



# *Project Suggestions Guide*

*for the National Curriculum at Key Stage 2*





**NOTE:**

The National Curriculum Guide provides some useful ideas for all subjects, it is not intended to be prescriptive. There are many other opportunities to complete projects for the TOTAL Green School Awards which meet targets set out in the National Curriculum. The only limits are your imagination, and that of your pupils.

Further copies of all supporting documents for the TOTAL Green School Awards can be downloaded from  
[www.totalgreenschoolawards.com](http://www.totalgreenschoolawards.com)

Teachers requiring further assistance should contact the Young People's Trust for the Environment on  
01460 271717 [info@ypte.org.uk](mailto:info@ypte.org.uk)

[www.ypte.org.uk](http://www.ypte.org.uk)

Potential Category	Heading	Relevant Sections	Summary/ Key Note's addressed	Related Project Titles
<b>ENGLISH</b>				
<p><b>Totally clued up</b></p> <p><b>Totally creative</b></p> <p><b>Totally powered up</b></p>	<p>Programme of Study &amp; Breadth of Study –</p> <p>Speaking and Listening</p>	<p>En1 – All</p> <p><i>Links with History</i></p>	<p><b>*Speaking</b> – confidence in a range of contexts, organize, gain and maintain interest,</p> <p><b>*Listening</b> – understand, recall, respond,</p> <p><b>*Group discussion and interaction</b> – opposing points of view, qualify and justify.</p> <p><b>*Drama</b> – action, narrative, creativity, explore issues,</p> <p><b>*Standard English</b> – grammar, spoken and written, in a variety of contexts,</p> <p><b>*Language variations</b> – context and purpose, standard and dialects, spoken and written.</p>	<p><b>Class debate</b> – could be held on a number of topical environmental issues, such as:</p> <ul style="list-style-type: none"> <li>• different energy sources,</li> <li>• global warming,</li> <li>• whaling,</li> <li>• recycling,</li> <li>• intensive agriculture etc.</li> </ul> <p>Look at both sides of the argument. Record or report the main arguments and findings.</p> <p><b>Research and Role Play:</b> Record or report the imagined experience and discoveries of people, events and societies of significance in the past. For example, a native American Indian in the past, a widowed mother of four in Britain during WW2, an invading Viking, etc. Record or report the experience and discoveries.</p> <p>How does the social, political and historical setting affect available resources and how they live?</p> <p><b>Write a diary page</b> as that character, e.g. A Day in the Life of Running Bull.</p> <ul style="list-style-type: none"> <li>•What foods did he eat?</li> <li>•How did he get his food?</li> <li>•How did he make his clothes</li> <li>•How did he make equipment and tools?</li> </ul> <p>Research the character - using fiction and non-fiction books, magazines, the internet, TV, radio, etc and discuss as a group.</p>

<p><b>Totally clued up</b></p> <p><b>Totally creative</b></p>	<p>Programme of Study &amp; Breadth of Study – Reading</p>	<p>En2 – All</p> <p><i>Links with Geography</i></p>	<p><b>*Reading strategies</b> – fluency, accuracy and understanding</p> <p><b>*Understanding texts</b> – inference and deduction, meaning, connections in text, comparison,</p> <p><b>*Reading for information</b> – skim read, obtain specifics, use of different features, fact and opinion, critical argument,</p> <p><b>*Literature</b> – understanding and appreciation</p> <p><b>*Non-fiction and non-literary texts,</b></p> <p><b>*Language structure and variation,</b></p>	<p><b>Research a writing project</b> - on an environmental aspect of a foreign country such as global warming, flooding, fishing and hunting, agriculture, nature, or pollution. Produce a written work.</p> <p><b>Compare poems about nature</b> from different countries –</p> <ul style="list-style-type: none"> <li>• What do the poems tell you about the differences in lifestyle, resources, geography and culture?</li> <li>• Write your own poems in the style of your choice.</li> </ul>
<p><b>Totally clued up</b></p> <p><b>Totally creative</b></p> <p><b>Totally powered up</b></p>	<p>Programme of Study &amp; Breadth of Study – Writing</p>	<p>En3 – All</p> <p><i>Links with History, Art, ICT &amp; Geography</i></p>	<p><b>*Composition</b> – choose form &amp; content to suit a particular purpose; broaden vocabulary and use it inventively; use language &amp; style that are appropriate to reader; use &amp; adapt the features of a form of writing, drawing on their reading; use features of layout, presentation &amp; organisation.</p> <p><b>*Planning and drafting</b> – plan; draft; revise; proofread; present; discuss &amp; evaluate their own &amp; others’ writing,</p> <p><b>*Punctuation</b></p> <p><b>*Spelling</b> – strategies; and morphology,</p> <p><b>*Handwriting and presentation,</b></p> <p><b>*Standard English</b> – how written standard English varies in degrees of formality; differences between standard &amp; non-standard English usage,</p> <p><b>*Language structure.</b></p>	<p><b>Write a letter to your local newspaper,</b> TV news station, or your MP, about a local environmental issue that concerns you, e.g.:</p> <ul style="list-style-type: none"> <li>• the cutting down of woodland,</li> <li>• a proposal for better recycling facilities.</li> <li>• the building of a wind turbine farm</li> </ul> <p>Remember to cover both sides of the debate, and if possible go out and find evidence of the issue you are concerned with.</p> <p>Write a newspaper article or make a newspaper/ magazine based on the above.</p> <p><b>Write an adventure story</b> with an environmental theme, e.g.:</p> <ul style="list-style-type: none"> <li>• discovering or saving a new or endangered species,</li> <li>• stopping deforestation,</li> <li>• discovering a new clean energy source (brought by aliens, etc). Use your imagination.</li> </ul> <p><b>Write a play</b> – about any environmental issue. Perform it with different roles such as: environmentalists, company bosses, native people, animals etc.</p>

Potential Category	Heading	Relevant Sections	Summary/ Key Note's addressed	Related Project Titles
<b>MATHEMATICS</b>				
<b>Totally active</b>	Programme of Study -	Ma2 1 all	* <b>Using and applying number</b> – problem solving; communicating; reasoning,	<b>Bird feeding experiment</b> – study the frequency of visits to a bird table. <ul style="list-style-type: none"> <li>• Are birds influenced by colour, type of food, time of day?</li> <li>• Which birds visit the table? How often?</li> <li>• Does this change as the season progresses?</li> <li>• Do different species prefer different foods?</li> </ul> Plot changing times on a graph. When all the data is in – what are the different ways of compiling and displaying the results (tables, pie charts etc.)
<b>Totally clued up</b>	Number	2 all	* <b>Number systems</b> – counting; patterns and sequences; integers; ratio, fractions, percentages; decimals;	
		3 all <i>Link to Design &amp; tech, &amp; ICT</i>	* <b>Calculations</b> – number operations and relationships; mental methods; written methods; solving numerical problems.	
<b>Totally clued up</b>	Programme of Study & Breadth of Study -  Handling Data	Ma4 1 all  2 all  <i>Link to Design &amp; tech, &amp; ICT</i>	* <b>Using and applying handling data</b> - problem solving; communicating: and reasoning,  * <b>Processing, representing and interpreting data.</b>	<b>Environmental Opinion Poll:</b> Design, implement and analyse an opinion poll on an environmental issue - at home, at school, or in the community. <ul style="list-style-type: none"> <li>• How will this be achieved scientifically?</li> <li>• What do the results show?</li> <li>• How can this information best be displayed and how can it be used?</li> </ul>

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<b>SCIENCE</b>				
<b>Totally active</b>	Scientific Enquiry	Sc1 – 1 all	* <b>Ideas and evidence in science</b> – creative thinking to explain how things work and establish cause & effect links	<p><b>Mini-beast pitfall trap</b> – Cut a milk carton in half and bury it in the soil up to the rim. Put a piece of fruit in it and go back the next day and see what has fallen in. Remember to return the mini-beast to the wild afterwards. Carry out a full investigation of the species using a mini-beast identification key.</p> <ul style="list-style-type: none"> <li>• Is it an insect, arachnid or something else?</li> <li>• Did different types of food lure different mini-beasts?</li> <li>• Was the positioning of the trap relevant to its success in capturing a mini-beast?</li> <li>• Create a project from the findings.</li> </ul> <p><b>Bird feeding experiment</b> – study the frequency of visits to a bird table.</p> <ul style="list-style-type: none"> <li>• Are birds influenced by colour, type of food, time of day?</li> <li>• Which birds visit the table? How often?</li> <li>• Does this change as the season progresses?</li> <li>• Do different species prefer different foods?</li> <li>• Plot changing times on a graph. When all the data is in – what are the different ways of compiling and displaying the results (tables, pie charts etc.)</li> </ul>
<b>Totally clued up</b>		2 all	* <b>Investigative skills</b> – planning, how to find answers, scientific experimentation; obtaining and presenting evidence, communicate data in an appropriate manner (diagrams, drawings, tables, bar charts, graphs & ICT); considering evidence and evaluating, comparisons, identification of patterns & associations, draw conclusions, predictions, explanations, reviews.	

<p><b>Totally active</b></p> <p><b>Totally clued up</b></p> <p><b>Totally creative</b></p>	<p>Life processes and living things</p>	<p>Sc2 – 1 all</p> <p>2e + g</p> <p>3 all</p> <p>4 all</p> <p>5 all</p>	<p><b>*Life processes</b> – nutrition, movement, growth &amp; reproduction,</p> <p><b>*Humans and other animals</b> – movement, skeletons &amp; muscles to move; health, effects on human body of pollutants, importance of exercise.</p> <p><b>*Green plants</b> – growth and nutrition, light, air, water temperature, the leaf, roots; reproduction,</p> <p><b>*Variation and classification</b> – use keys, how to, and why to, identify &amp; classify,</p> <p><b>*Living things in their environment</b> – adaptation of plants &amp; animals; feeding relationships, food chains; micro-organisms, good and bad.</p>	<p><b>Plant a pip/seed and watch it grow</b> – Plant an orange pip, avocado stone, lemon pip or grape seed in half a milk carton (these are biodegradable and can later be replanted in the school grounds or at home). Make a project of the findings. Grow in different conditions:</p> <ul style="list-style-type: none"> <li>• in the dark,</li> <li>• under permanent light,</li> <li>• outdoors</li> <li>• and indoors</li> </ul> <p><b>Create a key</b> - for identifying pond-life or different minibeasts. Once you have your animal key you could design more complex diagrams like food chains and/or food webs and then categorize the animals in the chain, e.g. insect → amphibian → fish → bird → mammal.</p> <p><b>Animal Athletes</b> – Using the mini-beast study above, hold a mini-beast race. Compare the creatures and make a report on:</p> <ul style="list-style-type: none"> <li>• How different types of animals move?</li> <li>• How fast they can go?</li> <li>• What is the best way to record the findings?</li> <li>• Why are some faster/or more mobile than others?</li> </ul>
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<p><b>Totally clued up</b></p>	<p>Materials and their properties</p>	<p>Sc3 – 1a,d, +e</p>	<p><b>*Grouping and classifying materials</b> – comparison of everyday materials, describe &amp; group rocks &amp; soils, differences between solids, liquids &amp; gases.</p>	<p><b>Acid rain simulation:</b> carry out experiments on a tray of cress and test different strengths of acidity (i.e. water, dilute vinegar and lemon juice, etc.)</p> <ul style="list-style-type: none"> <li>• Create a project from your findings.</li> </ul>
<p><b>Totally powered up</b></p>		<p>2 all</p> <p>3 all.</p>	<p><b>*Changing materials</b> – describe changes when materials are mixed, hot or cold, reversible changes, burning materials,</p> <p><b>*Separating mixtures of materials</b> – how to separate solid particles, dissolve solids, separate solids from liquids, evaporation, &amp; use knowledge.</p>	<p><b>Plant energy and fossil fuels:</b> follow the process of a forest from life to decay, to nutrients, to compression, to fossil fuel, to gas and energy.</p> <ul style="list-style-type: none"> <li>• Create a project from your findings.</li> <li>• What types of power are there?</li> <li>• How do we use energy?</li> </ul> <p>How can we create energy in harmony with the environment whilst recognising the realities of the modern world and the needs of the human race?</p>

Potential Category	Heading	Relevant Sections	Summary/ Key Note's addressed	Related Project Titles
<b>DESIGN AND TECHNOLOGY</b>				
<b>Totally active</b>	Programme of Study	1 all	<b>*Developing, planning and communicating ideas,</b>	<p><b>Investigate energy sources</b> – Design and make a potato-powered clock, solar-powered mini-fan, solar-powered model car etc.</p> <ul style="list-style-type: none"> <li>• Is it possible to set up a small wind turbine or windmill on the school grounds?</li> <li>• Or a water feature that runs on solar power or a pond that constantly recycles water using some form of energy?</li> </ul> <p><b>Design and make an environmentally-friendly lighting system:</b> using low-voltage bulbs</p> <p><b>Design &amp; make a hide:</b> research the creature you are building a hide for. Take into account the terrain, weather, and habits of the creature you are going to watch, when designing your hide.</p> <p><b>Design &amp; make a bird table</b></p> <p><b>Design &amp; make a squirrel hopper</b></p> <p><b>Design &amp; make a bird nestbox or batbox</b></p>
<b>Totally clued up</b>		2 all	<b>*Working with tools, equipment, materials and components to make quality products,</b>	
<b>Totally creative</b>	3 all	<b>*Evaluating processes and products</b> – identify improvements, quality, suitability,		
<b>Totally powered up</b>	Breadth of Study	4 all	<b>*Knowledge and understanding of materials and components.</b>	
		5 all	<b>*Breadth of Study</b> – investigation and evaluation of how things work, are used, and the views of those that use them; undertake practical tasks that develop techniques, skills, processes & knowledge; design & make things using a range of materials, electrical & mechanical components, food, mouldable materials, stiff & flexible sheet materials, and textiles.	
		<i>Links to Math, Art, Geography, Science, &amp; ICT.</i>		

Potential Category	Heading	Relevant Sections	Summary/ Key Note's addressed	Related Project Titles
<b>INFORMATION and COMMUNICATION TECHNOLOGY (ICT)</b>				
<b>Totally active</b>	Programme of Study	1 all	<b>*Finding things out</b> – talking and searching for information; use of ICT; preparation of information for development; checking it and classifying it; interpretation of information,	<b>Designing a map of fictional place</b> for English En3 – using ICT skills.  <b>Research &amp; use ICT</b> to display the En1, 2 + 3 projects.
		2 all	<b>*Developing ideas and making things happen</b> – develop & refine ideas, organizing and reorganizing text; create, test & improve sequences of instructions; use simulations to test & identify patterns.	<b>Research &amp; use ICT</b> to display the Ma2 + 4 projects
		3 all	<b>*Exchanging and sharing information</b> – email, animation, posters, music, displays; content, quality and needs of the audience.	<b>Research &amp; use ICT</b> to display any of the Science projects
	Breadth of Study	4 all	<b>*Reviewing, modifying and evaluating work as it progresses</b> – comparison with other methods.	<b>Research &amp; use ICT</b> to display any of the Design & Technology projects  <b>Research &amp; use ICT</b> to display any of the History projects
		5 all	<b>*Knowledge, skills &amp; understanding</b> – working with a range of information considering characteristics & purpose; working with others to explore a variety of information sources & ICT; investigating & comparing the uses of ICT inside & outside school.	<b>Research &amp; use ICT</b> to display any of the Geography projects  <b>Use ICT</b> in the production & development of the Art & Design projects  <b>Set up an email exchange</b> with a school in another country/or the UK. Compare aspects of your local environments: <ul style="list-style-type: none"> <li>• What different sources of energy are used?</li> <li>• Where does the food come from?</li> <li>• How sustainable is the society, culture?</li> </ul>
<b>Totally clued up</b>				
<b>Totally creative</b>				
<b>Totally powered up</b>				

Potential Category	Heading	Relevant Sections	Summary/ Key Note's addressed	Related Project Titles
<b>HISTORY</b>				
<b>Totally clued up</b>	Programme of Study	1 all	<p><b>*Chronological understanding</b> – place events, people and changes over periods of time, dates, and using vocabulary like ancient, modern, BC, AD, century and decade,</p> <p><b>*Knowledge and understanding of events, people and changes in the past</b> – characteristics of periods and societies studied (ideas, beliefs, attitudes and experiences); social, cultural, religious and ethnic diversity of societies; identify and describe reasons for historical events and changes; describe and make links between main events, situations and changes across periods and societies studied.</p> <p><b>*Historical enquiry</b> – how to find out about events, people, changes studied; ask and answer questions, record and select information relevant to focus of enquiry,</p> <p><b>*Organisation and communication</b> – recall, select and organize information; use dates and historical vocabulary to describe the periods studied; communicate knowledge and understanding of history in a variety of ways (drawing, writing, using ICT).</p>	<p><b>Local History study</b> – My city/town/village since 1066 -</p> <ul style="list-style-type: none"> <li>• What aspects of the local area have changed?</li> <li>• What are the effects of national events or developments?</li> <li>• Use old maps, old hedgerows, field patterns, the rarity of woodland species, houses, &amp; road lines to discover local history.</li> <li>• Check local records, museums, newspapers, Internet, pictures and maps.</li> <li>• Make a map of the local area: how was it in Anglo Saxon Britain, in Viking Britain, in Tudor Britain, in Victorian Britain, in post WW2 Britain, and today?</li> <li>• Show the process of urbanisation through the ages.</li> </ul> <p><b>How green and pleasant was Britain in World War II?</b> Interview great/grandparents, neighbours, and other senior citizens about life when they were children.</p> <ul style="list-style-type: none"> <li>• What was recycled then, and why?</li> <li>• How different was packaging?</li> <li>• What crops were commonly grown?</li> <li>• What food was available compared to today?</li> <li>• Where did they buy their food?</li> </ul>
		2 all		
		4 all		
		5 all		
		<i>Links to Geography, Art, English, Science, ICT</i>		

<p><b>Totally clued up</b></p> <p><b>Totally creative</b></p>	<p>Breadth of Study</p>	<p>All of 6, 7, 8, 9, 10, 11, 12, + 13</p> <p><i>Links to Geography, Art, English, Science, ICT</i></p>	<p><b>*Knowledge, skills &amp; understanding</b> – through local history, three British history studies, a European history study and a world history study.</p>	<p><b>Role play: Ancient Rome</b> – be a Roman and create a project.</p> <ul style="list-style-type: none"> <li>• What would you have worn and eaten?</li> <li>• Where would you have lived?</li> <li>• What work would you have done?</li> <li>• How did the building of roads, and baths have an impact on Britain &amp; the world today?</li> <li>• What did they believe in?</li> <li>• What did they achieve?</li> </ul> <p><b>Studies:</b> Write a report on - the Plague/cholera and hygiene:</p> <ul style="list-style-type: none"> <li>• How do diseases spread?</li> <li>• Why doesn't it happen here now?</li> <li>• Does it still occur in other parts of the world? If so, where and why?</li> <li>• What are the impacts of clean water, clean environment, farming, transport, tourism?</li> </ul>
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Potential category	Heading	Relevant Sections	Summary/ Key Note's addressed	Related Project Titles
<b>GEOGRAPHY</b>				
<b>Totally clued up</b>  <b>Totally creative</b>	Programme of Study –	1 all	<p><b>* Undertake geographical enquiry</b> – ask geographical questions; collect &amp; record evidence; analyse evidence &amp; draw conclusions; identify &amp; explain different views that people hold about geographical issues; communicate appropriately.</p>	<p><b>Carry out a shopping survey</b> – Survey fellow students, teachers, parents, grandparents.</p> <ul style="list-style-type: none"> <li>•How often do they travel to the shops?</li> <li>•What distance do they travel generally?</li> <li>•What foods are bought?</li> <li>•Where does it come from – how far has it traveled ('food miles')?</li> <li>•What mode of transport do shoppers take?</li> <li>•How often do they do grocery shopping?</li> <li>• What are the consequences and possible solutions of travel for shopping?</li> </ul> <p><b>Write a newspaper article</b> – or send a letter to a newspaper on an environmental issue that concerns you either locally or somewhere else in the world. Be sure to look at both sides of any debate. Illustrate the article with maps and diagrams.</p> <p><b>Rainforests and logging</b> – create a project:</p> <ul style="list-style-type: none"> <li>• What are rainforests?</li> <li>• Where are they found?</li> <li>• How are they changing?</li> <li>• How do they fit into the world picture?</li> <li>• What impact do they have on global warming, wildlife, medicines, native people, farming etc.?</li> </ul>
	Geographical enquiry & skills	2 all	<p><b>* Develop geographical skills</b> – use appropriate vocabulary, use appropriate fieldwork techniques &amp; instrument; use atlases, globes, maps &amp; plans at a range of scales; use secondary sources of information, including aerial photographs; draw plans &amp; maps at a range of scales; use ICT to help in geographical investigations; decision-making skills.</p>	
		3 all	<p><b>*Knowledge and understanding of places</b> – identify &amp; describe what places are like; locations of places &amp; environments; describe where places are; identify how &amp; why places change, and how they may change; describe &amp; explain how &amp; why places are similar to &amp; different from other places in the same country &amp; elsewhere in the world; recognize how places fit within a wider geographical context, &amp; are interdependent.</p>	
		<i>Links to History, Art, English, Science, ICT</i>		

<b>Totally active</b>  <b>Totally clued up</b>  <b>Totally creative</b>  <b>Totally powered up</b>	Programme of Study	4 all	<b>* Knowledge and understanding of patterns and processes</b> – recognise and explain patterns made by individual physical and human features in the environment; recognise some physical and human processes and explain how these can cause changes in places & environments.	<b>Patterns and processes study</b> – Carry out a study of bus routes/train facilities: <ul style="list-style-type: none"> <li>•How many people have reasonable access to public transport?</li> <li>•How frequent are the buses/trains/tubes/trams?</li> <li>•How long is the average journey?</li> <li>•How much do different journeys cost?</li> <li>•How many seats are available and how many people actually travel?</li> <li>•What impact does public transport have on energy use?</li> </ul>
	Breadth of Study	5 all	<b>*Knowledge and understanding of environmental change &amp; sustainable development</b> – recognize how people can improve the environment or damage it, and how decisions about places & environments affect the quality of life; recognize how and why people may seek to manage environments sustainably, and to identify opportunities for involvement.	<b>Patterns and processes study</b> - carry out a study of pebble sizes along a river/beach. Create a project. Log the sizes of the pebbles at different distances from the water. Plot using maps, graphs, charts, etc. <ul style="list-style-type: none"> <li>•What has happened and why?</li> </ul>
		6 + 7 all	<b>Knowledge, skills and understanding – Two Localities:</b> in the UK, and in a less economically developed country; <b>Three Themes:</b> water & its effects on landscapes & people, physical features of rivers & coasts, process of erosion & deposition; how settlements differ & change in size & character, and an issue of land change; an environmental issue and attempts to manage the environment sustainably.	<b>Roof garden/urban garden/school garden design</b> – Try to grow fruit, vegetables, herbs, or plants (sunflowers, fig trees etc) from pips, seeds and bulbs – indoors in a terrarium or ‘garden corner,’ or on the school roof, or in window boxes, or in a corner of the playground/playing field.  <b>Take part in a local conservation project</b> – e.g. set about improving the recycling rate in your community, set up recycling points at school, and in the community. Educate your parents and friends.  <b>Environmental Issue</b> – Create a project on one of the following: <ul style="list-style-type: none"> <li>• the benefits or disadvantages of urban parks;</li> <li>• climate change and its differing affect on water resources around the world; coastal erosion in the UK,</li> <li>• energy sources, how do we use energy and how can we create energy in harmony with the environment whilst recognising the realities of the modern world and the needs of the human race.</li> </ul>
		<i>Links to History, Art, English, Science, ICT</i>		

Potential category	Heading	Relevant Sections	Summary/ Key Note's addressed	Related Project Titles
<b>ART &amp; DESIGN</b>				
<b>Totally creative</b>	Programme of Study	1 all	<b>*Exploring and developing ideas</b> – record from experience and imagination, explore ideas; question, make observations; collect visual and other information – to help develop ideas.	<b>Collect materials &amp; keep a sketch pad/journal:</b> dead leaves, dead twigs, pebbles, shells, etc. And keep a record of inspirational ideas by sketching, pasting things or writing things in your journal/sketch pad.  <b>Make things from nature:</b> create a collage/poster/mural/model/sculpture using natural materials or using nature for pattern ideas, colours, textures & forms. In contrast, create the same with man-made materials.  <b>Build a creature out of recycled objects:</b> invent a life for this creature – •Where does it live? •What does it eat? •How does it move about? • What is its habitat/environment?  <b>Nature in traditional art</b> –artists have long taken inspiration from nature, be it landscapes, animals, still lifes, cave paintings, aboriginal art. •Create your own art with nature as the theme. •How is it interpreted by the rest of the class? • How can you make a visual representation of depth in a forest scene, for example, or rushing water in a river?
		2 all	<b>*Investigating and making art, craft and design</b> – combine visual and tactile qualities of materials; develop control and technique; learn a variety of methods.	
		3 all	<b>*Evaluating and developing work</b> – compare ideas, methods and approaches of their own and other's work and verbalise; and adapt work accordingly.	
		4 all	<b>*Knowledge and understanding</b> – visual and tactile elements - colour, pattern, texture, line & tone, shape, form, and space and how these elements combine; materials and processes used in art, craft & design – how these match intention and purpose; roles and purpose of artists, craftspeople, and designers in different times and cultures.	
	Breadth of study	5 all <i>Links to ICT, History, Geography, Science, Math</i>	<b>* Knowledge, skills &amp; understanding</b> – explore a range of inspirational starting points such as experiences, images, music, stories, drama, natural & man-made objects; use a range of materials & processes (ICT, painting, collage, print, digital media, textiles, sculpture); investigate art, craft & design in the locality and in a variety of genres, styles & traditions.	

Potential category	Heading	Relevant Sections	Summary/ Key Note's addressed	Related Project Titles
<b>MUSIC</b>				
<b>Totally creative</b>	Programme of Study	1 a – c	<b>*Controlling sounds through singing and playing – performing skills</b> – how to sing songs in unison & two parts; play tuned & untuned instruments with control & rhythmic accuracy; practise, rehearse & present performances.	<p><b>Mimic bird songs and animal noises</b> - from around the world, using voices, instruments, random objects.</p> <ul style="list-style-type: none"> <li>Record on tape or video.</li> </ul> <p><b>Making instruments</b> - from recycled objects, or everyday objects. Scavenger hunt for noisy things outside.</p> <ul style="list-style-type: none"> <li>Make a percussion instrument like a drum, or maracas, or a tambourine.</li> <li>Make tones from different levels of water in bottles or glasses.</li> <li>What noises do natural things make? (leaves, pebbles, seeds)</li> <li>Record on tape or video.</li> <li>Choreograph a dance.</li> </ul> <p><b>Write an environmental song/dance</b> - either a new piece or new words to a well-known tune.</p> <ul style="list-style-type: none"> <li>Record on tape or video.</li> </ul>
		2 a - b	<b>*Creating &amp; developing musical ideas – composing skills</b> – improvise, developing rhythmic & melodic material when performing; explore, choose, combine & organize musical ideas within musical structures.	
		3 a – c	<b>*Responding and reviewing – appraising skills</b> – analyse and compare sounds; explore & explain ideas & feelings about music using movement, dance, expressive language & musical vocabulary; improve their own & others' work in relation to its intended effect.	
		4 a - b	<b>*Listening, and applying knowledge &amp; understanding</b> – listen with attention to detail & to internalise & recall sounds; understand pitch, duration, dynamics, tempo, timbre, texture & silence can be organized into musical structure.	