



Curriculum Long Term Overview

Year 1 and 2

Inspire • Challenge • Achieve

Curriculum Drivers

| Community | Enrichment | Knowledge & Skills | Aspiration |
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| Making children aware of the community around them and how they fit into it. | Providing children with opportunities to see the world and people beyond their community, adding to their cultural capital. | To build on what children already know enabling progression and allowing them to achieve their potential as children move through each year group. | To enable children to see their own achievements and those of others, to build an enthusiasm for future learning and life opportunities. |

School Values ([website](#))

| Togetherness | Respect | Resilience | Ambition | Pride |
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British Values ([statement](#))

| Democracy | Rule of Law | Individual Liberty | Mutual Respect & Tolerance |
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2022/2023 – Rotation A

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Through My Window <i>*Geography focus*</i> Enrichment, Community | Ferocious Fire <i>*History focus*</i> Community, Aspiration | | Amazing Africa <i>*Geography focus*</i> Knowledge and Skills, Enrichment, Challenge | | Spectacular Space <i>*History focus*</i> Enrichment, Aspiration, Community |
| History / Geography | <u>By end of KS1</u> Locational Knowledge Name the countries that make up the United Kingdom. Name the capital cities of the United Kingdom. Name some other towns and cities in the UK. Locate the countries and capital cities that make up the UK on a map. Identify some key characteristics of each country and its capital cities. Explain where they live and locate it simply on a map. Place Knowledge I can say what I like and do not like about the place I live in. I can explain how an area might have been spoilt or improved and give reasons. I can explain the facilities a village, town and city may need and give reasons. Human and Physical Geography Identify the four seasons and describe the typical weather patterns for each. <u>Geography Year 1</u> Human and Physical Geography Use simple geographical vocabulary to describe features | <u>History Year 1</u> Chronology I can sequence events, artefacts or pictures in chronological order from within my own lifetime. I can sequence 3 or 4 events, artefacts or pictures from different periods of time. Range and Depth of Historical Knowledge I can recall the key events of a historical story. I can recall some important facts of a key historical figure. Historical Enquiry and Interpretation I can begin to recognise and describe similarities and differences in artefacts and pictures. I can begin to identify different ways the past is represented (i.e. photos, stories, memories). I can answer questions using different sources provided of an event beyond living memory. Communication and Vocabulary I can communicate in a variety of ways such as pictures, objects, drawing, role play, labelling and ICT. I can use words and phrases like: old, new and a long time ago. | | <u>By end of KS1</u> Locational Knowledge Name and locate the seven continents. Name and locate the world's five oceans. Place Knowledge I can say what I like and do not like about a different place. I can describe a place outside of Europe using geographical words. I can explain how jobs might be different in other locations. I can explain how an area might have been spoilt or improved and give reasons. I can explain the facilities a village, town and city may need and give reasons. Human and Physical Geography Identify hot and cold places in the world and consider what you might wear if you lived there. Understand that locations near the equator are hotter. <u>Geography Year 1</u> Human and Physical Geography Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods. Identify some similarities and differences between one place and another | <u>History Year 1</u> Chronology I can sequence events, artefacts or pictures in chronological order from within my own lifetime. I can sequence 3 or 4 events, artefacts or pictures from different periods of time. Range and Depth of Historical Knowledge I can begin to recognise and describe similarities and differences in artefacts and pictures. I can use simple sources of information to find out features of the past. I can recall the key events of a historical story. I can recall some important facts of a key historical figure. Historical Enquiry and Interpretation I can begin to identify different ways the past is represented (i.e. photos, stories, memories). I can answer questions using different sources provided of an event beyond living memory. I can offer a plausible explanation about what an object was used for in the past. Communication and Vocabulary | |

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| | <p>or location e.g. hill, local, a road, coastline, woods. Identify some similarities and differences between one place and another.</p> <p>Geographical Skills and Fieldwork Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow simple routes. Know that the symbols mean something on maps. Contribute to the creation of simple maps, creating some symbols of relevance. Use positional language to describe locations and routes. Ask and answer simple geographical questions. Observe and describe patterns, i.e. weather. Use simple fieldwork and observational skills when studying the local environment.</p> <p>Geography Year 2 Human and Physical Geography Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season. Identify key human and physical geographical features and landmarks to compare one place to another.</p> <p>Geographical Skills and Fieldwork Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow and plot simple routes. Develop an understanding of the meaning of some basic map symbols. Create their own simple maps and symbols. Use compass directions (N, S, E, W) to describe locations and routes. Ask and answer simple geographical questions when investigating different places and environments. Observe, record and describe patterns, i.e. weather. Continue to develop simple fieldwork and observational skills when studying the local environment.</p> | <p>History Year 2 Chronology I can sequence events, artefacts, or pictures from a different period of time referring to key dates.</p> <p>Range and Depth of Historical Knowledge I can describe with increasing confidence, similarities and differences identified between historical artefacts and pictures. I can recount a key event in history making reference to key facts and dates. I can research the life of someone famous from the past.</p> <p>Historical Enquiry and Interpretation I can identify a wider range of different ways the past is represented (i.e. photos, stories, memories, websites, books). I can use sources to ask <i>why, what, who, how, where</i> questions and find the answers. I can demonstrate increasing knowledge and understanding of events beyond living memory through recording, using texts and drawing. I can begin to consider the effectiveness of different historical sources.</p> <p>Communication and Vocabulary I can communicate in a wider range of ways by annotating pictures and drawings, drama, writing and ICT. I can use words and phrases like: before, after, past, present, then and now.</p> | <p>Geographical Skills and Fieldwork Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow simple routes. Know that the symbols mean something on maps. Contribute to the creation of simple maps, creating some symbols of relevance. Use positional language to describe locations and routes. Ask and answer simple geographical questions. Observe and describe patterns, i.e. weather. Use simple fieldwork and observational skills when studying the local environment.</p> <p>Geography Year 2 Human and Physical Geography Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season. Identify key human and physical geographical features and landmarks to compare one place to another.</p> <p>Geographical Skills and Fieldwork Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow and plot simple routes. Develop an understanding of the meaning of some basic map symbols. Create their own simple maps and symbols. Use compass directions (N, S, E, W) to describe locations and routes. Ask and answer simple geographical questions when investigating different places and environments. Observe, record and describe patterns, i.e. weather. Continue to develop simple fieldwork and observational skills when studying the local environment.</p> | <p>I can communicate in a variety of ways such as pictures, objects, drawing, role play, labelling and ICT. I can use words and phrases like: old, new and a long time ago.</p> <p>History Year 2 Chronology I can sequence events, artefacts or pictures in chronological order from different periods of my own lifetime (for example, since starting school). I can describe memories of key events in lives. I can sequence events, artefacts, or pictures from a different period of time referring to key dates.</p> <p>Range and Depth of Historical Knowledge I can describe with increasing confidence, similarities and differences identified between historical artefacts and pictures. I can find out about people and events in other times through artefacts. I can recount a key event in history making reference to key facts and dates. I can research the life of someone famous from the past.</p> <p>Historical Enquiry and Interpretation I can identify a wider range of different ways the past is represented (i.e. photos, stories, memories, websites, books). I can use sources to ask why, what, who, how, where questions and find the answers. I can demonstrate increasing knowledge and understanding of events beyond living memory through recording, using texts and drawing. I can offer explanations about what an object was used for in the past, beginning to use evidence to support that view. I can begin to consider the effectiveness of different historical sources.</p> <p>Communication and Vocabulary I can communicate in a wider range of ways by annotating pictures and drawings, drama, writing and ICT. I can use words and phrases like: before, after, past, present, then and now.</p> |
| Science | <p>Year 1: Plants I can name a variety of common wild and garden plants. I can name the petals, stem, leaf and root of a plant. I can name the roots, trunk, branches and leaves of a tree. Year 2: Plants I can describe how seeds and bulbs grow into plants. I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).</p> | <p>Year 1: Everyday materials (all objectives) I can distinguish between an object and the material it is made from. I can explain the materials that an object is made from. I can name wood, plastic, glass, metal, water and rock. I can describe the properties of everyday materials. I can group objects based on the materials they are made from.</p> | <p>Year 2: Living things and their habitats I can identify things that are living, dead and never lived. I can describe how a specific habitat provides for the basic needs of things living there (plants and animals). I can identify and name plants and animals in a range of habitats. I can match living things to their habitat.</p> | <p>Year 2: Everyday materials I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. I can suggest why a material might or might not be used for a specific job. I can explore how shapes can be changed by squashing, bending, twisting and stretching.</p> <p><i>TAF: Distinguish objects from materials, describe their</i></p> |

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| | <i>TAF: describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants.</i> | | <p>I can describe how animals find their food. I can name some different sources of food for animals. I can explain a simple food chain.</p> <p><i>TAF: Identify whether things are alive, dead or have never lived.</i></p> | <i>properties, identify and group everyday materials. (Y1) and compare their suitability for different uses. (Y2)</i> |
| Science: Working Scientifically | <p>Year 1: I can ask simple scientific questions. I can use simple equipment to make observations I can carry out simple tests. I can gather and record data to answer a simple question. I can identify and classify things.</p> <p>Year 2: I can use my observations and ideas to suggest answers to questions. I can use simple data to answer questions and suggest what I have found out. I can recognise that questions can be answered in different ways.</p> | | | |
| Art | <p>Printing: William Morris style greetings card</p> <p>Artist Focus: William Morris (Larger project)</p> <p>Year 1 I can create a repeating pattern in print. I can describe what I can see and give an opinion about the work of an artist. I can ask questions about a piece of art.</p> <p>Year 2 I can create a printed piece of art by pressing, rolling, rubbing and stamping.</p> | <p>ICT: Recreation of a Turner painting of a fire landscape</p> <p>Artist Focus: William Turner (Smaller project)</p> <p>Year 1 I can use IT to create a picture.</p> <p>Year 2 I can use different effects within an IT paint package.</p> | <p>Sculpture: African clay pots</p> <p>Artist Focus: Ladi Kwali (Larger project)</p> <p>Year 1 I can cut, roll and coil materials.</p> <p>Year 2 I can make a clay pot. I can join two clay finger pots together.</p> | Broadway Arts Festival: Community Event |
| Design Technology | <p>Structures: Freestanding Structures New seating for the local park</p> <p>(Smaller project) <i>DT Association: Chairs for Three Bears</i></p> <p>Design: Y1: I can use my own ideas to make something. I can make a simple plan before making. Y2: I can think of an idea and plan what to do next.</p> <p>Make: Y1: I can make my model stronger. Y2: I can join materials and components in different ways. I can measure material to use in a model or structure.</p> <p>Evaluate: Y1: I can explain to someone else how I want to make my product. Y2: I can explain what went well with my work.</p> <p>Technical Knowledge: Y1: I can describe how something works. I can choose appropriate resources and tools. I can describe how freestanding structures can be made stronger, stiffer and more stable. I can talk about the simple working characteristics of materials and components. Y2: I can choose foods and materials and explain why I have chosen them.</p> | <p>Mechanisms: Sliders and Levers Sliding Great Fire of London picture/fact card for peers</p> <p>(Larger project) <i>DT Association: Working with Sliders and Levers</i></p> <p>Design: Y1: I can use my own ideas to make something. I can make a simple plan before making. Y2: I can think of an idea and plan what to do next.</p> <p>Make: Y1: I can make my model stronger. I can make a model that moves. Y2: I can join materials and components in different ways. I can measure material to use in a model or structure.</p> <p>Evaluate: Y1: I can explain to someone else how I want to make my product. Y2: I can explain what went well with my work.</p> <p>Technical Knowledge: Y1: I can describe how something works. I can choose appropriate resources and tools. I can describe how freestanding structures can be made stronger, stiffer and more stable. I can talk about the simple working characteristics of materials and components. Y2: I can choose foods and materials and explain why I have chosen them.</p> | <p>Food: Preparing fruit and vegetables African Fruit Salad for end of topic celebration day</p> <p>(Smaller project) <i>DT Association: Fantastic Fruit</i></p> <p>Cooking and Nutrition: Y1: I can cut food safely. I can identify that all food comes from plants or animals. I know that food has to be farmed, grown elsewhere (e.g. home) or caught. I can name and sort foods into the five groups in the eat well plate. I can know to eat at least five portions of fruit and vegetables every day. Y2: I can describe the ingredients I am using. I can describe that food ingredients should be combined according to their sensory characteristics. I can prepare simple dishes safely and hygienically, without using a heat source. I can use techniques such as cutting, peeling and grating.</p> | <p>Mechanisms: Wheels and Axles Moon Buggy for the man on the moon</p> <p>(Larger project) <i>DT Association: Wheels – working with wheels and axles</i></p> <p>Design: Y1: I can use my own ideas to make something. I can make a simple plan before making. Y2: I can think of an idea and plan what to do next.</p> <p>Make: Y1: I can make my model stronger. I can make a model that moves. Y2: I can join materials and components in different ways. I can measure material to use in a model or structure.</p> <p>Evaluate: Y1: I can explain to someone else how I want to make my product. Y2: I can explain what went well with my work.</p> <p>Technical Knowledge: Y1: I can describe how something works. I can choose appropriate resources and tools. I can describe how freestanding structures can be made stronger, stiffer and more stable. I can talk about the simple working characteristics of materials and components. Y2: I can choose foods and materials and explain why I have chosen them.</p> |

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| | I can use the correct technical vocabulary for the projects they are undertaking. | I can use the correct technical vocabulary for the projects they are undertaking. I can talk about the movement of simple mechanisms such as levers, sliders, wheels and axles. | | I can use the correct technical vocabulary for the projects they are undertaking. I can talk about the movement of simple mechanisms such as levers, sliders, wheels and axles. | | |
| Computing | Digital Writing (Year 1) Information Technology Year 1: I can use technology safely. I can use a web site. I can create digital content. I can retrieve digital content. I can store digital content. Year 2: I can organise digital content. I can navigate the web to complete simple searches. I know where to go for help if I am concerned. | Digital Photography (Year 2) Information Technology Year 1: I can use a camera. I can create digital content. I can record a sound and play back. I can keep personal information private. Year 2: I can retrieve and manipulate digital content. I can use technology respectfully. I know how technology is used in school and outside of school. | Programming A – Moving a Robot (Year 1) Algorithms and Programming Year 1: I can plan a journey for a programmable toy. I can create a series of instructions. Year 2: I can use a range of instructions (e.g. direction, angles, turns). I can write a simple program and test it. I can test and amend a set of instructions. I understand that programmes require precise instructions. | Programming quizzes (Year 2) Algorithms and Programming Year 1: I can create a series of instructions. I can store digital content. Year 2: I can test and amend a set of instructions. I can find errors and amend. (debug) I can predict what the outcome of a simple program will be (logical reasoning). I understand that algorithms are used on digital devices. | | |
| E-safety Unit | Online Bullying Lesson 1 - Year 1: I can describe how to behave online in ways that do not upset others and can give examples. Lesson 2 - Year 2: I can explain why anyone who experiences bullying is not to blame. | Health, Well-being, and Lifestyle Lesson 1 - Year 1: I can explain rules to keep myself safe when using technology both in and beyond the home. Lesson 2 - Year 2: I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. | Online Reputation Lesson 1 - Year 1: I can recognise that information can stay online and could be copied. Lesson 2 - Year 2: I can explain how information put online about someone can last for a long time. | Copyright and Ownership Lesson 1 - Year 1: I can explain why work I create using technology belongs to me. Lesson 2 - Year 2: I can describe why other people's work belongs to them. | | |
| Religious Ed Rotation A Christians: Autumn Term Muslims: Spring Term Jews: Summer Term | Christians 1.1 What do Christians believe God is like? (pg 43) GOD 1.4 What is the 'good news' Christians believe Jesus brings? GOSPEL | Muslims 1.6 Who is a Muslim and how do they live? (pg 48) GOD / TAWHID / BADAH / IMAN | | Jews 1.7 Who is Jewish and how do they live? (pg 49) GOD / TORAH / PEOPLE | | |
| SMSC | All about me: Year 1 I can show respect to others. I can identify and respect the differences and similarities between people. I can talk about my family and describe why they are important to me. I can describe the characteristics of healthy family life. I can tell you who I would call on for help. *5 TRUSTED ADULTS* I can convey manners and courtesy. I can describe the characteristics of healthy family life. | Friendships Online: Year 2 Year 1 I can describe how important friendships are in making me feel happy and secure. I can recognise the difference between secrets and nice surprises (that everyone will found out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. | Our Values Year 1 I can recognise the importance of respecting others, even when they are very different from me. I can appreciate families, either in school or in the wider world, sometimes look different from my family. Year 2 I can explore the variety of jobs that are available to all people equally. | Online Healthy Me: Year 1/ Year 2 I can explore how individual people have changed the world. | | |
| PE | Team Games: Throwing, catching & bouncing (link to football) Year 1 I can throw underarm. I can throw and catch with both hands. I can <u>throw</u> and kick in different ways. I can use equipment safely. Year 2 I can use one tactic in a game. I can follow rules. | Gymnastics Year 1 I can make my body curled, tense, stretched and relaxed. I can control my body when travelling and balancing. Year 2 I can perform a sequence of movements. I can work on my own and with a partner. <i>Forest School (Y2)</i> | Gymnastics Year 1 I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways. Year 2 I can think of more than one way to create a sequence which follows some 'rules'. I can improve my sequence based on feedback. | Dance Year 1 I can copy dance moves. I can move safely in a space. I can move to music. I can make up a short dance. Year 2 I can make a sequence by linking sections together. I can use dance to show a mood or feeling. | Athletics (aiming) Year 1 I can copy actions. I can repeat actions and skills. I can use equipment safely. Year 2 I can copy and remember actions. I can talk about what is different from what I did and what someone else did. | Team Games Hitting (Golf) Dodgeball Year 1 I can hit a ball with a bat. I can use equipment safely. Year 2 I can use <u>hitting</u> , kicking and/or rolling in a game. I can follow rules. |

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| | | | <i>Forest School (Y1)</i> Team Games: Rolling (link to handball) Year 1 I can move and stop safely. I can use equipment safely. Year 2 I can use hitting, kicking and/or rolling in a game. I can use one tactic in a game. I can follow rules. | I can dance with control and coordination. I can change rhythm, speed, level and direction in my dance. | | |
| Music | Introducing Beat (Y1 – MMC) Year 1: I can follow instructions about when to sing. I can follow instructions about when to play. I can repeat short rhythmic and melodic patterns. I can move and dance with the music. Year 2: I can sing or clap increasing and decreasing tempo. I can play simple rhythmic patterns and accompaniments keeping a steady pulse. I can listen out for particular things when listening to music. | Introducing Tempo & Dynamics (Y1 – MMC) Year 1: I can make different sounds with my voice. I can make different sounds with instruments. I can respond to different moods in music. I can choose sounds to represent different things. I can explore ways of representing high and low sounds using symbols. Year 2: I can sing or clap increasing and decreasing tempo. I can order sounds to create a beginning, middle and an end. I can choose sounds which create an effect. I can use symbols to represent sounds. I can describe tempo as fast or slow. I can describe dynamics as loud and quiet. | Inventing a Musical Story (Y2 – MMC) Year 1: I can use my voice to speak, sing and chant. I can use instruments to perform. I can make a sequence of sounds. I can choose sounds to represent different things. I can explore ways to represent short and long sounds using symbols. I can talk about feelings created by the music. Year 2: I can sing and follow a melody. I can create music in response to different starting points. I can make connections between notations and musical sounds. I can improve my own work. | Exploring Improvisation (Y2 – MMC) Year 1: I can use instruments to perform. I can make a sequence of sounds. I can say whether I like or dislike a piece of music. I can recognise some band and orchestral instruments. Year 2: I can perform simple patterns and accompaniments keeping a steady pulse. I recognise music notation on a stave of five lines. I can improve my own work. I can listen out for particular things when listening to music. | | |
| English: Genres and Texts | Unit 1 Text: Out and About by Shirley Hughes Model text: One poem from each season Hot task: Poem about Autumn Genre: Fiction: Poetry Cross Curricular Link: Geography/Science Creative Write: A poem on a part of nature e.g. rain, flowers, trees Unit 2 Text: Pip and Egg by Alex Latimer Model text: Story of Pip and Egg Hot task: A new adventure of Pip and Egg Genre: Fiction: Narrative (Adventure) Cross Curricular Link: Geography/Science/SMSC Creative Write: A story with two newly invented characters | Unit 1 Text: Vlad and the Great Fire of London by Kate Cunningham and Sam Cunningham Model text: Story from Vlad the Flea's perspective Hot task: Story from Boxton the Rat's perspective Genre: Fiction: Narrative (Historical) Cross Curricular Link: History Creative Write: Story from perspective of chosen person/animal Unit 2 Text: The Great Fire of London: Anniversary Edition of the Great Fire of 1666 by Emma Adams Model text: Recount of Sunday 2 nd September and Monday 3 rd September (pages 12-22) Hot task: Recount of Tuesday 4 th September and Wednesday 5 th September Genre: Non-Fiction: Recount Cross Curricular Link: History Creative Write: Recount of trip to fire station | Unit 1 Text: African Savannah (Expedition Diaries) by Simon Chapman Model text: Page 6 and 7 – Kalahari Desert diary entry Hot task: Sahara Desert diary entry Genre: Fiction: Diary Entry Cross Curricular Link: Geography Creative Write: Diary entry about an imaginary place Unit 2 Text: Letters to Africa by UCLan Model text: Letter from an African child Hot task: Letter from Broadway to Africa Genre: Non-Fiction: Informal Letter Cross Curricular Link: Geography Creative Write: Letter to an individual of their choice Unit 3 Text: The Animal Book (The Fact Book) by Lonely Planet Kids & Ruth Martin Model text: African Savannah Elephant Hot task: Ring-tailed lemur Genre: Non-Fiction: Non-Chronological Report Cross Curricular Link: Geography Creative Write: Non-chronological report on animal of choice | Unit 1 Text: Man on the Moon: a day in the life of Bob by Simon Bartram Model text: A day in the life of Bob Hot task: A day in the life of.. Genre: Fiction: Narrative (Science Fiction) Cross Curricular Link: History/Science Creative Write: Story about another planet Unit 2 Text: Cat's Guide to the Night Sky by Stuart Atkinson Model text: How to become a stargazer (page 7) Hot task: Continue and write instructions on what to do Genre: Non-Fiction: Instructions Cross Curricular Link: History/Science Creative Write: How to become an astronaut | | |
| Maths: Cross-curricular links | Art: Shapes in nature - William Morris DT: Measuring materials | DT: Measuring materials | PE: Dance – counting in time with music | History: Number - ordering events and dates in chronological order (time, months, years) | | |

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| | Science: Measuring a plant's growth Geography: Compass points – Position and Direction | History: Number - ordering events and dates in chronological order (time, months, years) | Computing: Programming – Position and Direction Art: Cutting clay into different lengths Geography: Compass points – Position and Direction DT: Cooking & Nutrition – cutting food into different lengths, weighing/measuring ingredients | DT: Measuring materials |
| Links to British Values | Democracy | Individual Liberty | Mutual Respect & Tolerance | Rule of Law |
| School Values | Togetherness | Respect Resilience | Ambition | Pride |
| Enrichment / Community | Enrichment & Community: Walk around Broadway Trips to the church Forest school (Y2) Study of local artist: William Morris | Community & Aspirations: Trip to Fire Station Forest school (Y1) Study of artist: William Turner | Knowledge and Skills & Enrichment, Challenge: African music/dance workshop Study of African artist: Ladi Kwali | Enrichment, Aspirations, Community: Trip to We Are Curious Planetarium Participation in Broadway Arts Festival Enrichment activity with volunteers – Sewing workshop |

2023/2024 – Rotation B

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Inside the Castle Walls <i>*History focus*</i> Enrichment, Community | Exceptional Explorers <i>*Geography focus*</i> Enrichment, Inspire, Aspirations | Bonny Scotland <i>*Geography focus*</i> Community, Knowledge and Skills | Toys through Time <i>*History focus*</i> Knowledge and Skills, Inspire | | |
| History / Geography | <u>History Year 1</u> Chronology I can sequence events, artefacts or pictures in chronological order from within my own lifetime. I can sequence 3 or 4 events, artefacts or pictures from different periods of time. Range and Depth of Historical Knowledge I can describe in simple terms the importance of a local place or landmark. Historical Enquiry and Interpretation I can begin to identify different ways the past is represented (i.e. photos, stories, memories). I can answer questions using different sources provided of an event beyond living memory. I can offer a plausible explanation about what an object was used for in the past. Communication and Vocabulary I can communicate in a variety of ways such as pictures, objects, drawing, role play, labelling and ICT. 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Human and Physical Geography Identify hot and cold places in the world and consider what you might wear if you lived there. Understand that the North and South Poles are the coldest places on Earth. <u>Geography Year 1</u> Human and Physical Geography Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods. Identify some similarities and differences between one place and another. Geographical Skills and Fieldwork Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow simple routes. Know that the symbols mean something on maps. Contribute to the creation of simple maps, creating some symbols of relevance. Use positional language to describe locations and routes. Ask and answer simple geographical questions. | <u>By end of KS1</u> Locational Knowledge Name the countries that make up the United Kingdom. Name the capital cities of the United Kingdom. Name some other towns and cities in the UK. Locate the countries and capital cities that make up the UK on a map. Name the seas that surround the UK. Identify some key characteristics of each country and its capital cities. Place Knowledge I can say what I like and do not like about a different place. I can explain how jobs might be different in other locations. I can explain how an area might have been spoilt or improved and give reasons. I can explain the facilities a village, town and city may need and give reasons. <u>Geography Year 1</u> Human and Physical Geography Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods. Identify some similarities and differences between one place and another. Geographical Skills and Fieldwork Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow simple routes. Know that the symbols mean something on maps. Contribute to the creation of simple maps, creating some symbols of relevance. Use positional language to describe locations and routes. | <u>History Year 1</u> Chronology I can sequence events, artefacts or pictures in chronological order from within my own lifetime. I can sequence 3 or 4 events, artefacts or pictures from different periods of time. Range and Depth of Historical Knowledge I can begin to recognise and describe similarities and differences in artefacts and pictures. I can use simple sources of information to find out features of the past. I can recall a significant memory from the past. I can sort artefacts into then and now. Historical Enquiry and Interpretation I can ask and answer questions about old and new objects. I can offer a plausible explanation about what an object was used for in the past. Communication and Vocabulary I can communicate in a variety of ways such as pictures, objects, drawing, role play, labelling and ICT. I can use words and phrases like: old, new and a long time ago. <u>History Year 2</u> Chronology I can sequence events, artefacts or pictures in chronological order from different periods of my own lifetime (for example, since starting school). I can describe memories of key events in lives. I can sequence events, artefacts, or pictures from a different period of time referring to key dates. | | |

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| | <p>I can describe with increasing confidence, similarities and differences identified between historical artefacts and pictures. I can find out about people and events in other times through artefacts.</p> <p>I can describe how people, places or events have changed over time.</p> <p>Historical Enquiry and Interpretation</p> <p>I can identify a wider range of different ways the past is represented (i.e. photos, stories, memories, websites, books). I can use sources to ask why, what, who, how, where questions and find the answers. I can offer explanations about what an object was used for in the past, beginning to use evidence to support that view. I can begin to consider the effectiveness of different historical sources.</p> <p>Communication and Vocabulary</p> <p>I can communicate in a wider range of ways by annotating pictures and drawings, drama, writing and ICT. I can use words and phrases like: before, after, past, present, then and now.</p> | <p>Observe and describe patterns, i.e. weather. Use simple fieldwork and observational skills when studying the local environment.</p> <p>Geography Year 2</p> <p>Human and Physical Geography</p> <p>Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season. Identify key human and physical geographical features and landmarks to compare one place to another.</p> <p>Geographical Skills and Fieldwork</p> <p>Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow and plot simple routes. Develop an understanding of the meaning of some basic map symbols. Create their own simple maps and symbols. Use compass directions (N, S, E, W) to describe locations and routes. Ask and answer simple geographical questions when investigating different places and environments. Observe, record and describe patterns, i.e. weather. Continue to develop simple fieldwork and observational skills when studying the local environment.</p> | <p>Ask and answer simple geographical questions. Observe and describe patterns, i.e. weather. Use simple fieldwork and observational skills when studying the local environment.</p> <p>Geography Year 2</p> <p>Human and Physical Geography</p> <p>Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season. Identify key human and physical geographical features and landmarks to compare one place to another.</p> <p>Geographical Skills and Fieldwork</p> <p>Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow and plot simple routes. Develop an understanding of the meaning of some basic map symbols. Create their own simple maps and symbols. Use compass directions (N, S, E, W) to describe locations and routes. Ask and answer simple geographical questions when investigating different places and environments. Observe, record and describe patterns, i.e. weather. Continue to develop simple fieldwork and observational skills when studying the local environment.</p> | <p>Range and Depth of Historical Knowledge</p> <p>I can find out about people and events in other times through artefacts. I can describe some changes that have taken place in their own lifetime and that of their parents and grandparents. I can describe how people, places or events have changed over time.</p> <p>Historical Enquiry and Interpretation</p> <p>I can use sources to ask why, what, who, how, where questions and find the answers. I can demonstrate increasing knowledge and understanding of events beyond living memory. I can offer explanations about what an object was used for in the past, beginning to use evidence to support that view. I can begin to consider the effectiveness of different historical sources.</p> <p>Communication and Vocabulary</p> <p>I can communicate in a wider range of ways by annotating pictures and drawings, drama, writing and ICT. I can use words and phrases like: before, after, past, present, then and now.</p> |
| Science | <p>Year 1: Seasonal changes</p> <p>I can observe and comment on changes in the seasons. I can name the seasons and suggest the type of weather in each season.</p> <p><i>TAF: Describe seasonal changes.</i></p> | <p>Year 1: Animals including humans</p> <p>I can name a variety of animals including fish, amphibians, reptiles' birds and mammals. I can classify and name animals by what they eat (carnivore, herbivore and omnivore). I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals). I can sort living and non-living things. I can name the parts of the human body that I can see. I can link the correct part of the human body to each sense.</p> <p><i>TAF: Describe and compare the observable features of animals from a range of groups. Group animals according to what they eat.</i></p> | <p>Year 2: Animals including Humans</p> <p>I can explain the basic stages in a life cycle for animals, including humans. I can describe what animals and humans need to survive. I can describe why exercise, and a balanced diet and good hygiene are important for humans.</p> <p><i>TAF: Describe the basic needs of animals for survival and the main changes as young animals including humans, grow into adults.-Name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans. Describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships.</i></p> | <p>Working Scientifically:</p> <p>Applying scientific skills to a range of investigations.</p> |
| Science: Working Scientifically | <p>Year 1:</p> <p>I can ask simple scientific questions. I can use simple equipment to make observations I can carry out simple tests. I can gather and record data to answer a simple question. I can identify and classify things.</p> <p>Year 2:</p> <p>I can use my observations and ideas to suggest answers to questions. I can use simple data to answer questions and suggest what I have found out. I can recognise that questions can be answered in different ways.</p> | | | |

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| Art | <p>Sketching: Broadway Tower</p> <p>Artist Focus: Frances Emilia Crofton (Smaller project)</p> <p>Year 1 I can describe what I can see and give an opinion about the work of an artist. I can ask questions about a piece of art. Year 2 I can create a piece of art in response to the work of another artist.</p> | <p>Colour: Arctic painting</p> <p>Artist Focus: Ted Harrison (Larger project)</p> <p>Year 1 I can name the primary and secondary colours. I can show how people feel in paintings and drawings. I can create moods in art work. Year 2 I can mix paint to create all the secondary colours. I can create brown with paint. I can create tints with paint by adding white. I can create tones with paint by adding black.</p> | <p>Charcoal & Pastels: Highland Cow drawing</p> <p>Artist Focus: Shirley MacArthur (Smaller project)</p> <p>Year 1 I can describe what I can see and give an opinion about the work of an artist. I can ask questions about a piece of art. Year 2 I can use charcoal, pencil and pastel to create art. I can suggest how artists have used colour, pattern and shape.</p> | <p>Still Life Drawings: Toys</p> <p>Artist Focus: Kathy Hildebrandt (Larger project)</p> <p>Year 1 I can use pencils to create lines of different thickness in drawings. Year 2 I can choose and use three different grades of pencil when drawing. I can use a viewfinder to focus on a specific part of an artefact before drawing it.</p> |
| Design Technology | <p>Food: Preparing Fruit and Vegetables Make a medieval soup/stew (pottage) for a knight (Larger project) <i>DT Association: Soups - Celebrating culture and seasonality</i></p> <p>Cooking and Nutrition: Y1: I can cut food safely. I can identify that all food comes from plants or animals. I know that food has to be farmed, grown elsewhere (e.g. home) or caught. I can name and sort foods into the five groups in the eat well plate. I can know to eat at least five portions of fruit and vegetables every day. Y2: I can describe the ingredients I am using. I can describe that food ingredients should be combined according to their sensory characteristics. I can prepare simple dishes safely and hygienically, without using a heat source. I can use techniques such as cutting, peeling and grating.</p> | <p>Structure: Freestanding Structures Make a sturdy lunchbox for an arctic explorer (Smaller project) <i>DT Association: Packaging – Banish broken biscuits! Box them brilliantly!</i></p> <p>Design: Y1: I can use my own ideas to make something. I can make a simple plan before making. Y2: I can think of an idea and plan what to do next. Make: Y1: I can make my model stronger. Y2: I can join materials and components in different ways. I can measure material to use in a model or structure. Evaluate: Y1: I can explain to someone else how I want to make my product. Y2: I can explain what went well with my work. Technical Knowledge: Y1: I can describe how something works. I can choose appropriate resources and tools. I can describe how freestanding structures can be made stronger, stiffer and more stable. I can talk about the simple working characteristics of materials and components. Y2: I can choose foods and materials and explain why I have chosen them. I can use the correct technical vocabulary for the projects they are undertaking.</p> | <p>Textiles: Templates and Joining Techniques Make a Scottish bird souvenir for the RSPB charity (Larger project) <i>DT Association: Design and make a bird themed souvenir</i></p> <p>Design: Y1: I can use my own ideas to make something. I can make a simple plan before making. Y2: I can think of an idea and plan what to do next. Make: Y1: Y2: I can join materials and components in different ways. Evaluate: Y1: I can explain to someone else how I want to make my product. Y2: I can explain what went well with my work. I can explain why I have chosen specific textiles. Technical Knowledge: Y1: I can describe how something works. I can choose appropriate resources and tools. I can talk about the simple working characteristics of materials and components. Y2: I can say how a 3-D textiles product can be assembled from two identical fabric shapes. I can use the correct technical vocabulary for the projects they are undertaking.</p> | <p>Mechanisms: Wheels and Axles Make a new moving toy for Rikki Tikki toy shop in Broadway (Smaller project) <i>DT Association: Toys</i></p> <p>Design: Y1: I can use my own ideas to make something. I can make a simple plan before making. Y2: I can think of an idea and plan what to do next. Make: Y1: I can make my model stronger. I can make a model that moves. Y2: I can join materials and components in different ways. I can measure material to use in a model or structure. Evaluate: Y1: I can explain to someone else how I want to make my product. Y2: I can explain what went well with my work. Technical Knowledge: Y1: I can describe how something works. I can choose appropriate resources and tools. I can describe how freestanding structures can be made stronger, stiffer and more stable. I can talk about the simple working characteristics of materials and components. Y2: I can choose foods and materials and explain why I have chosen them. I can use the correct technical vocabulary for the projects they are undertaking. I can talk about the movement of simple mechanisms such as levers, sliders, wheels and axles.</p> |
| Computing | <p>Technology around us (Year 1) Information Technology</p> <p>Year 1: I can use technology safely. I can use a web site. I can create digital content. I can retrieve digital content. I can store digital content. Year 2: I can organise digital content. I can navigate the web to complete simple searches. I know where to go for help if I am concerned.</p> | <p>Programming B – Programming animations (Year 1) Algorithms and Programming</p> <p>Year 1: I can create a series of instructions. Year 2: I can use a range of instructions (e.g. direction, angles, turns). I can write a simple program and test it. I can test and amend a set of instructions. I understand that programmes require precise instructions.</p> | <p>Making Music (Year 2) Information Technology</p> <p>Year 1: I can create digital content. I can record a sound and play back. I can keep personal information private. Year 2: I can retrieve and manipulate digital content. I can use technology respectfully. I know how technology is used in school and outside of school.</p> | <p>Programming A – Robot Algorithms (Year 2) Algorithms and Programming</p> <p>Year 1: I can plan a journey for a programmable toy. I can store digital content. Year 2: I can test and amend a set of instructions. I can find errors and amend. (debug)</p> |

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| | | | | | I can predict what the outcome of a simple program will be (logical reasoning). I understand that algorithms are used on digital devices. | |
| E-safety Unit | Privacy and Security Lesson 1 - Year 1: I can explain that passwords are used to protect information, accounts and devices. Lesson 2 - Year 2: I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). | Online Relationships Lesson 1 - Year 1: I can explain why things one person finds funny or sad online may not always be seen in the same way by others. Lesson 2 - Year 2: I can explain how it may make others feel if I do not ask their permission or ignore their answer before sharing something about them online. | Self-Image and Identity Lesson 1 - Year 1: I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. Lesson 2 - Year 2: I can explain how other people may look and act differently online and offline. | Managing Online Information Lesson 1 - Year 1: I know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/ a joke. Lesson 2 - Year 2: I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). | | |
| Religious Education Christians: Autumn Term Muslims: Spring Term Jews: Summer Term | Christians 1.5 Why does Easter matter to Christians? (Pg 47) SALVATION 1.2 Who do Christians say made the world? (Pg 44) CREATION 1.3 Why does Christmas matter to Christians? (Pg 45) INCARNATION | Muslims 1.10 What does it mean to belong to a faith community? (Pg 52) THEMATIC | Jews 1.9 How should we care for the world, and why does it matter? (Pg 51) THEMATIC 1.8 What makes some places scared to believers? (Pg 50) THEMATIC | | | |
| SMSC | <u>Making Choices: Year 2</u> I can begin to understand self-respect and see how this links to their own happiness. I can celebrate my strengths and set simple but challenging goals. I can understand what 'body image' is. | <u>Problematic Plastic: Year 2</u> I can think about what job I would like to do and how it helps the world. | <u>Body Parts: Year 2</u> I can understand the importance of basic hygiene. <u>Healthy Me: Year 1</u> I can understand why healthy eating is important. I can understand basic dental health. I can explain the benefits of sleep. I can explain the difference between good and difficult feelings. I can understand that my body belongs to me, and I know there are differences between appropriate and inappropriate or unsafe physical, and other, contact. Year 2 I can understand how germs are spread. I can understand the purpose of vaccinations. | <u>Where does money come from?: Year 1</u> I can explain what I can buy with money. I can explain what I cannot buy with money. I can explain what 'saving' means. | | |
| PE | Team Games Throwing, catching & bouncing (link to football) Year 1 I can throw underarm. I can throw and catch with both hands. I can <u>throw</u> and kick in different ways. I can use equipment safely. Year 2 I can use one tactic in a game. I can follow rules. | Gymnastics Year 1 I can make my body curled, tense, stretched and relaxed. I can control my body when travelling and balancing. Year 2 I can perform a sequence of movements. I can work on my own and with a partner. <i>Forest School (Y2)</i> | Gymnastics Year 1 I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways. Year 2 I can think of more than one way to create a sequence which follows some 'rules'. I can improve my sequence based on feedback. <i>Forest School (Y1)</i> Aiming – Hoop doubles Year 1 I can throw underarm (repeated). I can use equipment safely. Year 2 | Dance Year 1 I can copy dance moves. I can move safely in a space. I can move to music. I can make up a short dance. Year 2 I can make a sequence by linking sections together. I can use dance to show a mood or feeling. I can dance with control and coordination. I can change rhythm, speed, level and direction in my dance. | Athletics (aiming) Year 1 I can copy actions. I can repeat actions and skills. I can use equipment safely. Year 2 I can copy and remember actions. I can talk about what is different from what I did and what someone else did. | Team Games Hitting (Golf) Dodgeball Year 1 I can hit a ball with a bat. I can use equipment safely. Year 2 I can use <u>hitting</u> , kicking and/or rolling in a game. I can follow rules. |

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| | | | I can follow rules. | | | |
| Music | Adding Rhythm & Pitch (Y1 – MMC) Year 1: I can follow instructions about when to sing. I can follow instructions about when to play. I can repeat short rhythmic and melodic patterns. I can move and dance with the music. Year 2: I can sing or clap increasing and decreasing tempo. I can play simple rhythmic patterns and accompaniments keeping a steady pulse. I can listen out for particular things when listening to music. | Combining Pulse, Rhythm and Pitch (Y1 – MMC) Year 1: I can make different sounds with my voice. I can make different sounds with instruments. I can respond to different moods in music. I can choose sounds to represent different things. I can explore ways of representing high and low sounds using symbols. Year 2: I can sing or clap increasing and decreasing tempo. I can order sounds to create a beginning, middle and an end. I can choose sounds which create an effect. I can use symbols to represent sounds. I can describe tempo as fast or slow. I can describe dynamics as loud and quiet. | Exploring Simple Patterns (Y2 – MMC) Year 1: I can use my voice to speak, sing and chant. I can use instruments to perform. I can make a sequence of sounds. I can choose sounds to represent different things. I can explore ways to represent short and long sounds using symbols. I can talk about feelings created by the music. Year 2: I can sing and follow a melody. I can create music in response to different starting points. I can make connections between notations and musical sounds. I can improve my own work. | Music that Makes You Dance (Y2 – MMC) Year 1: I can use instruments to perform. I can make a sequence of sounds. I can say whether I like or dislike a piece of music. I can recognise some band and orchestral instruments. Year 2: I can perform simple patterns and accompaniments keeping a steady pulse. I recognise music notation on a stave of five lines. I can improve my own work. I can listen out for particular things when listening to music. | | |
| English: Genres and Texts | Unit 1 Text: The Pea and the Princess by Mini Grey Model text: Story from the Pea's perspective Hot task: A modern retelling of the fairy tale Genre: Fiction: Traditional fairy tale Cross Curricular Link: History Creative Write: A modern twist on a traditional fairy tale e.g. Cinderella, Little Red Riding Hood Unit 2 Text: Castles Magnified by David Long Model text: Gallery of Famous Knights Hot task: Gallery of Famous Castles Genre: Non-Fiction: Non-chronological report Cross Curricular Link: History Creative Write: Non-chronological report on topic of choice e.g. kings and queens | Unit 1 Text: The Great Explorer by Chris Judge Model text: Story from Tom's perspective Hot task: Story from Dad's perspective Genre: Fiction: Narrative (Adventure) Cross Curricular Link: Geography Creative Write: Story from own perspective to a place of choice Unit 2 Text: How to Help a Hedgehog and Protect a Polar Bear: 70 Everyday Ways to Save Our Planet by Jess French Model text: How to help a hedgehog Hot task: How to protect a polar bear Genre: Non-Fiction: Explanation Cross Curricular Link: Geography: Hot and cold places/Science: Animals Creative Write: Explanation text on an animal of choice | Unit 1 Text: Katie in Scotland by James Mayhew Model text: Come to Edinburgh! (taken from Grammarsaurus) Hot task: Come to Glasgow! Genre: Non-Fiction: Persuasive advert Cross Curricular Link: Geography Creative Write: Persuasive advert - Come to Broadway! Unit 2 Text: The Secret of Black Rock by Joe Todd Stanton Model text: Mystery of Black Rock Hot task: Mystery of... mountain, volcano, island? Genre: Fiction: Narrative (mystery) Cross Curricular Link: Geography Creative Write: Mystery narrative of choice | Unit 1 Text: Traction Man by Mini Grey Model text: Traction Man character description Hot task: Scrubbing Brush character description Genre: Fiction: Character Description Cross Curricular Link: History/DT Creative Write: Character description of a new toy Unit 2 Text: Traction Man by Mini Grey Model text: Traction Man – Non-chronological report (taken from Grammarsaurus) Hot task: Scrubbing Brush – Non-chronological report Genre: Non-Fiction: Non-chronological report Cross Curricular Link: History/DT Creative Write: Non-chronological report of a new toy | | |
| Maths: Cross-curricular links | Science: Seasonal changes – recording and collecting data DT: Cooking & Nutrition – cutting food into different lengths, weighing/measuring ingredients History: Number - ordering events and dates in chronological order (time, months, years) Art/History: Shapes in historic buildings | Geography: Compass points – Position and Direction DT: Measuring materials Computing: Programming – Position and Direction | Geography: Compass points – Position and Direction PE: Dance – counting in time with music DT: Measuring materials | History: Number - ordering events and dates in chronological order (time, months, years) SMSC: Managing money DT: Measuring materials Computing: Programming – Position and Direction | | |
| Links to British Values | Democracy | Individual Liberty | Mutual Respect & Tolerance | Rule of Law | | |
| School Values | Togetherness | Respect Resilience | Ambition | Pride | | |
| Enrichment / Community | Enrichment and Community: Trip to Broadway Tower Trips to the church Forest school (Y2) Study of local Cotswold artist: Frances Emilia Crofton | Enrichment & Inspire, Aspiration: Polar Explorer workshop (Explorer Academy) Forest school (Y1) Study of Canadian artist: Ted Harrison | Community & Knowledge and Skills: Trip to Cotswold Farm Park Study of Scottish artist: Shirley MacArthur | Knowledge and Skills: Trip to Toy Museum in Bourton-on-the-water Study of Canadian artist: Kathy Hildebrandt | | |