

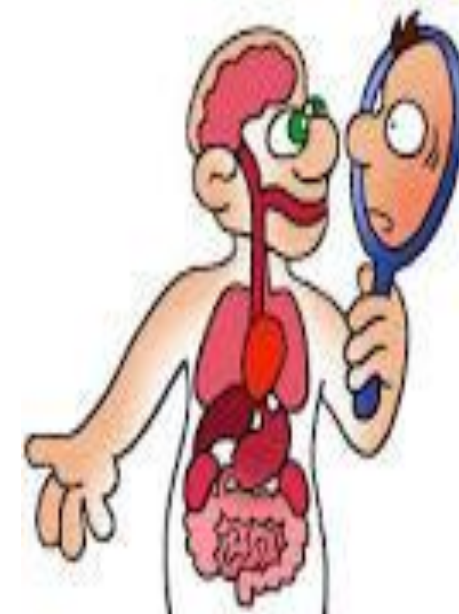


WOW moment

Supersonic Senses activity

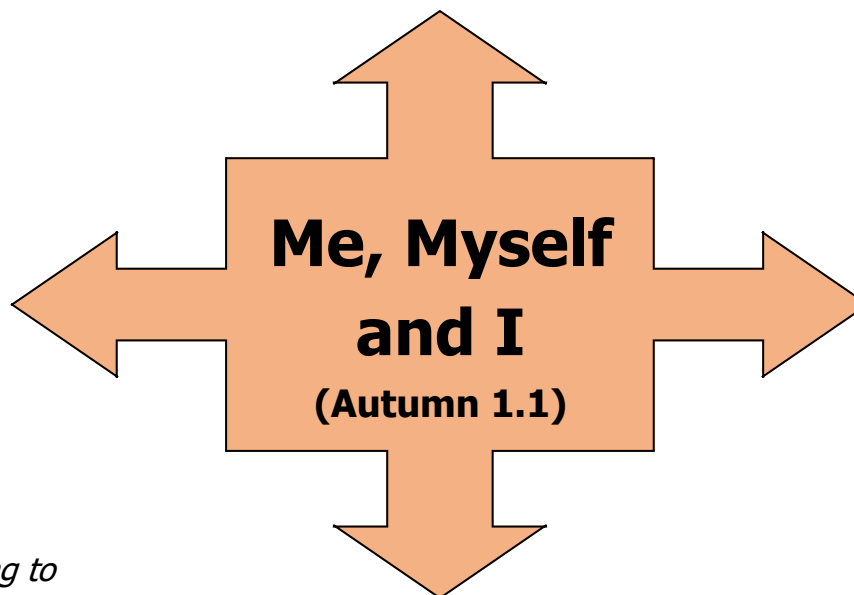
Science* (Biology)

- *Children will be able to identify which part of the body is associated with each sense.*



Science (Biology)

- *Explore the human body, label and learn body parts and their main functions (face, neck, arms including elbow, legs including knee, feet and ankle, head and chest).*



History

- *develop an awareness of the past*
- *using common words and phrases relating to the passing of time*
- *understand some of the ways in which we find out about the past and identify different ways in which it is represented*

Art

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



WOW Moment

Dress up as your favourite superhero!

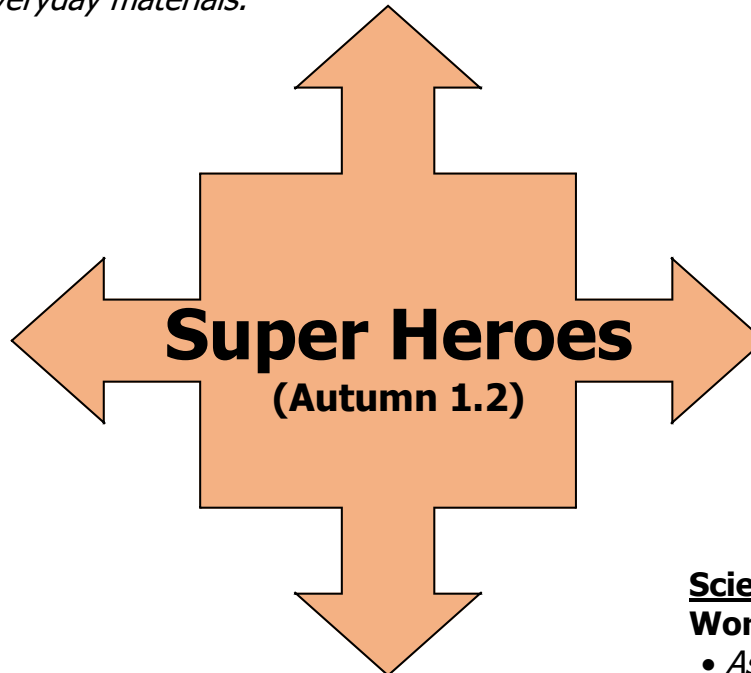
D+T*

- explore and evaluate a range of existing products
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- design purposeful, functional, appealing products for themselves and other users based on design criteria
- evaluate their ideas and products against design criteria

Science*

Everyday Materials:

- Children will distinguish between an object and what it is made from.
- They will identify and name everyday materials.
- compare and group together a variety of everyday materials on the basis of their simple properties.
- They will describe the simple physical properties of a variety of everyday materials.



Science*

Physical Properties:

- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Science*

Working Scientifically:

- Ask simple questions and recognise they can be answered in different ways.
- observing closely, using simple equipment
- performing simple tests



LEIGH ST PETER'S CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents and build dreams

LOVE

RESPECT

TRUST

FRIENDSHIP

RESPONSIBILITY

PERSEVERANCE

RESILIENCE

WOW Moment

Visit from a Fire Fighter

Visit from an architect

Visit from a safety officer

History*

Draw, talk or write about aspects of the past— Explore the Great Fire of London and the impact it has on us today.

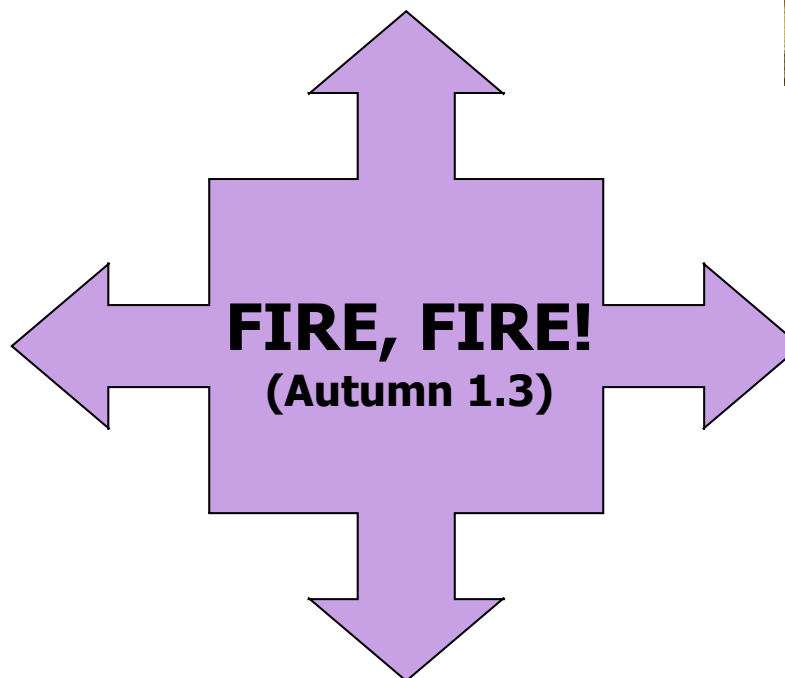
- *events beyond living memory that are significant nationally or globally*
- *Use common words and phrases relating to the passing of time.*



Science*

Discuss why certain materials are used in buildings today – linked to fireproof.

- *describe the simple physical properties of a variety of everyday materials*
- *compare and group together a variety of everyday materials on the basis of their simple physical properties*



PSHE

Learn about fire safety

History*

Place events and objects about the great fire of London in chronological order and identify similarities and differences between ways of life in different periods.

- *ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events*
- *understand some of the ways in which we find out about the past and identify different ways in which it is represented*
- *know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.*



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WOW Moment Toy workshop

History*

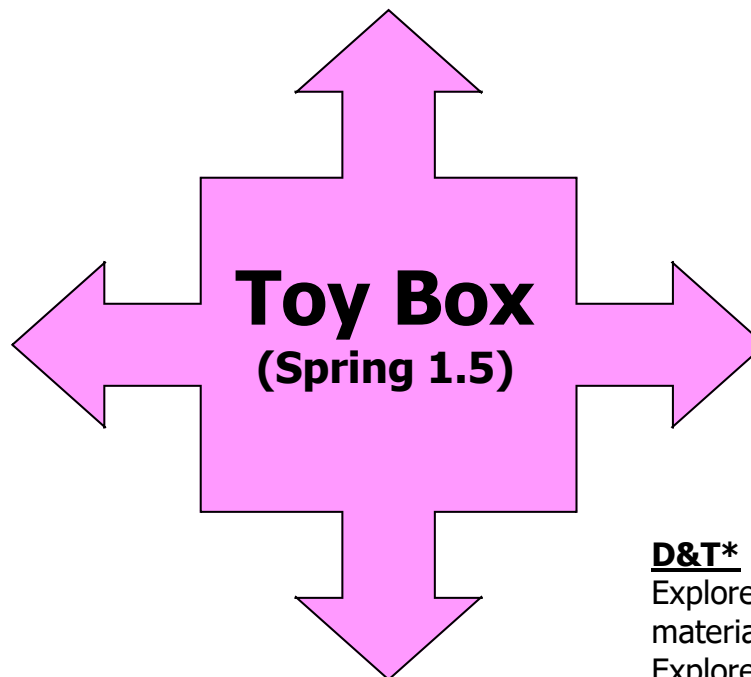
Explore toys from the past and compare them to the present, within memory up to grandparents

- *know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.*
- *ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events*
- *understand some of the ways in which we find out about the past and identify different ways in which it is represented*

D&T*

Design, make and evaluate in-depth a toy for the Toy Workshop using wheels and axels.

- *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology*
- *design purposeful, functional, appealing products for themselves and other users based on design criteria*
- *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]*
- *evaluate their ideas and products against design criteria*



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D&T*

Explore a variety of toys, examining their materials, make up, mechanisms and detail. Explore what makes them attractive, what makes them move etc...

- *explore and evaluate a range of existing products*
- *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.*