

## MARVELLOUS ME MU PLAN 2025

<p><b>SUCCESS CRITERIA:</b>  <b>On the completion of this topic pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>State the purpose of a map</li> <li>State the key features of a map (title, symbols, key) and their purpose</li> <li>Create their own simple map of a local site based on practical observation, including title, symbols and key</li> <li>Create their own map of an imaginary area linked to our text, including title, symbols and key</li> <li>Name and explain the main familial relationships (eg parent, grandparent, aunt, cousin etc)</li> <li>Create a simple family tree</li> <li>Say what constitutes a healthy balanced diet</li> <li>State what they need (to do) in order to stay healthy</li> <li>Research and describe a range of fruit and veg</li> <li>Plan, prepare, make and evaluate their own healthy snack</li> <li>Recognise and name the basic needs of animals</li> <li>Name and compare the structure of a variety of animals</li> <li>Name the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p><b>KEY FOCUS AREAS</b></p> <ul style="list-style-type: none"> <li>What is the purpose of a map</li> <li>Key features of a map</li> <li>Research needed to create a map</li> <li>Local area exploration (practical and research)</li> <li>Family trees - our own and those of others</li> <li>Exploring relationships</li> <li>Local area history and study of maps in the past</li> <li>What do we need to stay healthy?</li> <li>Exploration of fruit and vegetables as part of a healthy diet</li> <li>Safety and hygiene when preparing food</li> <li>Importance of exercise, sleep and good hygiene for our health</li> </ul>	<p><b>SYNOPSIS: Week 1 - Week 6</b></p>		
		<p>Week 1</p>	<p>Exploring features of maps Collect info about what we eat</p>	
		<p>Week 2</p>	<p>Observe features of local area Examine and describe a range of fruit and veg</p>	
		<p>Week 3</p>	<p>Create map of local area Safety &amp; hygiene when preparing food</p>	
		<p>Week 4</p>	<p>Create map linked to our text Designing a healthy recipe</p>	
		<p>Week 5</p>	<p>Explore relationships, family trees Making and evaluating a healthy snack</p>	
		<p>Week 6</p>	<p>Study the history of our local area</p>	
		<p><b>Driver: Our place in the world.</b></p>		
<p><b>SCIENCE:</b>  <b>In Science children will be:</b></p> <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Observing closely, using simple equipment</li> <li>Performing simple tests</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions.</li> </ul> <p>Y1 &amp; Y2 (recap &amp; revisit):</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals.</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Woodland work~ Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p>Y2:</p> <ul style="list-style-type: none"> <li>Finding out about and describing the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> <li>Continue to observe and describe how bulbs grow into mature plants</li> </ul>	<p><b>KEY QUESTIONS:</b></p> <p>Why might we need a map?          Who might need a map?          What are the features of a map?          What are the purposes of map symbols?          How do we create a key and what do we include?          What did our local area look like in the past and how do we know?          What do we need to stay healthy?</p>	<p><b>KEY VOCABULARY:</b></p> <p>Map          Symbol          Key          Aerial view          Health          Diet          Past</p>		
			<p style="text-align: center;"><b>Opportunities for Extension</b></p>	
			<p>Google Maps.          Mapping of routes.          Atlas work          Oral history - talking to older family and friends about their memories          Further research into own locality          Food tasting</p>	

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<p><b>GEOGRAPHY:</b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>name and locate the world's 7 continents and 5 oceans</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to:             <ul style="list-style-type: none"> <li>key physical features,</li> <li>key human features,</li> </ul> </li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<p><b>ENGLISH:</b></p> <p><b>Key texts:</b></p> <p><b>Nothing</b> by Mick Inkpen (Narrative)</p> <p><b>George's Marvellous Medicine</b> by Roald Dahl (Instructions)</p> <p><b>Visual Literacy-</b> Other books by Roald Dahl &amp; Mick Inkpen</p> <p>Atlases/maps</p> <p><b>Key author-</b> Roald Dahl</p>	<p><b>MATHS:</b></p> <p><b>Number:</b></p> <p>Y1~Numbers within 20 (including recognising Money)</p> <p>Y2~Numbers within 100 (including Money)</p> <p style="text-align: center;"><b>Number:</b></p> <p>Y1~Place Value to 50</p> <p>Y2~ Multiplication</p> <p style="text-align: center;"><b>Number:</b></p> <p>Y1~Division and consolidation</p> <p>Y2~Division</p>
<p><b>DT</b></p> <ul style="list-style-type: none"> <li>Research familiar products via disassembling, comparing and evaluating</li> <li>Develop their design ideas through discussion, observation, drawing and modelling</li> <li>Identify a purpose for what they intend to design and make</li> <li>Identify simple design criteria</li> <li>Apply basic principles of healthy &amp; varied diet to food design &amp; preparation</li> <li>Follow safe procedures for food safety and hygiene</li> <li>Evaluate against their design criteria.</li> <li>Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>Talk about their ideas, saying what they like and dislike about them</li> </ul>	<p><b>HISTORY:</b></p> <ul style="list-style-type: none"> <li>know where the people and events they study fit within a chronological framework</li> <li>They should use a wide vocabulary of everyday historical terms.</li> <li>ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>events beyond living memory that are significant nationally or globally</li> <li>lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	
<p><b>MUSIC:</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality recorded music</li> </ul> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		
<p><b>ICT/COMPUTING:</b></p> <p>Taught through Purple Mash platform~</p> <ul style="list-style-type: none"> <li>Unit 2.3 <b>Spreadsheets</b> continued</li> <li>Unit 2.2 <b>Online safety</b></li> </ul>	<p><b>PSHE &amp; RSE: Keeping Myself Safe</b></p> <p>Y1~ How our feeling can keep us safe • Keeping healthy • Medicine Safety</p> <p>Y2~ Safe and unsafe secrets • Appropriate touch • Medicine Safety</p> <p><b>BRITISH VALUES:</b></p> <p>Democracy - voting for changes and decisions so all voices are heard.</p> <p>Individual Liability - freedom of speech</p> <p>Tolerance, including of others' religious beliefs- visit to place of worship - church</p>	<p><b>ENRICHMENT:</b></p> <p>Exploration of local area</p> <p>Cookery</p>

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ASSESSMENT DESCRIPTORS	
Science Targets - A Year 1 Scientist	Science Targets - A Year 2 Scientist
<ul style="list-style-type: none"> <li>ask simple questions and recognise that they can be answered in different ways</li> <li>observe closely, using simple equipment</li> <li>identify and classify</li> <li>use their observations and ideas to suggest answers to questions</li> <li>gather and record data to help in answering questions</li> <li>observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals</li> </ul>	<ul style="list-style-type: none"> <li>ask simple questions and recognise that they can be answered in different ways</li> <li>observe closely, using simple equipment</li> <li>perform simple tests</li> <li>identify and classify</li> <li>use their observations and ideas to suggest answers to questions</li> <li>gather and record data to help in answering questions</li> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival</li> </ul>
History Targets - A Year 1 Historian	History Targets - A Year 2 Historian
<ul style="list-style-type: none"> <li>Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Match objects to people of different ages</li> <li>Recognise the difference between past and present in their own and others lives</li> <li>They know and recount episodes from stories about the past</li> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past - how reliable are their memories?</li> <li>Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</li> <li>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time - check with reference book</li> <li>Sequence photographs etc. from different periods of their life Describe memories of key events in lives</li> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify differences between ways of life at different times</li> <li>Compare 2 versions of a past event</li> <li>Compare pictures or photographs of people or events in the past</li> <li>Discuss reliability of photos/ accounts/stories</li> <li>Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</li> <li>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</li> </ul>
Design and technology Targets- In year 1:	Design and technology Targets- In year 2:
<ul style="list-style-type: none"> <li>Draw on their own experience to help generate ideas</li> <li>Suggest ideas and explain what they are going to do</li> <li>Identify a target group for what they intend to design and make</li> <li>Model their ideas in card and paper</li> <li>Make their design using appropriate techniques</li> <li>With help measure, mark out, cut and shape a range of materials</li> <li>Use tools e.g. scissors and a hole punch safely</li> <li>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</li> <li>Use simple finishing techniques to improve the appearance of their product</li> <li>Evaluate their product by discussing how well it works in relation to the purpose</li> </ul>	<ul style="list-style-type: none"> <li>Generate ideas by drawing on their own and other people's experiences</li> <li>Develop their design ideas through discussion, observation, drawing and modelling</li> <li>Identify a purpose for what they intend to design and make</li> <li>Identify simple design criteria</li> <li>Make simple drawings and label parts</li> <li>Begin to select tools and materials; use vocab' to name and describe them</li> <li>Measure, cut and score with some accuracy</li> <li>Assemble, join and combine materials in order to make a product</li> <li>Choose and use appropriate finishing techniques</li> <li>Evaluate against their design criteria</li> <li>Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> </ul>
Geography Targets - A Year 1 Geographer	Geography Targets - A Year 2 Geographer
<ul style="list-style-type: none"> <li>Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>Use information books/pictures as sources of information.</li> <li>Picture maps and globes</li> <li>Picture maps of imaginary places and from stories.</li> <li>relative vocabulary</li> <li>Use basic geographical vocabulary to refer to: Key physical features and Key human features,</li> </ul>	<ul style="list-style-type: none"> <li>Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>Make simple comparisons between features of different places.</li> <li>A route on a map.</li> <li>Use an infant atlas to locate places.</li> <li>to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> <li>A map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> <li>To understand the need for a key.</li> <li>Find land/sea on globe.</li> <li>Use teacher drawn base maps.</li> <li>Use an infant atlas             <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: key physical features and key human features,</li> </ul> </li> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>

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Music Targets - A Year 1/2 Musician	
<ul style="list-style-type: none"> <li>• To find their singing voice and use their voices confidently.</li> <li>• Sing with a sense of awareness of pulse and control of rhythm.</li> <li>• Sing songs expressively.</li> <li>• Follow pitch movements with their hands and use high, low and middle voices.</li> <li>• Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>• Sing with an awareness of other performers.</li> <li>• Recall and remember short songs and sequences and patterns of sounds.</li> <li>• Respond physically when performing, composing and appraising music.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the pulse in different pieces of music.</li> <li>• Accompany a chant or song by clapping or playing the pulse or rhythm.</li> <li>• To explore different sound sources.</li> <li>• Play instruments in different ways and create sound effects. Handle and play instruments with control.</li> <li>• Contribute to the creation of a class composition.</li> <li>• Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'</li> <li>• Recognise how music can reflect different intentions.</li> </ul>
PE Targets - A Year 1 Sportsperson	PE Targets - A Year 2 Sportsperson
<ul style="list-style-type: none"> <li>• Encourage others to keep trying.</li> <li>• Show determination to continue working over a longer period of time. Determined to complete the challenges and tasks set.</li> <li>• Drop and catch a ball after one bounce on the move.</li> <li>• Catch a beanbag and a medium-sized ball.</li> <li>• Attempt to track balls and other equipment sent to them.</li> <li>• Strike a stationary ball using a racket.</li> <li>• Run, stop and change direction with some balance and control.</li> <li>• Recognise space in relation to others.</li> <li>• Begin to use simple tactics with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a partner and small group to play games and solve challenges.</li> <li>• Explore skills independently before asking for help.</li> <li>• Confident to share ideas, contribute to class discussion and perform in front of others.</li> <li>• Provide feedback beginning to use key words from the lesson</li> <li>• Catch an object passed to them, with and without a bounce.</li> <li>• Strike a ball using a racket.</li> <li>• Run, stop and change direction with balance and control.</li> <li>• Use simple tactics.</li> </ul>
PE Targets - A Year 1 Gymnast	PE Targets - A Year 2 Gymnast
<ul style="list-style-type: none"> <li>• Perform balances making their body tense, stretched and curled.</li> <li>• Take body weight on hands for short periods of time.</li> <li>• Demonstrate poses and movements that challenge their flexibility.</li> <li>• Remember, repeat and link simple actions together.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform balances on different body parts with some control and balance.</li> <li>• Take body weight on different body parts, with and without apparatus.</li> <li>• Show increased awareness of extension and flexibility in actions.</li> <li>• Copy, remember, repeat and plan linking simple actions with some control and technique.</li> </ul>
PSHE Y1	PSHE Y2
<ul style="list-style-type: none"> <li>• I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).</li> <li>• I can give examples of how I keep myself healthy.</li> <li>• I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</li> <li>• I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</li> <li>• I can explain that they can be helpful or harmful, and say some examples of how they can be used safely</li> </ul>
Computing Knowledge and skills~ Year 1	Computing Knowledge and skills~ Year 2
<ul style="list-style-type: none"> <li>• I can talk about the different ways in which information can be shown.</li> <li>• I can sort different kinds of information and present it to others.</li> <li>• I can use technology to create and present my ideas.</li> <li>• I can save information in a special place and retrieve it again.</li> <li>• I can keep my password private.</li> <li>• I can tell you what personal information is.</li> <li>• I can tell an adult when I see something unexpected or worrying online.</li> <li>• I can talk about why it's important to be kind and polite.</li> <li>• I can recognise an age appropriate website.</li> <li>• I can agree and follow sensible e-Safety rules.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make and save a chart or graph using the data I collect.</li> <li>• I can tell you what kind of information I could use to help me investigate a question.</li> <li>• I can use technology to organise and present my ideas in different ways.</li> <li>• I can save and open files on the device I use.</li> <li>• I can explain why I need to keep my password and personal information private.</li> <li>• I can describe the things that happen online that I must tell an adult about.</li> <li>• I can talk about why I should go online for a short amount of time.</li> <li>• I can talk about why it is important to be kind and polite online and in real life.</li> <li>• I know that not everyone is who they say they are on the Internet</li> </ul>