

# Muck, Mess and Mixtures



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 Year Group: 1/2  
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<b>History</b> <ul style="list-style-type: none"> <li>Significant individuals: Florence Nightingale; comparing nursing and hygiene in different periods</li> </ul>	<b>Design and Technology</b> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from</li> <li>select from and use a wide range of ingredients, according to their characteristics</li> </ul>
<b>Art and Design</b> <ul style="list-style-type: none"> <li>Collage – Fruit and Veg scenes</li> <li>Painting – Observational paintings of fruit/veg</li> <li>Artist Knowledge - Carl Warner</li> </ul>	<b>Climate/Environment</b> <ul style="list-style-type: none"> <li>Impact of plastic food packaging on the environment and alternatives.</li> </ul>
<b>Computing</b> <ul style="list-style-type: none"> <li>Technology in our Lives</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>Animals including humans</li> </ul>

# Science

**National Curriculum (Knowledge and Skills):** Pupils should be taught to:

**Year 1**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- gather and record data to help in answering questions
- identify and classify

**Year 2**

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- gather and record data to help in answering questions
- use their observations and ideas to suggest answers to questions

**Suggested Investigations:**

- Year 1 Investigation: Senses Investigations <https://kidshealth.org/en/kids/experiment-main.html>
- Year 2 Investigation: Egg Shell/healthy teeth investigation <https://www.science-sparks.com/how-to-keep-teeth-healthy/>

**Prior Learning**

**Forever Firs children working at ARE in Year 1 should already be able to:**

- 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. (ELG KUW:TW)

**Forever Firs children working at ARE in Year 2 should already be able to:**

- See Year 1 statements above

**Key Vocabulary**

Tier 1		Tier 2		Tier 3	
Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Body	Food	Identify	Needs		Carbohydrates
Eyes	Air	Human	Humans		Dairy
Ears	Sleep	Hips	Survive		Oxygen
Nose	Rest	Sight	Survival		Acid
Mouth	Fruit	Sound	Exercise		
Arms	Meat	Seeing	Hygiene		
Hands	Vegetables	Hearing	Healthy		
Head	Water	Touch	Unhealthy		
Face	Eggs	Feel	Weight		
Legs	Sugar	Texture	Energy		
Feet	Toothpaste	Taste	Question		
Knees		Sweet	Answer		
Elbows		Sour	Observe		
Shoulders		Bitter	Test		
Fingers		Salty	Record		
toes		Smell	Change		
		Question	Similar		
		Answer	Different		
		Observe	Same		
		Test	Protect		
		Classify	Damage		
		Identify	Predict		
		Predict			

## Science Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 The logo for Firs Primary School is centered on the page. It features a stylized sun or flower icon on the left, composed of several overlapping semi-circular segments in shades of yellow and orange. To the right of the icon, the words "Firs Primary School" are written in a large, light blue, sans-serif font. The word "Firs" is on the top line, "Primary" is on the middle line, and "School" is on the bottom line. Two short horizontal yellow bars are positioned below the word "School", one on the left and one on the right, acting as decorative dashes.			

# History

**National Curriculum:** Pupils should be taught about:

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

**Key Lines of Enquiry:**

- Florence Nightingale and the history of nursing

**Curriculum Intentions (key knowledge to be learned):**

- Florence Nightingale is a famous British nurse who lived from 1820-1910.
- She helped to make hospitals more sanitary places and wrote books about how to be a good nurse.
- Much of what we know about clean, organised hospital conditions today is thanks to Florence’s work and research.
- Florence began her nursing career during the Crimean War and campaigned for better hospital conditions for the wounded soldiers there.
- She is considered the founder of modern nursing.

**Age Related Subject Skills (Progression Guidance):**

- Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time
- Show where places, people and events fit into a broad chronological framework
- Begin to use dates
- Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my... were younger, years, decades, centuries
- Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why? Who was involved?
- Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites
- Choose and use parts of stories and other sources to show understanding of events
- Communicate understanding of the past in a variety of ways
- Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum displays
- Discuss change and continuity in an aspect of life e.g. holidays
- Recognise why people did things
- Recognise why some events happened
- Recognise what happened as a result of people’s actions or events
- Identify similarities and differences between ways of life in different periods, including their own lives
- Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why

**Prior Learning**

Forever Firs children working at ARE should already be able to:

- Order and sequence familiar events eg: family customs and routines
- Use everyday language to talk about time
- Measure short periods of time in simple ways
- Develop the of use everyday language to talk about time to compare quantities and objects and to solve problems.
- Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Enjoy joining in with family customs and routines
- Identify their family’s routines/ traditions
- Know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past
- Know about similarities between themselves and others, and among families, communities and traditions
- Know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past
- Talk about past and present events in their own lives and in the lives of family members

## Key Vocabulary

Tier 1	Tier 2	Tier 3
	Nursing Hospital Sanitary Hygiene Conditions	Campaigned Change Same/Different Modern Century

## History Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 <p data-bbox="268 689 1326 1525">Firs Primary — School —</p>			

# Art and Design

## National Curriculum:

Pupils should be taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Pupils should be taught:

- 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

## Curriculum Intentions (Key Knowledge and Skills to be learned):

- Collage – Fruit and Veg scenes
- Painting – Observational paintings of fruit/veg
- Artist Knowledge - Carl Warner

## Age Related Subject Skills (Progression Guidance):

### Year 1

#### Artist Knowledge

- Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.  
Explore 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.

#### Developing Ideas (Sketch Books)

- Start to record simple media explorations in a sketch book.

#### Collage

- Develop collages, based on a simple drawing, using papers and materials
- Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc.)
- Develop tearing, cutting and layering paper to create different effects

#### Painting

- Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.
- Explore techniques such as lightening and darkening paint without the use of black or white.
- Begin to show control over the types of marks made.
- Paint on different surfaces with a range of media.
- Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.

### Year 2

#### Artist Knowledge

- Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.
- Express thoughts and feelings about a piece of art.
- Reflect and explain the successes and challenges in a piece of art created.
- Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.

#### Developing Ideas (Sketch Books)

- Use a sketchbook to plan and develop simple ideas.
- Use a sketchbook to plan and develop simple ideas
- Build information on colour mixing, the colour wheel and colour spectrums.
- Collect textures and patterns to inform other work.

#### Collage

- Develop collages, based on a simple drawing, using papers and materials
- Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc.)
- Develop tearing, cutting and layering paper to create different effects

#### Painting

- Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.
- Understand how to make tints using white and tones by adding black to make darker and lighter shades.
- Build confidence in mixing colour shades and tones.
- Understand the colour wheel and colour spectrums.
- Be able to mix all the secondary colours using primary colours confidently.
- Continue to control the types of marks made with the range of media.
- Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.

## Prior Learning

**Forever Firs children working at ARE in Year 1 should already be able to:**

### Artist Knowledge

- Look and talk about what they have produced, describing simple techniques and media used.

### Painting

- Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used.
- Mix and match colours to different artefacts and objects.
- Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.

### Collage

- Handles and manipulates materials such as threads, cottons, wool, raffia, grass
- Is aware of colour, texture and shape
- Sorts, collects, discusses and pulls apart cloths and threads

### Developing Ideas (Sketch Books)

- Look and talk about what they have produced, describing simple techniques and media used.

**Forever Firs children working at ARE in Year 2 should already be able to:**

- *See progression statements for year 1 above*

## Key Vocabulary

Artist Knowledge	Painting	Collage	Developing Ideas (Sketch Books)
Like, dislike, describe, similarities, differences, links  Explore, comparison, thoughts, feelings, emotions, feelings Successes, challenges Change, develop	Paint, brush size, hands, feet, rollers, pads Lightening, darkening, light, dark  Primary colours – red, blue, yellow  Secondary colours – green, purple, orange Mix, predict Tint, tone, shade, layering, texture	Collage, paper, material, natural Temporary recycled Textures, Tearing, cutting, layering	Record, sketch book, plan, develop  Colour mixing, colour wheel, colour spectrum Texture, pattern

— School —

## Art and Design Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE





## Design and Technology

**National Curriculum:** Pupils should be taught to:  
 use the basic principles of a healthy and varied diet to prepare dishes  
 understand where food comes from  
 select from and use a wide range of ingredients, according to their characteristics

**Curriculum Intentions (Key Knowledge and Skills to be learned):**

- Children will explore foods from around the world, identifying their countries of origin.
- They will learn how to sort the foods into food types, and identify which foods are healthy/unhealthy.
- They will learn to prepare a number of simple healthy dishes from different cultures.

**Climate/Environment Link**

- Children will research types of food packaging and learn about the impact of plastic food packaging on the environment.
- They will learn about alternatives to plastic food packaging e.g. buying loose fruit and veg in reusable bags, avoiding processed foods, using glass and tin packaging which can be recycled, looking at which types of plastic packaging can be recycled locally (blue bin) and which can't.

**Age Related Subject Skills (Progression Guidance):**

**Cooking and Nutrition**

- Know where food comes from
- Use appropriate equipment to weigh and measure ingredients
- Prepare simple dishes safely and hygienically, without using a heat source
- Use techniques such as cutting
- Name and sort foods into the five groups of the 'eat well' plate
- Know that everyone should eat at least five portions of fruit and vegetables every day

**Prior Learning - Forever Firs children working at ARE should already be able to:**

**EYFS Physical Development**

**(40-60 months)**

- Uses simple tools to effect changes in materials
- Handles tools, objects, construction and malleable materials with safety and increasing control
- Eats a healthy range of foodstuffs and understands the need for variety in food
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health
- Shows understanding of how to transport and store equipment safely

**(ELG)**

- Children handle tools and equipment effectively
- Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe

**Key Vocabulary**

Tier 1	Tier 2		Tier 3
	healthy balanced varied diet location origin healthy unhealthy cultures traditions/traditional	ingredients measure taste sweet salty sour sort hygiene	

## Design and Technology Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



# Computing

**National Curriculum:**

recognise common uses of information technology beyond school

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**Computing Strand:** Technology in our Lives

**Topic Links:** To understand how technology is used in every day life

**Age Related Subject Skills (Progression Guidance - DDAT):**

- *Pupils learn about some of the uses of the internet*

### Key Stage 1

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Discuss where they have seen and used technology.</li> <li>• Sort pictures of what is and isn't classed as technology and discuss what each one is used for</li> <li>• Know how technology can be used to send messages (Class dojo, email etc.)</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss why we use technology</li> <li>•</li> </ul> |
|--|--|

**Other Key Areas of Learning:**

- Some understanding that technology is like a machine/can be controlled by humans. Has a set job/purpose.
- Name technology that they use at home and in school.
- Talk about why we use technology (make things easier, quicker etc.) and begin to think about what we would have to do without technology – e.g. no washing machines, wash the clothes ourselves
- Say the 'job' of specific technology
  - <https://content.twinkl.co.uk/resource/e3/65/t-i-105-ks1-identify-information-technology-in-the-wider-world-photo-pack-ver-3.pdf?token=exp=1596102090~acl=%2Fresource%2F65%2Ft-i-105-ks1-identify-information-technology-in-the-wider-world-photo-pack-ver-3.pdf%2A~hmac=2ec4c74069ee4ab7aa4545ce1e04240f6e4f9d7586b0f20881da83d6d1bbf2be>
- Know that the internet can be used to find out information
  - <https://content.twinkl.co.uk/resource/e3/65/t-i-105-ks1-identify-information-technology-in-the-wider-world-photo-pack-ver-3.pdf?token=exp=1596102090~acl=%2Fresource%2F65%2Ft-i-105-ks1-identify-information-technology-in-the-wider-world-photo-pack-ver-3.pdf%2A~hmac=2ec4c74069ee4ab7aa4545ce1e04240f6e4f9d7586b0f20881da83d6d1bbf2be>
  - For example <https://www.tes.com/teaching-resource/finding-information-using-a-computer-online-intro-to-searching-databases-ks1-2-fun-and-complete-11159950>
- Know that technology helps send messages. They can begin to link this to real life and sending messages on phones etc.
  - <https://www.bbc.co.uk/bitesize/topics/zymyqqt/articles/zgwnsbk>

**Prior Learning**

**Forever Firs children working at ARE should already be able to:**

**(40-60 Months)**

- Complete a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

**(Early Learning Goal)**

- Recognise that a range of technology is used in places such as homes and schools.
- Select and use technology for particular purposes.

### Key Vocabulary

Tier 1		Tier 2		Tier 3	
Send	Questions	Technology	Machine	Programme	
Receive	Answer	Information	Research	Purpose	
Internet	Home	Author	Website		
Buttons	School	Job			

# Computing Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

