

# Holidays and Weather

## Art

Seasons

**Develop a range of art and design techniques in using form.**

To use sculpture to develop and share their ideas, experiences and imagination.

Sand sculptures

Draw on imagination to create a sculpture (Y2)

Understand form in art (Y2)

Draw on own experiences to create a sculpture (Y1)

Draw on own experience to create a sculpture (Y1)

Use clay to create a model (Y1)

Use dough or plasticine to create a model (Y1)

About the work of a range of artists and craft makers- make links to their own work.

Possible ideas: Australia- study pointillism, aboriginal cave drawings and designs

Martin Wiscombe- driftwood art.

Describe how different works by a given artist are similar (Y1)

Link own work to that of a given artist (Y2)

## Science

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- To learn that pushes and pulls are examples of forces
- To learn that sometimes pushes and pulls change the shape of objects
- To learn that that pushes or pulls can make things speed up or slow down or change direction

Seasons

Australia

## History

**Titanic- Captain Smith**

Seasons

**Time words**

Identify some difference in ways of life in the past.

Describe simple changes in living memory.

Show awareness of the past.

Contrast similarities and differences with ways of life in the past.

Explain how aspects of normal life have changed in living memory .

## IT

Seasons

**Programming** - units from 2Code (Purple Mash)

Australia

**Typing** - Y1 dunce Y2 Slap now

Y2 story writing based on QCA unit 2A

**Data Processing** - use programs to collate data and produce simple bar charts (y2) and pictograms (Y1)

2Simple

**Multimedia** - skills using paint QCA unit 2b

## Music

Seasons

Summer Holiday

Wheels on the Bus

## D&T

Seasons

Australia

Make a vehicle

**Technical knowledge**

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

**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 wide range of materials and components, including construction materials according to their characteristics.

Select own tools for cutting and joining (Y1)

Select materials according to characteristics (Y2)

Select own tools for shaping and finishing (Y2)

Build structures to make them stiffer and more stable (Y2)

**Evaluate**

Evaluate their ideas and products against a design criteria.

## Geography

Name and locate the world's seven continents and five oceans

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

**Seasons**

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.

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Say what is different about an area of the UK and a small area in a contrasting non-European country.

Australia