

Muck, Mess and Mixtures

Programme of study

In this project, children will have the opportunity to...

Spoken language		Reading			
<input type="checkbox"/>	En SL 7	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	<input type="checkbox"/>	En R C 2c	Make inferences on the basis of what is being said and done.
<input type="checkbox"/>	En SL 3	Use relevant strategies to build their vocabulary.	<input type="checkbox"/>	En R C 1g	Discuss their favourite words and phrases.
<input type="checkbox"/>	En SL 5	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	<input type="checkbox"/>	En R C 1d	Be introduced to non-fiction books that are structured in different ways.
<input type="checkbox"/>	En SL 1	Listen and respond appropriately to adults and their peers.	<input type="checkbox"/>	En R C 1f	Discuss and clarify the meanings of words, linking new meanings to known vocabulary.
<input type="checkbox"/>	En SL 8	Speak audibly and fluently with an increasing command of Standard English.	<input type="checkbox"/>	En R C 2d	Answer and ask questions.
<input type="checkbox"/>	En SL 9	Participate in discussions, presentations, performances, role play, improvisations and debates.	Mathematics		
Writing			<input type="checkbox"/>	Ma M 1	Choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
<input type="checkbox"/>	En W C 2b	Write down ideas and/or key words, including new vocabulary.			
<input type="checkbox"/>	En W C 1d	Write for different purposes.			
<input type="checkbox"/>	En W C 3c	Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).			
<input type="checkbox"/>	En W C 2c	Encapsulate what they want to say, sentence by sentence.			
<input type="checkbox"/>	En W C 1c	Write poetry.			
<input type="checkbox"/>	En W H 2	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.			
<input type="checkbox"/>	En W C 2a	Plan or say out loud what they are going to write about.			
<input type="checkbox"/>	En W C 4	Read aloud what they have written with appropriate intonation to make the meaning clear.			
<input type="checkbox"/>	En W C 3a	Evaluate their writing with the teacher and other pupils.			

The POS shown in bold text will be applied by the children during the Innovate stage.

Muck, Mess and Mixtures

Art & design		PSHE		
<input type="checkbox"/>	AD 3	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<input type="checkbox"/> PSHE 3f Know that all household products, including medicines, can be harmful if not used properly.	
<input type="checkbox"/>	AD 4	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.	<input type="checkbox"/> PSHE 3g Know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.	
<input type="checkbox"/>	AD 1	Use a range of materials creatively to design and make products.	Science	
<input type="checkbox"/>	AD 2	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	<input type="checkbox"/> Sc WS 6 Gather and record data to help in answering questions.	
Computing		<input type="checkbox"/> Sc WS 3 Perform simple tests.	<input type="checkbox"/> Sc WS 2 Observe closely, using simple equipment.	
<input type="checkbox"/>	Co 4	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<input type="checkbox"/> Sc WS 5 Use their observations and ideas to suggest answers to questions.	
D&T		<input type="checkbox"/> Sc EM 2 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		
<input type="checkbox"/>	DT E 1	Explore and evaluate a range of existing products.		
<input type="checkbox"/>	DT CN 2	Understand where food comes from.		
<input type="checkbox"/>	DT CN 1	Use the basic principles of a healthy and varied diet to prepare dishes.		
<input type="checkbox"/>	DT M 2	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.		
<input type="checkbox"/>	DT M 1	Select from and use a range of tools and equipment to perform practical tasks.		

The POS shown in bold text will be applied by the children during the Innovate stage.

Programme of study

In this project, children will have the opportunity to...

Spoken language

- En SL 1** Listen and respond appropriately to adults and their peers.
- En SL 5** **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.**
- En SL 11** Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- En SL 7** **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.**
- En SL 2** Ask relevant questions to extend their understanding and knowledge.
- En SL 9** **Participate in discussions, presentations, performances, role play, improvisations and debates.**
- En SL 6** **Maintain attention and participate actively in collaborative conversations.**

Writing

- En W C 2a** Plan or say out loud what they are going to write about.
- En W C 2b** Write down ideas and/or key words, including new vocabulary.
- En W C 3b** Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- En W C 3a** Evaluate their writing with the teacher and other pupils.
- En W C 2c** Encapsulate what they want to say, sentence by sentence.
- En W C 1c** Write poetry.
- En W C 1d** **Write for different purposes.**
- En W C 3c** Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).
- En W C 4** Read aloud what they have written with appropriate intonation to make the meaning clear.

Reading

- En R C 3** Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- En R C 2a** Draw on what they already know or on background information and vocabulary provided by the teacher.
- En R C 4** Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- En R C 1f** **Discuss and clarify the meanings of words, linking new meanings to known vocabulary.**

Mathematics

- Ma M 1** Choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- Ma G PD 2** Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
- Ma M 5** **Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.**

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Art & design

- AD 3** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- AD 1** Use a range of materials creatively to design and make products.

Computing

- Co 3** Use logical reasoning to predict the behaviour of simple programs.
- Co 4** **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**

D&T

- DT TK 2** Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products.
- DT M 1** Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).
- DT TK 1** Build structures, exploring how they can be made stronger, stiffer and more stable.
- DT E 2** Evaluate their ideas and products against design criteria.

Geography

- Ge LK 2** Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
- Ge SF 1** Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
- Ge SF 3** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Ge SF 4** **Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.**
- Ge SF 2** **Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.**

History

- Hi 3** Learn 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.

Music

- Mu 1** Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

PSHE

- PSHE 5b** Feel positive about themselves.

Science

- Sc EM 1** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Sc EM 2** Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

The POS shown in bold text will be applied by the children during the Innovate stage.

Towers, Tunnels and Turrets

Programme of study

In this project, children will have the opportunity to...

Spoken language

- En SL 1** Listen and respond appropriately to adults and their peers.
- En SL 5** **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.**
- En SL 4** Articulate and justify answers, arguments and opinions.
- En SL 11** **Consider and evaluate different viewpoints, attending to and building on the contributions of others.**
- En SL 9** **Participate in discussions, presentations, performances, role play, improvisations and debates.**

Writing

- En W C 2b** Write down ideas and/or key words, including new vocabulary.
- En W C 1a** **Write narratives about personal experiences and those of others (real and fictional).**
- En W VGP 2a** Learn how to use sentences with different forms: statement, question, exclamation, command.
- En W C 2c** Encapsulate what they want to say, sentence by sentence.
- En W C 3c** Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).
- En W C 3a** Evaluate their writing with the teacher and other pupils.
- En W C 4** Read aloud what they have written with appropriate intonation to make the meaning clear.
- En W C 2a** Plan or say out loud what they are going to write about.

Reading

- En R C 1d** Be introduced to non-fiction books that are structured in different ways.
- En R C 1c** **Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.**
- En R C 1b** Discuss the sequence of events in books and how items of information are related.
- En R C 2d** Answer and ask questions.
- En R C 2a** Draw on what they already know or on background information and vocabulary provided by the teacher.

Mathematics

- Ma M 2** Compare and order lengths, mass, volume/capacity and record the results using (>), (<) and (=).

The POS shown in bold text will be applied by the children during the Innovate stage.

Towers, Tunnels and Turrets

Art & design

- AD 2** Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Computing

- Co 4** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

D&T

- DT M 2** Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- DT TK 1** Build structures, exploring how they can be made stronger, stiffer and more stable.
- DT E 1** Explore and evaluate a range of existing products.
- DT D 1** Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- DT D 2** Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- DT M 1** Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).
- DT E 2** Evaluate their ideas and products against design criteria.

Geography

- Ge SF 1** Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
- Ge SF 4** Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Ge HP 2b** Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

History

- Hi 2** Learn about events beyond living memory that are significant nationally or globally.
- Hi 3** Learn about the lives of significant individuals in the past who have contributed to national and international achievements.

PE

- PE 2** Participate in team games, developing simple tactics for attacking and defending.
- PE 1** Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

PSHE

- PSHE 5g** Consider social and moral dilemmas that they come across in everyday life (e.g. aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues).

Science

- Sc EM 1** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Sc LT 2** Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Sc WS 4** Identify and classify.
- Sc WS 3** Perform simple tests.

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Programme of study

In this project, children will have the opportunity to...

Spoken language		Reading			
<input type="checkbox"/>	En SL 6	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	<input type="checkbox"/>	En R C 1a	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
<input type="checkbox"/>	En SL 5	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	<input type="checkbox"/>	En R C 2b	Check that the text makes sense to them as they read and correct inaccurate reading.
<input type="checkbox"/>	En SL 9	Participate in discussions, presentations, performances, role play/improvisations and debates.	<input type="checkbox"/>	En R C 1c	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.
<input type="checkbox"/>	En SL 4	Articulate and justify answers, arguments and opinions.			
Writing		Mathematics			
<input type="checkbox"/>	En W C 2a	Plan or say out loud what they are going to write about.	<input type="checkbox"/>	Ma G PS 4	Compare and sort common 2-D and 3-D shapes and everyday objects.
<input type="checkbox"/>	En W C 3b	Re-read to check their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	<input type="checkbox"/>	Ma M 6	Compare and sequence intervals of time.
<input type="checkbox"/>	En W C 2b	Write down ideas and/or keywords, including new vocabulary.	<input type="checkbox"/>	Ma M 1	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm).
<input type="checkbox"/>	En W C 2c	Encapsulate what they want to say, sentence by sentence.	<input type="checkbox"/>	Ma S 1	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
<input type="checkbox"/>	En W C 3a	Evaluate their writing with the teacher and other pupils.	<input type="checkbox"/>	Ma S 3	Ask and answer questions about totalling and compare categorical data.
<input type="checkbox"/>	En W C 1d	Write for different purposes.			
<input type="checkbox"/>	En W C 1a	Write narratives about personal experiences and those of others (real and fictional).			
<input type="checkbox"/>	En W H 1	Form lower-case letters of the correct size relative to one another.			
<input type="checkbox"/>	En W H 2	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined.			
<input type="checkbox"/>	En W C 1c	Write poetry.			
<input type="checkbox"/>	En W C 4	Read aloud what they have written with appropriate intonation to make the meaning clear.			

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Art & design		Music	
<input type="checkbox"/>	AD 2	<input type="checkbox"/>	Mu 1
	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.		Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
<input type="checkbox"/>	AD 1	<input type="checkbox"/>	Mu 3
	Use a range of materials creatively to design and make products.		Listen with concentration and understanding to a range of high-quality live and recorded music.
<input type="checkbox"/>	AD 3		
	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		
Computing		PE	
<input type="checkbox"/>	Co 4	<input type="checkbox"/>	PE 1
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
<input type="checkbox"/>	PE 3		
	Perform dances using simple movement patterns.		
D&T		PSHE	
<input type="checkbox"/>	DT TK 2	<input type="checkbox"/>	PSHE 5f
	Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products.	<input type="checkbox"/>	PSHE 3a
<input type="checkbox"/>	DT M 2		Know how to make simple choices that improve their health and well-being.
	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.		
History		Science	
<input type="checkbox"/>	Hi 3	<input type="checkbox"/>	Sc WS 4
	Learn about the lives of significant individuals in the past who have contributed to national and international achievements.	<input type="checkbox"/>	Sc WS 2
		<input type="checkbox"/>	Sc EM 1
			Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
		<input type="checkbox"/>	Sc WS 5
			Use their observations and ideas to suggest answers to questions.
		<input type="checkbox"/>	Sc A 3
			Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
		<input type="checkbox"/>	Sc EM 2
			Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

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Programme of study

In this project, children will have the opportunity to...

Spoken language		Reading	
<input type="checkbox"/>	En SL 2	Ask relevant questions to extend their understanding and knowledge.	<input type="checkbox"/> En RC 1d Be introduced to non-fiction books that are structured in different ways.
<input type="checkbox"/>	En SL 3	Use relevant strategies to build their vocabulary.	<input type="checkbox"/> En RC 1h Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
<input type="checkbox"/>	En SL 7	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	<input type="checkbox"/> En RC 3 Participate in discussion about books, poems and other works that are read to them and those that they read for themselves, taking turns and listening to what others say.
Writing		Mathematics	
<input type="checkbox"/>	En W C 1d	Write for different purposes.	<input type="checkbox"/> Ma M 2 Compare and order lengths, mass, volume/ capacity and record the results using (>), (<) and (=).
<input type="checkbox"/>	En W C 1b	Write about real events.	
<input type="checkbox"/>	En W C 2b	Write down ideas and/or key words, including new vocabulary.	
<input type="checkbox"/>	En W C 1c	Write poetry.	
<input type="checkbox"/>	En W H 4	Use spacing between words that reflects the size of the letters.	
<input type="checkbox"/>	En W C 2a	Plan or say out loud what they are going to write about.	
<input type="checkbox"/>	En W C 1a	Write narratives about personal experiences and those of others (real and fictional).	
<input type="checkbox"/>	En W C 3c	Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).	
<input type="checkbox"/>	En W H 1	Form lower case letters of the correct size relative to one another.	
<input type="checkbox"/>	En W C 2c	Encapsulate what they want to say, sentence by sentence.	
<input type="checkbox"/>	En W C 3a	Evaluate their writing with the teacher and other pupils.	

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Art & design		PSHE	
<input type="checkbox"/>	AD 1	Use a range of materials creatively to design and make products.	<input type="checkbox"/> PSHE 2g Know what improves and harms their local, natural and built environments and about some of the ways people look after them.
<input type="checkbox"/>	AD 2	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	
<input type="checkbox"/>	AD 3	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	
<input type="checkbox"/>	AD 4	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.	
Computing		Science	
<input type="checkbox"/>	Co 4	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<input type="checkbox"/> Sc LT 3 Identify and name a variety of plants and animals in their habitats, including micro-habitats.
<input type="checkbox"/>	Co 5	Recognise common uses of information technology beyond school.	<input type="checkbox"/> Sc LT 1 Explore and compare the differences between things that are living, dead, and things that have never been alive.
			<input type="checkbox"/> Sc WS 3 Perform simple tests.
			<input type="checkbox"/> Sc LT 2 Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
D&T		<input type="checkbox"/> Sc LT 4 Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	
<input type="checkbox"/>	DT M 1	Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).	<input type="checkbox"/> Sc WS 2 Observe closely, using simple equipment.
			<input type="checkbox"/> Sc WS 4 Identify and classify.
Geography		<input type="checkbox"/> Sc A 2 Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	
<input type="checkbox"/>	Ge HP 2a	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.	<input type="checkbox"/> Sc WS 5 Use their observations and ideas to suggest answers to questions.

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Programme of study

In this project, children will have the opportunity to...

Spoken language

- En SL 1** Listen and respond appropriately to adults and their peers.
- En SL 5** Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En SL 9** Participate in discussions, presentations, performances, role play, improvisations and debates.

Writing

- En W C 1a** Write narratives about personal experiences and those of others (real and fictional).
- En W C 2b** Write down ideas and/or key words, including new vocabulary.
- En W C 1d** **Write for different purposes.**
- En W C 2a** **Plan or say out loud what they are going to write about.**
- En W C 4** Read aloud what they have written with appropriate intonation to make the meaning clear.
- En W C 2c** Encapsulate what they want to say, sentence by sentence.
- En W C 3b** Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- En W H 2** Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- En W C 3c** Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).

Reading

- En R C 2a** Draw on what they already know or on background information and vocabulary provided by the teacher.
- En R C 1d** Be introduced to non-fiction books that are structured in different ways.
- En R C 1c** Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.
- En R C 1b** Discuss the sequence of events in books and how items of information are related.

Mathematics

- Ma M 1** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass(kg/g); temperature (°C); capacity(litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

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The Scented Garden

Art & design

- AD 2** Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- AD 1** **Use a range of materials creatively to design and make products.**
- AD 3** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- AD 4** 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.

Computing

- Co 4** **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**

D&T

- DT M 1** **Select from and use a range of tools and equipment to perform practical tasks.**
- DT M 2** **Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.**
- DT E 2** **Evaluate their ideas and products against design criteria.**
- DT D 1** Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Geography

- Ge SF 4** Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Ge PK 1** Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.

Music

- Mu 1** Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

PSHE

- PSHE 2e** Realise that people and other living things have needs, and that they have responsibilities to meet them.

Science

- Sc P 2** Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Sc P 1** Observe and describe how seeds and bulbs grow into mature plants.
- Sc WS 2** Observe closely, using simple equipment.
- Sc WS 4** Identify and classify.
- Sc WS 5** Use observations and ideas to suggest answers to questions.
- Sc WS 6** Gather and record data to help in answering questions.

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