals – Queen Elizabeth.</li> <li>• Explain why Britain has a special history by naming famous events/people.</li> <li>• Recognise how some recent events will affect British History.</li> <li>• Research the life of a famous Briton from the past using a range of resources and explain why they acted the way they did.</li> <li>• Research the life of a person who lived in the local area – Richard Stonley.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Recognise we celebrate events because of what happened in the past – VE day; Queen’s Jubilee.</li> <li>• Understand we have a Queen who rules us.</li> <li>• Explain what is meant by a Parliament.</li> <li>• Explain how the local area has changed over time.</li> </ul>	<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>• Use historical words and phrases when learning and describing the past.</li> <li>• Sequence a set of events in chronological order and give reasons for their order - sinking of the Titanic and the reign of Queen Elizabeth II.</li> </ul> <p><b><u>Historical interpretation and enquiry</u></b></p> <ul style="list-style-type: none"> <li>• Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites, and the internet to ask questions and find out about the past – The Titanic and Queen Elizabeth II.</li> <li>• Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> <li>• Comparing old and new ships and boats.</li> <li>• Sort and discuss similarities and differences.</li> <li>• Understanding why these have changed.</li> </ul>
<b>R. E</b>	<p><b><u>Understanding the World &amp; Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b><u>Special Symbols and objects</u></b></p> <p><b>Learning about religion:</b></p> <ul style="list-style-type: none"> <li>• Children describe features of a religion, making links with language and expression</li> <li>• Describe the importance of some religious beliefs and the teachings of religious studies.</li> <li>• Make links between religious symbols, language and stories and the beliefs and ideas that underlie them.</li> </ul>	<p><b><u>Special Places and Special Ways of Living</u></b></p> <p><b>Learning about religion:</b></p> <ul style="list-style-type: none"> <li>• Children describe features of a religion, making links with language and expression.</li> <li>• Describe the importance of some religious beliefs and the teachings of religious studies.</li> <li>• Make links between religious symbols, language and stories and the beliefs and ideas that underlie them.</li> </ul>

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		<p><b>Learning from religion:</b></p> <ul style="list-style-type: none"> <li>• To compare their own and other people's experiences and ideas.</li> <li>• Compare aspects of personal experiences with those of others, identifying the effect on people's lives.</li> <li>• Compare own and others' ideas about questions that are difficult to answer.</li> <li>• Make links between values and commitments, including religious ones and own attitudes or behaviours.</li> </ul>	<p><b>Learning from religion:</b></p> <ul style="list-style-type: none"> <li>• To compare my own and other people's experiences and ideas.</li> <li>• Compare aspects of personal experiences with those of others, identifying the effect on people's lives.</li> <li>• Compare own and others' ideas about questions that are difficult to answer.</li> <li>• Make links between values and commitments, including religious ones and own attitudes or behaviours.</li> </ul>
<p><b>Music</b></p>	<p><b><u>Expressive Arts and Design:</u></b>  <b>Assembly Music</b>  <b>Charanga/World Music</b>            ELG</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>	<p><b>Assembly Music – listening to music from the Commonwealth</b>  <b>Charanga/World Music – How does music make the world a better place</b></p> <ul style="list-style-type: none"> <li>• Children sometimes use voice in different ways, joining in singing songs.</li> <li>• Play tuned and untuned musical instruments.</li> <li>• Beginning to follow instructions when performing.</li> <li>• Recognise the difference between fast and slow.</li> <li>• Copy changes in pitch.</li> <li>• Listen and appreciate a range of live &amp; recorded music.</li> <li>• Listen to live and recorded music and talk about feelings.</li> <li>• Experiment and improvise sounds musically.</li> <li>• Make sounds that are different using voice and instruments, including long and short sounds.</li> </ul>	<p><b>Assembly Music – listening to music from the Commonwealth</b>  <b>Charanga/World Music – How does music make the world a better place</b></p> <ul style="list-style-type: none"> <li>• Children use voices expressively to sing songs, chants, and rhymes.</li> <li>• Children use voice in different ways, singing songs and speaking rhymes.</li> <li>• Play tuned and untuned musical instruments.</li> <li>• Follow instructions when performing.</li> <li>• Listen and appreciate a range of live and recorded music.</li> <li>• Listen carefully to a range of live and recorded music and recognise changes in tempo.</li> <li>• Experiment and improvise sounds musically.</li> <li>• Make and control long and short sounds using tuned and untuned instruments, making a short sequence.</li> </ul>
<p><b>PSHE</b></p>	<p><b><u>Personal, Social and Emotional Development</u></b>  <b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• I can identify some of the jobs I do in my family and how I feel like I belong.</li> </ul>	<p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>• I can make some healthy snacks and explain why they are good for my body.</li> <li>• I can express how it feels to share healthy food with my friends.</li> </ul>	<p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>• I can make some healthy snacks and explain why they are good for my body.</li> <li>• I can express how it feels to share healthy food with my friends.</li> </ul>

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	<ul style="list-style-type: none"> <li>• I know how to make friends to stop myself from feeling lonely.</li> <li>• I can think of ways to solve problems and stay friends.</li> <li>• I am starting to understand the impact of unkind words.</li> <li>• I can use Calm Me time to manage my feelings.</li> <li>• I know how to be a good friend.</li> </ul> <p><b><u>Changing me</u></b></p> <ul style="list-style-type: none"> <li>• I can name parts of the body.</li> <li>• I can tell you some things I can do and foods I can eat to be healthy.</li> <li>• I understand that we all grow from babies to adults.</li> <li>• I can express how I feel about moving to Year 1.</li> <li>• I can talk about my worries and/or the things I am looking forward to about being in Year 1.</li> <li>• I can share my memories of the best bits of this year in Reception.</li> </ul> <p>These objectives are being supported through the Jigsaw PSHE scheme of work.</p>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• I can tell you why I appreciate someone who is special to me.</li> <li>• I can express how I feel about them.</li> </ul> <p><b><u>Changing me</u></b></p> <ul style="list-style-type: none"> <li>• I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, and vagina.</li> <li>• I respect my body and understand which parts are private.</li> </ul> <p>These objectives are being supported through the Jigsaw PSED scheme of work.</p>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• I can identify some of the things that cause conflict between me and my friends.</li> <li>• I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</li> </ul> <p><b><u>Changing me</u></b></p> <ul style="list-style-type: none"> <li>• I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, and vagina) and appreciate that some parts of my body are private.</li> <li>• I can tell you what I like/don't like about being a boy/girl.</li> </ul> <p>These objectives are being supported through the Jigsaw PSED scheme of work.</p>
<p>Art /DT</p>	<p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques.</li> <li>• Experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<p><b><u>Art – Aboriginal linked to Australia</u></b></p> <ul style="list-style-type: none"> <li>• Begin to collect visual information to help children develop their ideas in a sketchbook.</li> <li>• Select carefully and use a range of materials to show ideas in 2D.</li> <li>• Use line, colour, pattern, texture, shape, and space.</li> <li>• Say what they think and feel about their own and others' work, including artists, designers and craftspeople, and begin to comment on similarities.</li> <li>• Some children could begin to understand how different materials look and feel and use this knowledge to make choices and develop their work.</li> </ul>	<p><b><u>Art – Andy Warhol</u></b></p> <ul style="list-style-type: none"> <li>• Collect visual information to help me develop my ideas in a sketchbook.</li> <li>• Select carefully and use a range of materials to show ideas in 2D – silhouettes of the queen and themselves.</li> <li>• Use line, colour, pattern, shape, and space – create a street party scene visually with tables, bunting to re-create as a group – Lowry style (Harold Sharmon 2002 &amp; Mary Cottrell 1945).</li> <li>• Say what they think and feel about their own and others' work, including artists and begin to comment on similarities.</li> </ul>

		<p><b><u>Design – Bog baby and setting</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Design:</u></b> Explain how they will make the product suitable for the user.</li> <li>• <b><u>Make:</u></b> Explain choices of materials. Begin to use some simple finishing touches. E.g., stickers.</li> <li>• <b><u>Evaluate:</u></b> Know how structures can be made stronger.</li> <li>• <b><u>Technical Knowledge:</u></b> Begin to use some technical vocabulary.</li> <li>• <b><u>Cooking and Nutrition:</u></b> Name and sort foods and identify that all food comes from plants, animals and has to be grown, caught, or farmed. Know that we should eat at least 5 portions of fruit and veg per day.</li> <li>• Some children could begin to use simple design criteria to help develop ideas. With support begin to measure, mark, cut, shape, and join components. Begin to use simple design criteria to make judgements about products. Describe the movements of simple mechanisms including wheels and axels. Cut, peel and grate food.</li> </ul>	<ul style="list-style-type: none"> <li>• Some children could begin to understand how different materials look and feel and use this knowledge to make choices and develop their work.</li> <li>• Begin to comment on similarities and differences in their own and others' work, including artists, designers, and craftspeople.</li> <li>• Begin to adapt and improve their own work.</li> </ul> <p><b><u>Design</u></b> - A Royal Carriage for the Queen</p> <ul style="list-style-type: none"> <li>• <b><u>Design:</u></b> Explain how particular parts of the product work.</li> <li>• <b><u>Make:</u></b> Order the main stages of making. Measure, mark, cut shape and join with some accuracy. Apply finishing touches using pen, paint, collage.</li> <li>• <b><u>Evaluate:</u></b> Identify strengths and weaknesses of the design and product, referring to my design criteria.</li> <li>• <b><u>Technical Knowledge:</u></b> Draw on disciplines such as mathematics, science, computing and art.</li> <li>• <b><u>Cooking and Nutrition:</u></b> Healthy Living week and Street party food. Know that a healthy diet is made up from variety and balance. With support, prepare and cook some savoury dishes safely and hygienically (Food from around the world).</li> <li>• Some children could describe the purpose of the product indicating features that will appeal to users, based on their needs, and wants. Apply finishing touches such as digital text and graphics. Investigate who designed products and how they're made. Discuss how materials have functional and aesthetic qualities. Identify how levers create movement. Use spreading and kneading.</li> </ul>
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