SPRING 1 – MESS, MUCK AND MIXTURES

	Curriculum Objective	Key Skills	Additional Key Vocabulary	
Science	**Everyday materials** * distinguish between an object and the material from which it is made *identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock * describe the simple physical properties of a variety of everyday materials *compare and group together a variety of everyday materials on the basis of their simple physical properties **Seasonal changes** *observe changes across the four seasons *observe and describe weather associated with the seasons **Animals. Including humans** *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	EVERYDAY MATERIALS Can I name different materials? Can I identify the material an object is made from? Can I describe different materials? Can I answer questions about different materials and their similarities and differences? SEASONAL CHANGES Can I describe different weather? Can I identify the season? Can I describe the weather for this season? Can I make comparisons between different seasons and their weather? ANIMALS, INCLUDING HUMANS Can I name the 5 senses? Can I use my senses to find differences and similarities? Can I name the main human body parts? Can I locate the main human body parts on myself and others?	head neck arms elbows legs knees face ears eyes hair mouth teeth wood plastic glass metal	water rock hard soft stretchy stiff shiny dull rough smooth bendy waterproof absorbent transparent opaque
Geography	**Human and physical geography** * identify seasonal and daily weather patterns in the United Kingdom	HUMAN AND PHYSICAL GEOGRAPHY Can I link the different seasons to their weather? Can I discuss the weather in Barrow and its similarities to the rest of the UK?	season weather hot cold warm	rainy windy hail Winter
Art & Design	*develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *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 *know 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 my own work. Quentin Blake	PAINTING Can I experiment with using different tools and techniques, including different brush sizes and types? Can I mix appropriate colours? Can I use my imagination when mixing colours? DRAWING Can I experiment with and use a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk? Can I observe and make attempts to draw what I see? Can I experiment with tone and texture?	drawing movement pencil pastel paper line	colour mixing study paintbrush illustrator
Design Technology	**Design** *design purposeful, functional, appealing products for themselves and other users based on design criteria *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** *select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** *explore and evaluate a range of existing products *evaluate their ideas and products against design criteria **Cooking and nutrition** * use the basic principles of a varied and healthy diet to prepare dishes * understand where food comes from	Can I use a range of tools safely? Can I choose ways to finish my product and begin to explain my choices? Can I select and use a range of materials and give reasons why? Can I say what I like about existing products? Can I pick parts of existing products to use in my own product? Can I say what is good about my product? Can I say what I would change or improve my product and begin to explain why?	smell taste sweet salty savoury crunchy soft chewy safety	design product tools knife spoon rolling stretching flattening cutting
Computing	*use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet *recognise common uses of information technology beyond school. *use technology purposefully to create, organise, store, manipulate and retrieve digital content	TEXT AND IMAGES Can I save and print my work? Can I find my work on a computer and open it to make changes? Can I use the space bar, shift, enter and arrow keys to make changes to text? Can I use the mouse effectively when making a text document? DIGITAL RESEARCH Can I explain what different technology is used for? Can I use the internet and other computer programs safely?	text space keyboard internet	program safety shift enter
Music	* 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	Can I listen carefully to the music and to others when I am singing? Can I experiment with different sounds, using instruments and my own body? Can I perform for adults and my peers? Can I begin to compose my own tunes? Can I describe what I can hear when listening to different music? Can I identify some different instruments and how they are played?	rhythm percussion instrument composition compose	faster slower louder quieter
PE	* master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities *participate in team games, developing simple tactics for attacking and defending YoKids BAFC	Can I throw and catch a ball? Can I work with a partner to throw and catch? Can I play a game as part of a team? Can I understand rules as part of a game? Can I run around a space safely? Can I follow rules? Can I follow and join in with a routine?	game attack defend team	cooperation rules tactics balance
RE	See separate planning			