

Infant Class B Year – Super Heroes don't always wear capes!

Prior learning and links	History	Geography	Art	Design Technology	Music
	Understanding: Answer 'how' and 'why' questions about their experiences and in response to stories or events. They use past, present and future forms accurately when talking about that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Talk about past and present events in their own lives and in the lives of family members.	Know about similarities and differences in relation to places, objects, materials and living things. 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.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Use what they have learnt about materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art.	Early experiences of working with paper and card to make simple flaps and hinges. Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.	Children sing songs, make music and dance, and experiment with ways of changing them.

Core curriculum	History	Geography	Art	Design Technology	Music
	Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.	Locational knowledge - Name and locate the world's seven continents and five oceans. Geographical skills and fieldwork - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.	To use a range of materials creatively to design and make products To use painting to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	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, ICT Make - Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate - Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria Technical knowledge - Build structures, exploring how they can be made stronger, stiffer and more stable	Listen with concentration and understanding to a range of high-quality live and recorded music.
On-going	They should know where the people and events they study fit within a chronological framework <i>Class time line</i>	Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom - <i>Class weather map and station.</i>			

Skills and learning	History	Geography	Art	Design Technology	Music
	Describe in simple terms why Britain went to war with Germany in 1914 and give reasons why living and fighting in the trenches of the Western Front was so horrific for many soldiers Explain some of the ways in which the First World War affected people in their own locality Show understanding through reasoning and explanation of what life was like while Britain was at war. Suggest reasons why images shown at home may not always provide a true account of what happened Explain why letters written by soldiers who actually participated in the battles are likely to be more reliable as evidence of what happened	Locate the nations involved in the World War to understand the significance and impact it had.	Generate – Recognise that ideas can be expressed in artwork, experiment with an open mind. (Y1) Use drawing to record ideas and experiences. Try out different activities and make sensible choices about what to do next. (Y2) Making - Use materials purposefully to achieve particular characteristics or qualities. Try out a range of materials and processes and recognise they have different qualities. (Y1) Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use. (Y2) Evaluating – Show interest in and describe what they think about the work of others. (Y1) When looking at creative work, express clear preferences and give some reasons for these. (Y2) Knowledge – How to recognise and describe some simple characteristics of different kinds of art. The names of the tools, techniques and the formal elements (colours, shape, tone etc.) that they use. (Y1) Be able to talk about the materials, techniques and processes used, using an appropriate vocabulary. That different forms of creative works are made by artists from all cultures and times. (Y2) Textile piece, dip dye, sewing, applique. Clay 3D poppies	Mechanisms - Focus – Sliders and Levers Designing Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Making Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating. Evaluating Explore a range of existing books and everyday products that use simple sliders and levers. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. Technical knowledge and understanding Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project. Design, make and evaluate a moving picture for visitors for commemoration.	https://www.bbc.co.uk/teach/class-clips-video/keep-the-home-fires-burning/z6bfbdm K is for Keep the Home Fires Burning music by Ivor Novello and lyrics by Lena Guilbert Ford. A dramatic monologue set in the late 1930s introduces Ivor Novello, who tells us how his famous song came to be written. Britain is on the brink of another war and Novello wonders if his song will be sung once again. Pupils could learn the words of 'Keep the Home Fires Burning' and sing along to a recording. Take individual lines and ask the children what they think they mean. How does the song make the children feel?

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Next steps	History	Geography	Art	Design Technology	Music
<p>Identify the achievements and impact of Ancient Rome on today.</p>	<p>Topic: All Around the World</p> <p>Location knowledge – locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Meridian and time zones.</p> <p>Place knowledge - understand geographical similarities and differences through the study of human and physical geography of region of the UK and a region within South America.</p> <p>Human and physical geography - describe and understand key aspects of physical and human geography.</p> <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Generate – Gather and review information, reference and resources related to their ideas and intentions. Use a sketchbook and drawing purposefully to improve understanding, inform ideas and plan for an outcome.</p> <p>Making – Select and use appropriately, a variety of materials and techniques in order to create their own work.</p> <p>Evaluating - Take the time to reflect upon what they like and dislike about their work in order to improve it.</p> <p>Knowledge - Know about and describe the work of some artists.</p>	<p>Levers and Linkages</p> <p>Designing Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas.</p> <p>Making Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating.</p> <p>Evaluating Investigate and analyse books and, where available, other products with lever and linkage mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make.</p> <p>Technical knowledge and understanding Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	