

Week 1	Week 2	Week 3	Week 4
Are our homes the same? (Pictures-google street view)	What are the homes like in your local area? (Local walk up Westfield- new builds/ flats/ detached/ semi-detached)	What are the homes like in your local area? - use images from last week and discuss findings	How have houses changed over time? (Size/ style/ building materials) Timeline of houses
I can use photographs to identify similarities and differences between our homes.	I can talk about and describe the houses in my local area.	I can talk about and describe the houses in my local area.	I can use photographs to identify how houses have changed over time
I know there are some similarities and differences about our homes	I know that there are different styles of houses in my local area	I know what different styles of houses are in my local area.	I know that houses have changed and evolved over time
Why do we need light? What is light for? What part of my body do I use to see?	Why do we need light? What is light for? What part of my body do I use to see? What does it mean when it is dark?	What different appliances at school have a source of light?	What different appliances in the home have a source of light?
I can explain that when there is no light it is dark. (Build a dark den)	I can list the things around me that I can see.	I can identify appliances that have a light source. (walk around school)	I can compare appliances and say whether they have a light source or not.
I know that I need light to see things and that dark is the absence of light.	I know that I use my eyes for my sense of sight and this helps me to learn about the world around me. I know that dark is the absence of light.	I know that things in the home have a source of light eg Microwaves, torches and that these things need power to create light.	I know that things in the home have a source of light eg Microwaves, torches and that these things need power to create light.
Do you think the weather will be the same everyday this week (whole class weather chart- morning and afternoon)		Why might somebody need to use a map of our school?	
I can describe the types of weather that occur throughout the week		I can devise a simple map of our school and use and construct basic symbols in a key.	
I know that the weather has changed throughout the week.		I know that a map of our school needs to be accurate to help somebody who is unfamiliar with our school.	

What is the same about us?	Are we all the same?	What is bullying?	What would you do if you or someone you know was being bullied?
I can identify similarities between the people in my class	I can identify differences between people in my class.	I can tell you what bullying is	I can identify adults who can help
I know some ways that I am the same as my friends.	I know some ways that I am different to my friends.	I know how it might feel to be bullied	I know who I could talk to if bullying was happening
Can I give and follow instructions?	Can I give and follow instructions?- write a set of instructions as a class	Can I sequence actions to make something happen and recognise this as an algorithm? (Children physically follow a sequence of instructions)	Can I program robots to do a particular task? (Beebots and mats)
I can give instructions to my friend and physically follow their instructions	I can give instructions to my friend and physically follow their instructions	I can describe what actions I will need to do to make something happen.	I can begin to use software to create movement
I know how to give instructions to my friend and physically follow their instructions	I know how to give instructions to my friend and physically follow their instructions	I know how to describe what actions I will need to make something happen.	I know how to begin to use software to create movement
What equipment do we need to paint?	What are the primary colours?	What happens when we mix primary colours?	What happens when we add white to a colour?
I can name the different equipment that we need to paint can experiment with powder paints to make colour.	I can create a colour wheel of the primary colours. I can name the primary colours.	I can mix primary colours to make secondary colours. I can make a colour wheel of primary and secondary colours. I can name the secondary colours.	I can create a colour wheel by adding white to a primary colour.
I know that I will need, powder paints; a 6 well paint pallet; a water pot and thin and thick paint brushes.	I know that blue, red and yellow are the primary colours.	I know that when we mix primary colours we make secondary colours.	I know that when I add white to a colour it makes tints.
What is a design brief? What prior learning have we got for DT?	Product research- packaging- What do you like/ dislike about each piece of packaging?	Product research- chocolate- What do you like/ dislike about the different pieces of chocolate?	What ingredients are you going to use in your own chocolates?
I can explain what my design brief is	I can use product research to design my own chocolate packaging	I can say what I like/ dislike about different chocolates	I can complete my own chocolate design
I know a design brief outlines the problem that i will solve?	I know that I can use product research to influence by own product	I know that I can use product research to influence by own product	I know what I want my chocolates to be like

Musical Story			
What is this story based on?	What is the mood of the Music?	What is improvisation?	What is this story based on?
I can sign in time with the songs.	I can sign in time with the songs.	I can make patterns with sounds - using musical elements.	I can sign in time with the songs.
I am able to recap the Musical story that we are learning.	I am able to identify the mood of the different pieces of Music that I am listening to and put the relevant movements in to my performance.	I am able to describe what improvisation is.	I am able to recap the Musical story that we are learning.
What is a rugby ball?	Can I throw a rugby ball?	Can I catch a rugby ball?	Can I throw and catch a rugby ball?
I can move around holding a rugby ball	I can throw a rugby ball towards a target	I can catch a rugby ball	I can throw and catch a rugby ball (passing progression)
I know what a rugby ball looks and feels	I know I need to aim when throwing	I know the correct technique for catching	I know the importance of not letting the r

Week 5	Week 6	Week 7
Are there any similarities/ differences between modern new build houses and victorian houses?	Why have houses changed over time?	Is it fair that some people have large houses and some people have small houses?
I can compare 2 houses built in different time periods.	I can recognise and discuss reasons for why houses might have changed over time	I can take part in a discussion and draw a conclusion
I know how houses have changed over time.	I know the materials used to build houses has changed over time.	I know that I need an explanation to help answer the question 'Is it fair that some people have large houses and some people have small houses?'.
Why is it important that we are bright in the dark?- link to road safety	Who is Thomas Edison? When did he live? What did he invent?	What things use electricity?
I can say why it is important that we can be seen in the dark.	I can recall who Thomas Edison is.	I can name some of the things that use electricity.
I know it is important that we can be seen in the dark to keep us safe.	I know Thomas Edison invented the lightbulb. I know when Thomas Edison was born.	I know that some things work by using electricity.
Is our school in a busy area of parkgate? (Pictogram of traffic that goes past school in a set period of time)- field work		What are the four seasons of the year?
I can conduct field work to help me answer a question about my local area.		I can identify changes that happen throughout the seasons of the year
I know how to use the evidence I have collected to answer a question about my local area		I know the four seasons of the year

How do you make friends with someone?	Why are you a good friend?	
I can identify ways to make new friends	I can explain what makes a good friend?	
I know how it feels to make new friends	I know what makes me a good friend.	
Can I program robots to do a particular task? (Beebots and mats)	Can I program software to do a particular task? (Scratch- ipdas)	Can I program software to do a particular task? (Scratch- ipdas)
I can begin to use software to create movement	I can begin to use software to create movement on a screen	I can begin to use software to create movement on a screen
I know how to begin to use software to create movement	I know how to begin to use software to create movement on a screen	I know how to begin to use software to create movement on a screen
What happens when we add black to a colour?	What is abstract art? Who is Jackson Pollock?	How do you get the splatter effect with paint and a paint brush?
I can create a colour wheel by adding black to a primary colour.	I can take inspiration from the work of a famous artist.	I can take inspiration from the artist Jackson Pollock.
I know that when I add black to a colour it makes tones.	I know that Jackson Pollock is an abstract artists.	I know that Jackson Pollock is an abstract artist
What is food hygiene?	How are you going to make your chocolates?	Did you like your chocolates?
I can sequence instructions for washing my hands.	I can follow my design when making my chocolate	I can evaluate my chocolates
I know why it is important to wash our hands before touching food.	I know what ingredients I need to include in my chocolate	I know what I like and what I would change about my chocolates

What is the mood of the Music?	How could you improve your performance?	How could you improve your performance?
I can sign in time with the songs.	I can sign in time with the songs.	I can perform to my class peers.
I am able to identify the mood of the different pieces of Music that I am listening to and put the relevant movements in to my performance.	I know how to improve my performance.	I know how to improve my performance.
Can I retrieve a rugby ball?	Can I complete a relay in teams?	Can I complete a relay in teams?
I can move to the middle of a hall to collect rugby balls for my team - then progress to stealing	I can move a rugby ball to and from an area taking it in turns	I can move a rugby ball to and from an area taking it in turns
I know I take 1 rugby ball at a time and I	I know how to wait in a line for my turn	I know how to wait in a line for my turn