

## DESIGN AND TECHNOLOGY:

### Taking Inspiration from design

#### **Year 1**

- Begin to explore objects and designs to identify likes and dislikes (e.g. toys, clothes, everyday objects, clothes, accessories)
- Begin to explore and understand how products have been created.

#### **Year 2**

- Explore objects and designs to identify likes and dislikes.
- Explore and understand how products have been created.

### Design, plan, make and evaluate.

#### **Year 1**

- Begin to explain what they are making and which materials they are using
- Begin to design products that have a clear purpose and an intended user.
- Begin to use pictures and words to convey what they want to make
- With support, make products, using tools to cut, shape (e.g. rolling/folding), join and finish.
- Say what they like and don't like about their product.
- Talk about how closely their finished product meets the design criteria, with support.

## SNAITH PRIMARY SCHOOL

### Medium Term Planning Term 2 The Wonderful World of Roald Dahl 2021-2022



#### **Year 2**

- Explain what they are making and which materials they are using.
- Design product that have a clear purpose and an intended user using pictures and words to convey what they want to make.
- Make products using a range of tools to cut, shape, join and finish.
- Say what they like and don't like about their product and explain why.
- Talk about how closely their finished product meets the design criteria.
- Begin to use software that represents 2D designs (e.g. paint or within word/publisher)

## ENGLISH:

### Fiction:

- Narrative
- Traditional Tales
- Character Description

### Non-Fiction:

- Instruction Text
- Simple explanation, e.g. life cycle.

### Poetry:

- Concrete Poems.

## SCIENCE:

### Seasonal Change

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Ask scientific questions and use information to answer them.
- Gather and record data to answer questions.
- Identify and classify – sort objects through own observations.
- Observe closely using simple equipment correctly.
- Perform simple tests.
- Use observations and ideas to suggest answers to questions.
- Use the key vocabulary list to explain what they have found.

## RELIGIOUS EDUCATION:

### 1.2– Caring for our world

How can we keep the world special?

- Explore creation stories from holy books
- Consider the ways in which the world is a special place and how faiths say it should be cared for.
- Explore and discuss sacred stories.

#### Resources:

- **Religions:** Christianity (Bible – Cristian Creation Story)/ Hindu (The Vedas – Hindu Creation Story)
- **Book focus:**
  - Wow Said the Owl – Tim Hopgood
  - What a Wonderful World – Pat Alexander and Tim Hopgood
  - God’s Wonderful World – Charlotte Stowell
  - How the World Works – Christian Dorion and Beverley Young.
- **Religious Stories:** Christian creation story, Hindu creation story, Easter Story (see other documentation)
- **Religious festivals/ceremonies:** Easter Story (see other documentation)

#### Year 1

- Recall some creation stories from holy books of different faiths (Bible – Christian Creation Story/The Vedas – Hindu Creation Story)
- Say why the world is a special place for faith members (Think about what makes a place special)
- Say how religious people treat the world with respect (Explore creation by going outdoors: new beginnings, the preciousness of life, looking after creations)
- Retell a faith story.
- Know which faith a story comes from.

#### Year 2

- Reflect on a variety of creation stories
- Say why they think the world is a special place (Identify places that are special to the children in class)
- Talk about ways that everyone can play their part in caring for the world (Research different charities that support the care of our world: WWF, Christian Aid, Wildlife Trust)
- Say what they think a faith story means for the believer.
- Say why the story is important to the faith members.

## Art:

### Paint

#### Year 1:

- To hold a paint brush correctly
- To have experience of using different thickness of paint (e.g. poster paint, powder paint)

#### Year 2:

- To understand that the thickness of the brush will determine the thickness of the line.
- To have experience of using different thickness of paint (e.g. poster paint, powder paint, watercolour)

## MUSIC:

### Musical knowledge

1. Charanga: In the Grove
2. Charanga: Round and Round

### Performing

- I can make sounds.
- I can change sounds.
- I can play instruments with other children.
- I can use my voice to speak, chant and speak.
- I can listen to musical instructions and act on them (stop and start)

### Composing

- I can tell you about the sounds I have made.
- I can echo and copy short rhythms (clapping games).
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### Listening & Appraising

- I can recognise sounds around me.
- I can move to music to show whether the music makes me feel happy or sad.



## COMPUTING:

### Data

#### Using an i-pad/apps:

#### Year 1

- I can sort images or text into two or more categories on a digital device.
- I can collect data on a topic.
- I can create a tally chart.
- I can record myself explaining what I have done and what it shows me.

#### Year 2

- I can create a range of charts such as bar and line.
- I can orally record myself explaining what the data shows me.

### Sound

#### Using instruments, apps/software

#### Year 1

- I can create a sequence of sounds
- I can explore short and long sounds.
- I can record my voice and add different effects.

#### Year 2

- I can create a musical composition using software.
- I can record my own sound effects.
- I can record my voice over a composition to perform a song.

### Animation

#### Year 1

- I can add filters and stickers to enhance an animation of a character
- I can create an animation to tell a story with more than one scene.
- I can add my own pictures to my story animation.

#### Year 2

- I can create a simple stop motion animation
- I can explain how an animation/flip book works.

