

Changes MU PLAN 2026

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> Describe how animals grow and change as they get older. Recognise what plants and animals need to live. Know the impact that humans have on the environment and how small changes can have big impacts. Talk about people in living memory who impact change and why they are significant. Recognise and describe the work of LS Lowry. Chose art materials and skills to replicate a style of art work~ use perspective for effect. Make a moving picture using levers, sliders, flaps, springs/split pins. Evaluate their own work according to criteria. Making observations of how plants grow over time- from seeds and bulbs. 	<p>KEY FOCUS AREAS (highlighted on Topic Overview) The world- human impact on our climate and how we can protect it by making changes.</p> <p>Plants how they grow and life cycles.</p> <p>Growing in our school environment.</p> <p>Significant people in living memory - Greta Thunberg, David Attenborough, King Charles III</p> <p>Established artist- Lowry cityscapes- perspective- line and form- selecting materials.</p>	<p>SYNOPSIS: Week 1 - Week 5</p>	
		Week 1	<p>Climates of the world and their role in habitats and ecosystems.</p> <p>Exploration of moving pictures</p>
		Week 2	<p>Plant structures, growing seeds observations over time.</p> <p>Investigate animal lifecycles that involve metamorphosis.</p> <p>Make a simple lever</p>
		Week 3	<p>Seed germination and plant lifecycles.</p> <p>Predicting and proving what plants need</p> <p>Trip to Recycling Centre</p> <p>Make a simple slider</p>
		Week 4	<p>Plants</p> <p>Design moving picture</p> <p>Climate change - causes, consequences & solutions.</p>
		Week 5	<p>Make and evaluate own moving picture</p> <p>LS Lowry, artist study. Experiment with style - line, form, selection of materials.</p>
		<p>Driver: The environment- the effect and impact of our small changes</p>	
<p>Design and Technology: Design ♣ design a 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 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, according to their characteristics Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ explore and use mechanisms [for example, levers, sliders], in their products.</p>	<p>SCIENCE:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. <p>Y1 Plants:</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Y2:</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy notice that animals, including humans, have offspring which grow into adults 	<p>KEY QUESTIONS:</p> <ul style="list-style-type: none"> How do plants change? What is climate change and why is it happening? What are the effects of climate change? What can we do to help prevent climate change? Who are Greta Thunberg and David Attenborough and what do they have in common? Who was LS Lowry and what did he create? 	
		<p>Opportunities for Extension</p>	
		<ul style="list-style-type: none"> Knowledge of human impact of human and physical geographical features. How significant people have impacted change in terms of the environment. 	

Oceans and Seas MU PLAN

<p>ENGLISH: Key texts: <i>Dear Earth</i> by Isabel Otter and <i>There's a Rang Tan in my Bedroom</i> by James Sellick and Frann Preston Gannon Key author- Michael Morpurgo SATS Miscue: WTS smartest giant in town EXS- The Day the crayons quit GDS- Sound collector poem</p>	<p>MATHS: Y1~ Number: Consolidation and fractions Measurement: Time</p>	
<p>ART: ♣ to use a range of materials creatively to design and make products ♣ to use drawing and painting to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using line, shape, form and space ♣ about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>History: develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ♣ the lives of significant individuals in the past who have contributed to national and international achievements.</p>	
<p>ICT/COMPUTING: Purple Mash Unit 2.6 Creating Pictures Using 2Paint a Picture, children can create an image replicating an established style. Children can enhance a picture using the tools within 2Paint a Picture which demonstrates their ability to manipulate a digital image They can combine and use multiple effects & features to enhance their patterns. They can efficiently store and retrieve their work from their saved area on Purple Mash.</p>	<p>SMSC/PSHE:</p> <ul style="list-style-type: none"> • how to develop and maintain a variety of healthy relationships • To communicate their feelings and how to control their feelings. • how to recognise and manage emotions (within a range of relationships) • how to recognise and respond to risky or negative relationships • how to respect equality and diversity in relationships. • the difference between secrets and surprises • to identify and respect the differences and similarities between people • to judge what kind of physical contact is acceptable(including who to tell and how to tell them) • to recognise how their behaviour affects other people • how to recognise and manage emotions • to recognise what is fair and unfair, kind and unkind, what is right and wrong • to identify their special people (family, friends, carers), • what makes them special and how special people should care for one another <p>BRITISH VALUES: Democracy - voting for changes and decisions so all voices are heard. Individual Liability - freedom of speech- Greta and her impact- what can they do? Tolerance, including of others' religious beliefs- visit to place of worship - church</p>	<p>GEOGRAPHY</p> <ul style="list-style-type: none"> • To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent • To understand the interaction between human and physical processes • To communicate geographical information in a variety of ways eg via maps, diagram, writing etc <p>ENRICHMENT: Visit to cycle centre Butterfly life cycle observation</p>

ASSESSMENT DESCRIPTORS	
<p align="center">Design and technology Targets- In year 1:</p> <ul style="list-style-type: none"> • Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Model their ideas in card and paper • Make their design using appropriate techniques • With help measure, mark out, cut and shape a range of materials • Use tools e.g. scissors and a hole punch safely • Assemble, join and combine materials and components together using a variety of temporary methods • Use simple finishing techniques to improve the appearance of their product • Evaluate their product by discussing how well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it 	<p align="center">Music Targets - A Year 1/2 Musician</p> <ul style="list-style-type: none"> • To find their singing voice and use their voices confidently. • Sing a melody accurately at their own pitch. • Sing with a sense of awareness of pulse and control of rhythm. • Recognise phrase lengths and know when to breathe. • Sing songs expressively. • Follow pitch movements with their hands and use high, low and middle voices. • Begin to sing with control of pitch (e.g. following the shape of the melody). • Sing with an awareness of other performers. • Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. • Identify different sound sources. • Perform a rhythm to a given pulse. • Accompany a chant or song by clapping or playing the pulse or rhythm. • To explore different sound sources. • Create and chose sounds in response to a given stimulus. • Play instruments in different ways and create sound effects. • Handle and play instruments with control. • Contribute to the creation of a class composition. • Perform together and follow instructions that combine the musical elements • Choose sounds and instruments carefully and make improvements to their own and others' work. • Recognise how music can reflect different intentions.
<p align="center">Design and technology Targets- In year 2:</p> <ul style="list-style-type: none"> • Generate ideas by drawing on their own and other people's experiences • Develop their design ideas through discussion, observation , drawing and modelling • Identify a purpose for what they intend to design and make • Identify simple design criteria • Make simple drawings and label parts • Begin to select tools and materials; use vocab' to name and describe them • Measure, cut and score with some accuracy • Use hand tools safely and appropriately • Assemble, join and combine materials in order to make a product • Choose and use appropriate finishing techniques • Evaluate against their design criteria • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Talk about their ideas, saying what they like and dislike about them 	
<p align="center">Art and Design Targets: A Year 1 Artist</p> <ul style="list-style-type: none"> • developing ideas (ONGOING) • Ask and answer questions about the starting points for their work, and develop their ideas. • Explore the differences and similarities within the work of artists, in different times and cultures. • Identify what they might change in their current work or develop in their future work. • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, shape and colour • Use a variety of tools and techniques including the use of different brush sizes and types. • Mix secondary colours and shades using different types of paint. 	<p align="center">History Targets - A Year 1 Historian</p> <ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others lives • Use stories to encourage children to distinguish between fact and fiction • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play. Making models.... Writing.. Using ICT...
<p align="center">Art and Design Targets: A Year 2 Artist</p> <ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and the processes they have used. • Develop their ideas. • Explore the differences and similarities within the work of artists in different times and cultures. • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in their future work. • Annotate work in sketchbook • Understand the basic use of a sketchbook and work out ideas for drawings. • Experiment with the visual elements; line, shape, pattern and colour. • Mix a range of secondary colours, shades and tones. • Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. • Work on a range of scales e.g. large brush on large paper etc. • Investigate different kinds of art, craft and design. 	<p align="center">History Targets - A Year 2 Historian</p> <ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories •

Geography Targets: A Year 1 Geographer		PE Targets - A Year 1 Gymnast	
<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures, aerial maps as sources of information. Become familiar with the uses of picture maps and globes Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to: Key physical features, including; forest, hill, mountain, soil, valley, vegetation,. Key human features, including: city, town, village, factory, farm, house, office. 		<ul style="list-style-type: none"> Perform balances making their body tense, stretched and curled. Take body weight on hands for short periods of time. Demonstrate poses and movements that challenge their flexibility. Remember, repeat and link simple actions together. 	
Geography Targets: A Year 2 Geographer		PE Targets - A Year 2 Gymnast	
<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, aerial maps, pictures/photos and internet as sources of information. Make appropriate observations about why things happen. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 		<ul style="list-style-type: none"> Perform balances on different body parts with some control and balance. Take body weight on different body parts, with and without apparatus. Show increased awareness of extension and flexibility in actions. Copy, remember, repeat and plan linking simple actions with some control and technique. 	
PSHE Y1		PSHE Y2	
<ul style="list-style-type: none"> Recognise how a person's behaviour (including their own) can affect other people. Identify what they like about the school environment; Recognise who cares for and looks after the school environment. Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. Explain where people get money from; List some of the things that money may be spent on in a family home. Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). 		<ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom. Explain, and be able to use, strategies for dealing with impulsive behaviour. Identify special people in the school and community who can keep them safe; Know how to ask for help. Know the importance of keeping personal information private, when online and only talking to people they know in real life; Know that they can tell an adult they trust if anything happens that makes them worried. Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things. Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment. 	
Computing Targets – In Year 1		Computing Targets – In Year 2	
<ul style="list-style-type: none"> I can use technology to organise and present my ideas in different ways. I can tell you about an online tool that will help me to share my ideas with other people. I can save and open files on the device I use. I talk about the different ways I use technology to collect information I can make and save a chart or graph using the data I collect. I can talk about the data that is shown in my chart or graph. I am starting to understand a branching database. I can tell you what kind of information I could use to help me investigate a question. 		<ul style="list-style-type: none"> I can be creative with different technology tools. I can use technology to create and present my ideas. I can save information in a special place and retrieve it again. I can talk about the different ways in which information can be shown. I can sort different kinds of information and present it to others. I can add information to a pictograph and talk to you about what I have found out. 	
Games Targets - Year 1		Games Targets - Year 2	
<ul style="list-style-type: none"> Drop and catch a ball after one bounce on the move. Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques. Kick towards a stationary target. Catch a beanbag and a medium-sized ball. Attempt to track balls and other equipment sent to them. Run, stop and change direction with some balance and control. Recognise space in relation to others. Begin to use simple tactics with guidance 		<ul style="list-style-type: none"> Dribble a ball with two hands on the move. Dribble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target. Catch an object passed to them, with and without a bounce. Move to track a ball and stop it using feet with limited success. Strike a ball using a racket. Run, stop and change direction with balance and control. Move to space to help score goals or limit others scoring. Use simple tactics. 	

