



Wow Starter: Watch video about Andy Goldsworthy
Play in recycling roleplay

Final Event: Litter picking around school

EXPRESSIVE ARTS AND DESIGN

KS1
• **ad1** I can use different materials to design and make things
• **ad4** I can use sculpture to share my ideas.
• **ad5** I can use colour, texture and pattern in my work
• **ad7** I can tell you about famous artists, craft-makers and designers and who my favourite is and why I like his/her work
• **ad8** I can talk about different ways of creating work and which ways I have tried and which I liked best
• **ad9** I can show you how ideas from famous people have helped me to create my own work

Design KS1
• **dt1** I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need
• **dt3** I can draw and talk about what I am going to make

• **dt5** I have used ICT to help develop or communicate my design

Make KS1
• **dt7** I can join materials in a variety of ways
• **dt9** I can select the appropriate materials and tools for my design

Evaluate KS1
• **dt14** I can look at things other people have made and tell you what I like or dislike
• **dt16** I can talk about how closely my finished product matches my design

KS1
• **mu7** I can sit and listen attentively to recorded music
• **mu8** I can concentrate when listening to music and describe what I think and how the music makes me feel

UNDERSTANDING THE WORLD

Location knowledge KS1
• **ge3** I can find and name the four countries of the UK on a map

Place knowledge KS1
• **ge7** I can talk about the landscape and name some human and physical features in a place in the UK I have visited

use basic geographical vocabulary to refer to:
KS1
• **ge14** I know what physical features in the landscape are and can use the correct geographical vocabulary to name various physical features
• **ge15** I know what human features in the landscape are and can use the correct geographical vocabulary to name various human features

Geographical skills and fieldwork KS1

• **ge17** I understand the four basic compass directions and know that on a British map North is always at the top
• **ge18** I can describe the location of places near my home
• **ge20** I can follow a simple route to a place familiar to me using 'left' and 'right' to describe my journey
• **ge21** I can identify features in my classroom and on the playground from a plan view
• **ge22** I can recognise some human and physical features from an aerial photograph
• **ge24** I can create symbols for the features on my map and create a key to explain what they represent
• **ge25** I have annotated my sketches to identify some of the human and physical features I saw

Geography
Go on a walk and identify physical/ human features around the school grounds
Look at local area on google maps and find places nearby.

Children think of symbols for human/physical features in local area
Children create own maps of local area and key for features.
Children describe routes to places nearby on their maps

My Local Area

Learn about the sculptor Andy Goldsworthy who creates art using natural materials outside.
Research local area, investigating which natural materials we could use for land art.
Sketch observational drawing of favourite Andy Goldsworthy piece of art

Plan own land art, inspired by Andy Goldsworthy.
Make own land art using materials from our local area. Create art outside on school field.
Evaluation of land art.
Take photo of land art

St George's day- Learn about Morris dancing and explore music that accompanies it and the traditional instruments used.

Morris dancing- linked with St George's day
Children learn basic steps
Learn routine to perform with a partner
Children add in own steps for 8 beats using the clapping, skipping, hopping moves they have learnt

PSED
Learn how humans are damaging local environment
Children think of ways to help local area be clean and tidy

RE
Caring for others
Discuss how we can care for others in our own lives
Explore religious stories with morals that teach us how to care for others e.g. Muhammad- caring for animals, Jesus healing blind man
Learn how religion helps people to care for others.
Learn about religious charity work

PHYSICAL EDUCATION

KS1
• **pe3** I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings

PSED & RELIGIOUS EDUCATION

0 KS1
• Explore a range of religious stories and sacred writings, and talk about their meanings.
• Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
• Reflect on how spiritual and moral values relate to their own behaviour.
• Friendship

Learning About Religion KS1
• **ra6** Explore a range of religious stories.
• **ra10** Identify the importance, for some people, of belonging to a religion.

PSED Preparing to play an active role as citizens KS1
• **pa19** Begin to understand what harms their local, natural and built environments.

RE - Learning From Religion KS1
• **rf14** Reflect on ideas of right and wrong and how this relates to their own behaviour.

My Local Area - Stage Coverage

UNDERSTANDING THE WORLD	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	PSED & RELIGIOUS EDUCATION			
<p>Location knowledge KS1</p> <ul style="list-style-type: none">• ge3 name and locate the four countries of the United Kingdom	<p>KS1</p> <ul style="list-style-type: none">• pe3 perform dances using simple movement patterns.	<p>KS1</p> <ul style="list-style-type: none">• ad1 to use a range of materials creatively to design and make products• ad4 to use sculpture to develop and share their ideas, experiences and imagination• ad5 to develop a wide range of art and design techniques in using colour, pattern, texture,• ad7 about the work of a range of artists, craft makers and designers.• ad8 about the differences and similarities between different practices and disciplines, and making links to their own work.• ad9 about the work of a range of artists, craft makers and designers, making links to their own work. <p>Design KS1</p> <ul style="list-style-type: none">• dt1 design purposeful, functional, appealing products• dt3 generate and communicate their ideas through talking and drawing templates• dt5 generate, develop, model and communicate their ideas through information and communication technology <p>Make KS1</p> <ul style="list-style-type: none">• dt7 select from and use a range of tools and equipment to perform practical tasks such as joining• dt9 select from and use a range of tools and equipment to perform practical tasks <p>Evaluate KS1</p> <ul style="list-style-type: none">• dt14 explore a range of existing products• dt16 evaluate their ideas <p>KS1</p> <ul style="list-style-type: none">• mu7 listen with concentration and understanding to a range of high-quality recorded music• mu8 listen with concentration and understanding to a range of music	<p>RE - Learning From Religion KS1</p> <ul style="list-style-type: none">• rf14 Reflect on ideas of right and wrong and how this relates to their own behaviour. <p>Learning About Religion KS1</p> <ul style="list-style-type: none">• ra6 Explore a range of religious stories.• ra10 Identify the importance, for some people, of belonging to a religion. <p>PSED Preparing to play an active role as citizens KS1</p> <ul style="list-style-type: none">• pa19 Begin to understand what harms their local, natural and built environments.			

