

Theme: A Step Back in Time			
Class Topic: Victorians; Toys and Games			
	Year 2	Year 1	Reception
<p>Science:</p> <p>Sc1/1.1: Asking simple questions and recognising that they can be answered in different ways.</p> <p>Sc1/1.2: Observing closely, using simple equipment.</p> <p>Sc1/1.3: Performing simple tests</p> <p>Sc1/1.4: Identifying and classifying.</p> <p>Sc1/1.5: Using their observations and ideas to suggest answers to questions.</p> <p>Sc1/1.6: Gathering and recording data to help in answering questions.</p> <p>Year 1:</p> <p>Sc1/3.1a: Distinguish between an object and the material from which it is made.</p>	<p>I can ask simple scientific questions.</p> <p>I can use simple equipment to make observations.</p> <p>I can carry out simple tasks.</p> <p>I can identify and classify things.</p> <p>I can suggest what I have found out.</p> <p>I can use simple data to answer questions.</p>	<p>I can ask simple scientific questions.</p> <p>I can use simple equipment to make observations.</p> <p>I can carry out simple tasks.</p> <p>I can identify and classify things.</p> <p>I can suggest what I have found out.</p> <p>I can use simple data to answer questions.</p> <p>I can distinguish between an object and the material it is made from.</p> <p>I can explain the materials that an object is made from.</p> <p>I can name wood, plastic, glass, metal, water and rock.</p> <p>I can describe the properties of everyday materials.</p>	<p>ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>

<p>Sc1/3.1b: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Sc1/3.1c: Describe the simple physical properties of a variety of everyday materials.</p> <p>Sc1/3.1d: Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		<p>I can group objects based on the materials they are made from.</p>	
<p>History:</p> <p>Hi1/1.1: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Hi1/1.3: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects</p>	<p>I can use words and phrases like; before, after, past, present, then and now.</p> <p>I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.</p> <p>I can find out things about the past by talking to an older person.</p>	<p>I can use words and phrases like: old, new and a long time ago.</p> <p>I can recognise that some objects belonged to the past.</p> <p>I can explain how I have changed since I was born.</p> <p>I can ask and answer questions about old and new objects.</p>	<p>ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why</p>

of life in different periods - Queen Victoria.	I can research the life of a famous person from the past using different sources of evidence.		some things occur, and talk about changes.
Computing: Co2/1.4: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	I can organise digital content. I can retrieve and manipulate digital content. I can navigate the web to complete simple searches.	I can create digital content. I can store digital content. I can retrieve digital content. I can use a web site. I can use a camera. I can record sound and play back.	ELG: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Design Technology: DT1/1.1a: Design purposeful, functional, appealing products for themselves and other users based on design criteria. DT1/1.1b: Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	I can think of an idea and plan what to do next. I can choose tools and materials and explain why I have chosen them. I can join materials and components in different ways. I can explain what went well with my work. I can explain why I have chosen specific textiles. I can measure materials to use in a model or structure.	I can use my own ideas to make something. I can describe how something works. I can make a product which moves. I can make my model stronger. I can explain to someone else how I want to make my product. I can choose appropriate resources and tools.	ELG: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent

<p>DT1/1.2a: Select from and use a range of tools and equipment to perform practical tasks.</p> <p>DT1/1.2b: Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>DT1/1.3a: Explore and evaluate a range of existing products.</p> <p>DT1/1.3b: Evaluate their ideas and products against design criteria.</p>		<p>I can make a simple plan before making.</p>	<p>their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
<p>Music:</p> <p>Mu1/1.4: Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p>I can perform simple patterns and accompaniments keeping a steady pulse.</p> <p>I can play simple rhythmic patterns on an instrument.</p> <p>I can sing or clap increasing and decreasing tempo.</p>	<p>I can use instruments to perform.</p> <p>I can clap short rhythmic patterns.</p> <p>I can make different sounds with my voice and with instruments.</p> <p>I can repeat short rhythmic and melodic patterns.</p>	<p>ELG: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

	<p>I can order sounds to create a beginning, middle and an end.</p> <p>I can create music in response to different starting points.</p> <p>I can choose sounds which create an effect.</p>	<p>I can make a sequence of sounds.</p> <p>I can choose sounds to represent different things.</p>	
<p>PE: PE1/1.1a: 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.</p> <p>PE1/1.1b: Participate in team games, developing simple tactics for attacking and defending.</p>	<p>I can use hitting, kicking and/or rolling in a game.</p> <p>I can decide the best space to be in during a game.</p> <p>I can use one tactic in a game.</p> <p>I can follow rules.</p>	<p>I can throw underarm.</p> <p>I can hit a ball with a bat.</p> <p>I can move and stop safely.</p> <p>I can throw and catch with both hands.</p> <p>I can throw and kick in different ways.</p> <p>I can repeat actions and skills.</p> <p>I can move control and care.</p> <p>I can use equipment safely.</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>