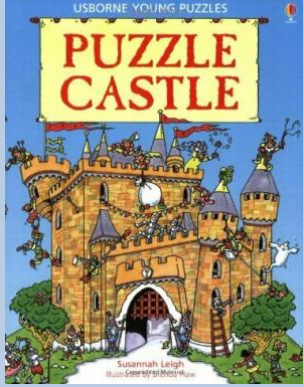


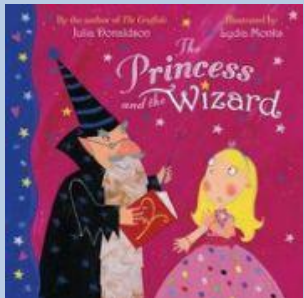
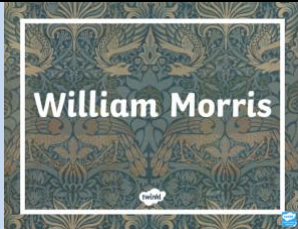


| Our Topic | Our learning | Aspects of the 2014 national Curriculum we will cover | Questions we might answer | Books we may read | How we will enrich our learning further... |
|--|---|---|---|--|--|
| <p>Kings and Queens</p> <p>Summer term 1 2021</p> | <p>As historians, we will develop an understanding of Kings and Queens.</p> | <p>Knowledge and understanding of people and events</p> <p>EYFS</p> <p>Understand key features of events. Learn about the lives of significant individuals eg Royal Family leaders past and present around the world Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Year 1</p> <p>Recall some facts about people/events before living memory Say why people may have acted the way they did.</p> <p>Year 2</p> <p>Understand key features of events. Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</p> | <ul style="list-style-type: none"> • Who were the kings and queens of the past? • What does a monarch do? • Who is our current monarch? • Where do kings and queens live? • What would kings and queens of the past have eaten? |   | <p>Use of laptops and learn pads to research topics further.</p> <p>Use of the outside area to observe plants and natural objects.</p> |
| | <p>As designers we will investigate different sewing stitches to make book marks.</p> | <p>Textiles</p> <p>EYFS</p> <p>Explore different fabrics Use and explore fabrics and how they can be joined together</p> <p>KS1</p> <p>I select the appropriate textiles so that it does the job I want it to. Describe textiles by the way they feel. Alter a textile to make it stronger. Join fabrics using glue and running stitch.</p> <p>Knowledge and designers</p> <p>EYFS</p> <p>Role play as designers</p> <p>Evaluating</p> <p>EYFS</p> <p>Be excited about what they have made Know what a product is Describe how their product works Know the features of familiar products</p> | <p>Can I...?</p> <ul style="list-style-type: none"> • Talk about what I want to make • Sew using a needle and thread • Make a product from textiles. • Make sure my work is neat and tidy. • Talk together about designs and designers • Think of ideas and with help can put them into practice • Measure, mark out and cut fabric. • Know that textiles have different properties: touch, insulation, texture and waterproof. • Know what a design is and its purpose • Use pictures and words to describe what they want to do (materials and tools) |   | |



As artists, and designers we will take inspiration from the art of William Morris and Margaret Mackintosh



Response to artefacts and design forms

EYFS

Introduction of art and design forms of all kinds

Talking about likes and dislikes

Personal response and appreciation

Other cultures

Year 1

Paintings and drawings, print, sculptures, models, ceramics, textiles, buildings etc.

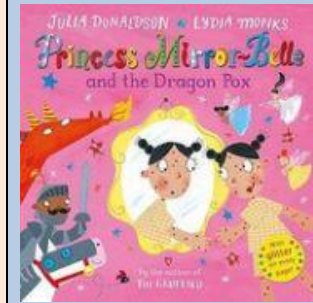
Enjoyment and discussion

Year 2

Visits, excursions around the neighbourhood and further afield

Artists, designers and craftsmen to visit school

- How did William Morris use nature to design his wallpapers?
- How can we use sketching to document our world?
- How did Margaret Mackintosh paint nature?
 - Can we make our own observations of natural objects?
 - Know what a designer does
 - Know the names and the products of some British designers (ensuring diverse representation)
 - Say what they like and dislike about the product and the designer



In RE, we will consider what it means to be Jewish.



To consider what it means to be Jewish.

- What does it mean to be Jewish?
- Where do Jewish people worship
- What do Jewish people believe Moses did?
- Why is Moses important to Jews?

In Science we will be investigating everyday materials and their properties.



EYFS

Children know about similarities and differences in relation to materials.

KS1

Distinguish between an object and the material from which it is made.

Identify and name a variety of everyday materials.

Describe the simple physical properties of a variety of everyday materials.

Compare and group everyday materials.

- Can I group objects made from the same material?
- Can I name everyday materials?
- Can I say which materials are best at different uses?