

Creative Curriculum focus 2019 -2020				
		Cycle One	Cycle Two	Cycle Three
Jupiter Y1/Y2	Topic title	Marvellous Me	Welcome to Tadcaster	Go global
	Driver	Science	Geography	History
Saturn Y3/4	Topic title	The Beatles	Welcome to Tadcaster	Go global
	Driver	Geography/History	History/Geography	Science
Neptune Y5/6	Topic title	Save our Planet	Welcome to Tadcaster	Go global
	Driver	Geography	History	Science

Jupiter Cycle one	Marvellous Me			
Subject area	I can statements			
Science	<ul style="list-style-type: none"> I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. I can observe closely, using simple equipment I can use my observations and ideas to suggest answers to questions I can gather and record data to help answer questions. I can identify and classify I can notice that animals, including humans, have offspring which grow into adults I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	History	<ul style="list-style-type: none"> I can use words and phrases that relate to the passage of time I can understand simple chronology I can identify differences and similarities between the ways of life in different time periods. I can ask and answer questions about the past I can find out about life in the past I can record my understanding of the past in different ways 	
Geography	<ul style="list-style-type: none"> I can use different kinds of maps, atlases and globes to locate geographical features, such as continents 	Design & Technology	<ul style="list-style-type: none"> I can describe the product (basic features) I can describe what something is for and what it has to 	

	<p>and oceans; the countries that make up the United Kingdom and their capital cities</p> <ul style="list-style-type: none"> • I can name key human geography features, including: city, town, village, factory, farm, house, office, port, harbour and shop • I can use first hand observation and fieldwork to describe the human and physical geography of the local area. 		<p>do</p> <ul style="list-style-type: none"> • I can record my ideas using drawing with labels • I can record my ideas using writing • I can record my ideas using ICT • I can join materials together (using simple joining techniques) • I can use different (simple) tools safely and carefully • I can say at least one thing that would make something better (to improve a product)
Art	<ul style="list-style-type: none"> • I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination • I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	Music	<ul style="list-style-type: none"> • I can use my voice expressively and creatively by singing songs and speaking chants and rhymes
Computing	<ul style="list-style-type: none"> • I can understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • I can create and debug simple programs • I can use logical reasoning to predict the behaviour of simple programs • I can use technology purposefully to create, organise, store, manipulate and retrieve digital content 	PSHCE	<ul style="list-style-type: none"> • I can understand the roles of different people (friends,relatives, acquaintances e.g parents, siblings, grandparents relatives, friends, teachers) (R1) • I can identify special people who love and care for me and explore the roles that they play in my life. (R2) • I understand that we all belong to different families e.g. single parents, same- sex parents etc. (R3) • I can identify common features of family life (R4) • I can tell someone about things that make me unhappy or worried e.g the importance of this and how to tell them (R5)
Religious Education	<p>1.1 Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> • I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. • I can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. • I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. 		

Saturn Cycle one	The Beatles		
Subject area	I can statements		
Science	<ul style="list-style-type: none"> ● I can ask relevant questions and using different types of scientific enquiries to answer them ● I can set up simple practical enquiries, comparative and fair tests ● I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ● I can gather, record, classify and present data in a variety of ways to help in answering questions ● I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ● I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ● I can use results to draw simple conclusions, make predictions for new values, ● suggest improvements and raise further questions ● I can identify differences, similarities or changes related to simple scientific ideas ● and processes ● I can use straightforward scientific evidence to answer questions or to support my findings ● I can tell you about the different parts of the digestive system. ● I can tell you about the different types of teeth I have in my mouth. 	History	<ul style="list-style-type: none"> ● I can describe how things have changed over time ● I can describe the beliefs and ideas people held. ● I can describe why an event, people or individual are significant
Geography	<ul style="list-style-type: none"> ● I can use different types of maps, atlases, globes and digital maps to locate countries or other physical 	Design & Technology	<ul style="list-style-type: none"> ● I can use research and develop design criteria to inform the design of innovative, functional, appealing products

	<p>features globally, nationally or in the local area.</p> <ul style="list-style-type: none"> • I can use the eight points of the compass 		<p>that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> • I can investigate and analyse a range of existing products • I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures
Art	<ul style="list-style-type: none"> • I can create a sketch book to record my observations and use it to review and revisit my ideas • I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) • I can talk about great artists, architects and designers in history. 	Music	<ul style="list-style-type: none"> • I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression • I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • I can develop an understanding of the history of music.
Computing	<ul style="list-style-type: none"> • I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	PSHCE	<ul style="list-style-type: none"> • I can recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). (R1) • I understand that a feature of positive family life is caring relationships; about the different ways in which people care for one another. (R6) e.g spending time together and caring for each other and providing support stability and love. • I recognise and respect that there are different types of family structure (single parent, same sex, step-parent, blended families, foster parents); that families of all types can give family members love, security and stability. (R7) • I recognise other shared characteristics of healthy family life including commitment, care, spending time together; being there for each other in times of difficulty. (R8) • I know how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice.(R9) e.g. what to do and whom to tell once identified when family makes them upset or worried.

Religious Education	<ul style="list-style-type: none"> • I can describe some of the different rules or beliefs that are important to different religious faiths. • I can ask questions about the beliefs held by different people. • I can describe important events and ceremonies in my life and in the lives of people from different religions (rites of passage) • I can discuss the differing views people have of God and religious worship. 		
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Neptune Cycle one	Save our Planet		
Subject area	I can statements		
Science	<ul style="list-style-type: none"> ▪ I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ I can use test results to make predictions to set up further comparative and fair tests ▪ I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ▪ I can describe the life process of reproduction in some plants and animals. • I can describe life cycles in living things including insects ▪ I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ▪ I can give reasons for classifying plants and animals based on specific characteristics 	History	<ul style="list-style-type: none"> • I can describe how things have changed over time • I can describe similarities and differences between time periods, by comparing and contrasting • I can make a time line of events or developments

Geography	<ul style="list-style-type: none"> • I can discuss environmental issues that are of concern globally and locally • I can begin to describe how different parts of the world are different in terms of resources and money • I can use different types of maps, atlases, globes and digital maps to locate countries or other physical features globally, nationally or in the local area. 	Design & Technology	<ul style="list-style-type: none"> • I can explain how or why someone else's design fits with the needs of people or places. • I can show that I have thought about materials and cost. • I can record my ideas using annotated diagrams. • I can record my ideas using plans.
Art	<ul style="list-style-type: none"> • I can produce creative work, exploring my ideas and recording my experiences 	Music	<ul style="list-style-type: none"> • I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • I have an understanding of the history of music.
Computing	<ul style="list-style-type: none"> • I can use search technologies effectively and appreciate how results are selected and ranked, and be discerning in evaluating digital content. • I can use technology safely, respectfully and responsibly 	PSHCE	<ul style="list-style-type: none"> • I can research and debate environmental issues in the local area and in the wider world. • I can explain how people protect or damage the local or the global environment • I can talk about people and organisations who contribute to the community locally, nationally or internationally
Religious Education	<p>U2.3 What do religions say to us when life gets hard?</p> <ul style="list-style-type: none"> • I can describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. • I can describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. • I can explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. 		

