



Wow Starter: Bring in some crops from local fields for children to see. Watch video showing how they are turned into bread/

Final Event: Harvest celebration and make bread.

## EXPRESSIVE ARTS AND DESIGN

- LKS2**
- **ad13** I can show examples of painting with different kinds of paint
  - **ad15** I can talk about some famous artists, architects and designers from the past
- Design LKS2**
- **dt25** I can talk about my product and explain my design ideas and where they came from
  - **dt27** I can communicate my ideas through annotated sketches
  - **dt29** I can make a model of my design
- Make LKS2**
- **dt32** I can select and use appropriate tools and techniques for my product
  - **dt33** I can measure, mark, cut and shape a range of materials accurately
  - **dt34** I can join, assemble and combine components with precision
  - **dt35** I can use appropriate finishing techniques to strengthen and improve the appearance of my product
- Evaluate LKS2**
- **dt38** I can talk about existing products similar to my own
- **dt39** I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons
  - **dt41** I know about some significant developments in technology that have helped to shape the world
- Cooking and nutrition LKS2**
- **dt51** I can use a variety of cooking techniques
  - **dt52** I can that foods are seasonal and can give examples
  - **dt53** I can talk about the way crops and animals are grown and produce is obtained from the sea
  - **dt54** I can describe how some foods are processed
- LKS2**
- **mu12** I can play instruments with accuracy and control
  - **mu13** I can play instruments with fluency and expression to reflect the intentions of the music
  - **mu16** I can listen carefully and perform accurately from memory

## UNDERSTANDING THE WORLD

- Working scientifically LKS2**
- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
  - **sc33** setting up simple practical enquiries, comparative and fair tests
  - **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
  - **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
  - **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
  - **sc37** reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
  - **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
  - **sc39** identifying differences, similarities or changes related to simple scientific ideas and processes
  - **sc40** using straightforward scientific evidence to answer questions or to support their findings.
- Forces and magnets LKS2**
- **sc55** compare how things move on different surfaces
  - **sc56** notice that some forces need contact between two objects, but magnetic forces can act at a distance
- **sc57** observe how magnets attract or repel each other and attract some materials and not others
  - **sc58** compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
  - **sc59** describe magnets as having two poles
  - **sc60** predict whether two magnets will attract or repel each other, depending on which poles are facing.
- Location knowledge LKS2**
- **ge34** I can identify patterns of land-use and describe how these shape the landscape
  - **ge35** I know how and why human and physical features in the landscape change over time (e.g. river courses or patterns of settlement)
- Human and physical geography LKS2**
- **ge43** I can talk about goods and produce; where it is sold and how it is transported and how trading nations are interdependent.
  - **ge45** I can explain why the distribution of natural resources is important both within the UK and worldwide
- Core Skills across the Key Stage LKS2**
- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
  - **hi20** I can recognise similarities and differences between periods of time



## OUTDOOR LEARNING

Walk around school grounds to find signs of Autumn and things that are ready to harvest e.g. blackberries, elderflower, wheat

## PSED & RELIGIOUS EDUCATION

- 0 LKS2**
- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
  - Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.
  - Identify and begin to describe the similarities and differences within and between religions.
  - Use specialist vocabulary in communicating their knowledge and understanding.
  - Reflect on what it means to belong to a faith community, communicating their own and others' responses.
- RE - Learning From Religion LKS2**
- **rf21** Reflect on what it means to belong to a faith community.
  - **rf24** Discuss their own religious beliefs.
- Learning About Religion LKS2**
- **ra19** Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
  - **ra20** Begin to describe the variety of practices and ways of life in religions.
  - **ra21** Identify and begin to describe the similarities in religions.
  - **ra22** Investigate the importance of religion in the local community.
  - **ra23** Begin to consider the meaning of a range of forms of religious expression.
  - **ra24** Begin to learn specialist vocabulary to communicate their knowledge and understanding.

## PHYSICAL EDUCATION

- Swimming and water safety LKS2**
- **pe10** I can swim unaided in a recognised style over a distance of 25m
  - **pe10.1** I can swim at least two strokes in a recognised style

## MATHEMATICS AND COMPUTING

- Measurement LKS2**
- **m103** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
  - **m104** measure the perimeter of simple 2-D shapes
- Geometry - properties of shapes LKS2**
- **m110** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
  - **m111** recognise angles as a property of shape or a description of a turn
  - **m112** identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- Statistics LKS2**
- **m114** interpret and present data using bar charts, pictograms and tables

# Harvest Time - Stage Coverage

## UNDERSTANDING THE WORLD

### Working scientifically LKS2

- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
- **sc33** setting up simple practical enquiries, comparative and fair tests
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **sc37** reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- **sc39** identifying differences, similarities or changes related to simple scientific ideas and processes
- **sc40** using straightforward scientific evidence to answer questions or to support their findings.

### Forces and magnets LKS2

- **sc55** compare how things move on different surfaces
- **sc56** notice that some forces need contact between two objects, but magnetic forces can act at a distance
- **sc57** observe how magnets attract or repel each other and attract some materials and not others
- **sc58** compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- **sc59** describe magnets as having two poles
- **sc60** predict whether two magnets will attract or repel each other, depending on which poles are facing.

### Location knowledge LKS2

- **ge34** name and locate land-use patterns
- **ge35** name human and physical characteristics and understand how some of these aspects have changed over time

### Human and physical geography LKS2

- **ge43** human geography, including economic activity including trade links
- **ge45** human geography, including the distribution of natural resources including energy, food, minerals and water

### LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi20** They should note connections, contrasts and trends over time

## MATHEMATICS AND COMPUTING

### Measurement LKS2

- **m103** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- **m104** measure the perimeter of simple 2-D shapes

### Geometry - properties of shapes LKS2

- **m110** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- **m111** recognise angles as a property of shape or a description of a turn
- **m112** identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

### Statistics LKS2

- **m114** interpret and present data using bar charts, pictograms and tables

## PHYSICAL EDUCATION

### Swimming and water safety LKS2

- **pe10** swim competently, confidently and proficiently over a distance of at least 25 metres
- **pe10.1** use a range of strokes effectively such as front crawl, backstroke and breaststroke

## EXPRESSIVE ARTS AND DESIGN

### LKS2

- **ad13** to improve their mastery of art and design techniques, including painting with a range of materials
- **ad15** about great artists, architects and designers in history.

### Design LKS2

- **dt25** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- **dt27** generate, develop, model and communicate their ideas through discussion and annotated sketches
- **dt29** generate, develop, model and communicate their ideas through prototypes

### Make LKS2

- **dt32** select from and use a wider range of tools and equipment to perform practical tasks
- **dt33** use a wider range of tools and equipment to perform practical tasks accurately
- **dt34** use a wider range of tools and equipment to perform practical tasks, such as joining accurately
- **dt35** select from and use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately

### Evaluate LKS2

- **dt38** investigate a range of existing products
- **dt39** analyse a range of existing products
- **dt41** understand how key events in design and technology have helped shape the world

### Cooking and nutrition LKS2

- **dt51** cook using a range of cooking techniques
- **dt52** understand seasonality
- **dt53** know where and how a variety of ingredients are grown and/or caught
- **dt54** know where and how a variety of ingredients are processed.

### LKS2

- **mu12** play musical instruments with increasing accuracy
- **mu13** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression
- **mu16** listen with attention to detail and recall sounds with increasing aural memory

## PSED & RELIGIOUS EDUCATION

### RE - Learning From Religion LKS2

- **rf21** Reflect on what it means to belong to a faith community.
- **rf24** Discuss their own religious beliefs.

### Learning About Religion LKS2

- **ra19** Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra20** Begin to describe the variety of practices and ways of life in religions.
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