

Character Education Theme: Magical Carpet Ride		Key Vocabulary (Schema):	Subject, Scheme, Unit & Lesson Focus	Key Knowledge	
Enquiry question: Can we explore wherever we want ?		Temperature, rainfall, wind direction, sunlight hours, thermometer, rain gauge, wind sock, compass, North, South, East, West, seasons, Spring, Summer, Autumn, Winter, symbols, meteorological, average, total, compare, daily, weekly, monthly, seasonal, Met Office. Symbols, compass, direction, north, South, East and West human, physical, map, Ariel, features, photographs, perspective, near, far, schema, compare, contrast, seas, oceans, continents, cities, capital cities, population, climate, produce, rainforest, influence.	Science – Developing Experts: Living Things and Their Habitats		
English Application Non chronological reports Holiday brochures Interviews/questionnaires Famous people fact files lists			1. Compare the differences between things that are living, dead, never been alive 2. Identify and name a variety of plants in a microhabitat 3. Design a suitable microhabitat where living this could survive	4. Find out what animals eat in their habitats to survive 5. Understand food chains 6. Understand the journey food makes from the farm to the supermarket	<ul style="list-style-type: none"> Explore and compare the differences between things (living, dead, never been alive) describe habitats provide the basic needs animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in habitats/microhabitats.
Maths Application Bar charts Problem solving in terms of supplies/fuel needed/costs of exploration vehicles		Geography S&K	Teach Computing: Programming A – Robot algorithms		
STEM Application Links with habitats which are not suitable for humans How humans must adapt to explore certain habitats as animals can and do. For example wearing wet suits and having breathing apparatus for exploring the oceans.		Compare and contrast with a non-European country – Brazil. To use maps, including historical, atlases and globes to identify the UK and its countries. Name and locate the world’s seven continents and five oceans. Use basic geographical vocabulary to refer to human and physical features and recognise them in Ariel photographs and plan perspectives.	1. Describe a series of instructions as a sequence 2. Explain what happens when we change the order of instructions 3. Use logical reasoning to predict the outcome of a program	4. Explain that programming projects can have code and artwork 5. Design an algorithm 6. Create and debug a program they have written	<ul style="list-style-type: none"> Choose a series of words that can be enacted as a sequence Create algorithms for a range of sequences Explain choices made in a mat design Create and explain an algorithm Create and debug a program
Retrieval practices/Assessment: Can children create their own food chain. Mind map pre project to assess project baseline. Recall continents, world oceans and know the difference between the UK and a contrasting country.		Learning Activities: Weather; Daily recording of; Temperature · Rainfall · Wind direction – reinforce knowledge of compass directions Refer to the Met Office Website for: · Sunlight hours (use sunrise and sunset times). Weekly; look at the highest and lowest temperature for the week. Calculate the average temperature (children could use calculators given the formula). Total the amount of rainfall and sunlight hours for the week. Record this data on the monthly chart. Monthly; look at the monthly data. Calculate the average monthly temperature (children could use calculators given the formula). Total the amount of rainfall and sunlight hours for the month. Add the monthly chart to the year grid in the correct season. Global Study including Map skills; <ol style="list-style-type: none"> Find Scotland, Wales, Northern Ireland and England of maps of the UK. Find and name the UK bodies of water (English Channel, Irish Sea, North Sea, Atlantic Ocean). Name the continents and seas of the world. Locate Brazil on a word map. Look at nearby oceans and major cities. Explore then compare human and physical features of UK and Brazil (focus on climate, population and local food). Compare and contrast Liverpool with Rio De Janeiro including human and physical features, lifestyles and homes. 	RE – SACRE: Who is a Muslim and what do they believe? (pt2)		<ul style="list-style-type: none"> recognise the significance of some objects and places to Muslims make links between what the Holy Qur’an says and how Muslims behave identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel
PSHE – Jigsaw: Dreams and Goals		1. Goals to Success 2. My Learning Strengths 3. Learning with Others		4. A Group Challenge 5. Continuing Our Group challenge 6. Celebrating Our Achievement	<ul style="list-style-type: none"> setting realistic goal and think about how to achieve it persevering recognise who I work well with and why recognising what works well in a group dynamic
Outdoor Learning: To give a set of instructions to other children to explore the outdoor area. (links to ICT Algorithms) To find examples of living dead, never been alive. Microhabitat Hunt		Music – Charanga: How does music make the world a better place?		<ul style="list-style-type: none"> Exploring Feelings Through Music Singing with expression Listening with concentration 	
PE – Real Dance – Cognitive Skills		Order instructions, movements and skills 1. Give your dance a shape 2. Hand in hand we move 3. Round and round		4. Hands, Feet, Heart (Part1) 5. All Around the World 6. Assessment Checkpoint	<ul style="list-style-type: none"> Changing speed and level of actions Select movements in time with music Apply these skills and form their own dances
Art & Design – Access Art: Be An Architect		4. Turn me turn you 5. Silky smooth moves and grooves 6. Time to show your best		<ul style="list-style-type: none"> Develops print making 	

Foundation Subject Overviews

Key Stage One

Geography

Key Stage One

Locational Knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human & Physical Geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- Key physical features, including board, cliff, coast, forest, hill, mountain, sea, ocean, river, sock, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills & Fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

History

Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Jim Bennett-Lee, Prince George the Earl and US Court), Rosalind Wiseman, Mary Queen of Scots, and for Florence Nightingale and Edith Cavell)
- significant historical events, people and places in their own locality

Physical Education

Swimming & Water Safety

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations

Key Stage One

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Computing

Key Stage One

- understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, retrieve and exchange data and information
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Design & Technology

Key Stage One

Design

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

Make

- select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- select from and use a wide range of materials and components, including construction materials, textiles and appliances, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- technical knowledge
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products
- Cooking and nutrition
- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Art & Design

Key Stage One

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 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.

Music

Key Stage One

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- explore and experiment with sounds
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

		<ol style="list-style-type: none"> 1.What is Architecture? 2.Introduce Hudertwasser 3.Making Architecture 4.Making Architecture 5.Making Architecture 6.Present, reflect and review 	Explores: <ul style="list-style-type: none"> ○ Drawing ○ Carbon printing
<p>Golden Rules: Ready, Respect, Safe School Values: <i>Happiness, Friendship, Belonging, Resilience, Pride, Honesty, Individuality, Creativity</i></p>	<p>Project Concepts: Integration, Resilience, Change, Wisdom</p>		

Grounding Texts & Favourite 5 x 2

Grounding Text 1	Vocabulary	Key Questions	Content	Application
Title: First to the Top Author: David Hill	Summit Peak Tramping Mountaineers Crevasses Glaciers Expedition Plodded Himalayas Oxygen Roaring gales Shivered Ridge	Why was Edmund Hillary famous? In what ways was the expedition dangerous. What do climbers now use to make their climb easier? What tells us from his early life that he would have been a famous explorer?	Explore the relationship between Edmund and Tenzing. Changes in equipment from then to now.	SHINE- timeline of his life Hashtags Emojis on the journey up Mount Everest
Grounding Text 2	Vocabulary	Key Questions	Content	Application
Title: Neil Armstrong Author: Jane Bingham	Astronaut Command Module Service Module Lunar module Mankind University Airtight Gravity Booster rockets Sea of Tranquility Descended	What kind of person was Neil? How do we know? When did he learn to fly? What and what did he study?	A timeline of events in his life. Neil Armstrong as an explorer	SHINE- timeline of his life Hashtags Emojis on the mission to the moon
Favourite Text 1a	Favourite Text 2a	Favourite Text 3a	Favourite Text 4a	Favourite Text 5a
Title: The Jumblies Author: Edward Leah	Title: A Seed Is Sleepy Author: Dianna Hutts Aston and Sylvia Long	Title: Tyrannosaurus Drip Author: Julie Donaldson and David Roberts	Title: Ish Author: Peter H Reynolds	Title: A Butterfly is Patient Author: Dianna Hutts Aston and Sylvia Long
Focus	Focus	Focus	Focus	Focus

Foundation Subject
Overviews

Key Stage One



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Music

Key Stage One


- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Vocabulary: sieve, winter's morn, drowned, riband, pea-green voyage, warbled, coppery, echoing, crockery, cranberry, jack-daw, stilton, yeast. Theme: Nonsense poem exploring rhyme.	Vocabulary: secretive, pod, reveal, protective, inventive, generous, ancient, germinate, sprout, photosynthesis. Theme: Science, plants and germination.	Vocabulary: hooted, grisly, grim, muttered, murmured, thrilled, grumbled, spluttering heroic. Theme: Rhyme and humorous vocabulary.	Vocabulary: crumpled, gallery, vase, studied, springing, energised, inspired, yonder, ponder, wander, savoured Theme: Trying your best – things don't need to be perfect.	Vocabulary: chrysalis, metamorphosis, transferred, pollination, predators, spectacular, nectar, proboscis, nourishment, transparent, exoskeleton. Theme: Explanation of life cycle of a butterfly. Exploring different species of butterflies.
Favourite Text 1b	Favourite Text 2b	Favourite Text 3b	Favourite Text 4b	Favourite Text 5b
Title: The Scarecrow's Wedding Author: Julia Donaldson	Title: Hidden Figures Author: Margot Lee Stetterly	Title: The Night Pirates Author: Peter Harris and Deborah Allwright	Title: The song of the Dinosaurs Author: Patricia Hegarty	Title: The World's most pointless animals Author: Philip Bunting
Focus	Focus	Focus	Focus	Focus
Vocabulary: feather-a-piece, honked, hurried, scuttled, lumpy, vase, squirly, pail, foolishly, ashamed, staggering, splutter, tumbled, flickered. Theme: Rhyme and humorous vocabulary.	Vocabulary: segregated, assignments, competing, research, analyse, orbit, trajectories. Theme: Space exploration, diversity, wisdom and Integration. SHINE – Timeline; space race timeline and change in laws on segregation.	Vocabulary: stealthy as shadows, stealing away, disguise, gaped, goggled Theme: Project specific vocabulary, exploring and maps.	Vocabulary: rhythm, centuries, heralding, valley's scurried, thrashing, feasting, foraged, herbivore, flourished, terrain, predators, stalking, evolved, spines, prime, melody. Theme: Poetry book exploring the life of dinosaurs. SHINE – ordering events in a time line.	Vocabulary: crustaceans , juvenile, despises, superbirds, bodyweight, circulation, navigators, aftertaste, deform, delicacies, plumage. Theme: Non-fiction text exploring the variety of weird and wonderful species on our planet.

Theme: Magical Carpet Ride		Key Vocabulary (Schema): Temperature, rainfall, wind direction, sunlight hours, thermometer, rain gauge, wind sock, compass, North, South, East, West, seasons, Spring, Summer, Autumn, Winter, symbols, meteorological, average, total, compare, daily, weekly, monthly, seasonal, Met Office. Similarities, differences, chronological order, historical events, significant people, past, long ago, decade, century, primary and secondary sources, national and international, time, time line.		Subject, Scheme, Unit & Lesson Focus		Skills + Knowledge	
Enquiry question: Can we explore wherever we want ?				Science – Developing Experts: Habitats Around the World		<ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. 	
English Application English Application Non chronological reports Interviews/questionnaires Famous people fact files Lists SHINE links eg Hashtags, Emojis and Impression/evidence				1. Learn about habitats 2. Appreciate that environments are constantly changing 3. Explore the rainforest and its problems 4. Describe life in the ocean 5. Discover the Arctic and Antarctic habitat 6. Create a model of a habitat			
Maths Application Time Lines Order of events Historical problem solving Data pictograms		History S&K		Computing – Teach Computing: Data & Information – Pictograms (Maths Link)		<ul style="list-style-type: none"> Represent, record and compare data using tally charts Use pictograms to answer questions Collect data, create pictograms and draw conclusions 	
STEM Application Linking explorers to their habitats they go to do. Looking at how technology changes over time to allow explorers to go further To investigate famous inventors who allowed explorers to go to new places and survive.		History Knowledge/Skills Investigate the lives of individuals who have contributed to national and international achievements Explorers Develop an awareness of the past, using common words and phrases relating to the passage of time. Investigate significant national, historical events beyond living memory. To know where people and events fit into a chronological framework and identify similarities and differences between ways of life in different periods. Understand some of the ways in which we find out about the past and identify some of the ways in which it is represented. To use a variety of sources.		1. Counting and comparing using tally charts 2. Representing objects as pictures 3. Create a pictogram 4. Select objects by attribute and make comparisons 5. Recognise people by attributes 6. Presenting information			
Retrieval practices/Assessment: Create a model of a habitat. Mind map post project to assess project learning.		Learning Activities (including outdoor): Weather; Daily recording of; Temperature · Rainfall · Wind direction – reinforce knowledge of compass directions Refer to the Met Office Website for: · Sunlight hours (use sunrise and sunset times). Weekly; look at the highest and lowest temperature for the week. Calculate the average temperature (children could use calculators given the formula). Total the amount of rainfall and sunlight hours for the week. Record this data on the monthly chart. Monthly; look at the monthly data. Calculate the average monthly temperature (children could use calculators given the formula). Total the amount of rainfall and sunlight hours for the month. Add the monthly chart to the year grid in the correct season. Historical Enquiry; Explorers 1. Learn key facts and events about Christopher Columbus. 2. Add to existing timelines and explore his significance to modern day. Actions all morally good?		RE – SACRE: Who is a Christian and what do they believe? (pt2)		<ul style="list-style-type: none"> Recognise symbols of belonging from their own experience Recognise symbols of belonging for Jews and Muslims Compare and contrast ceremonies between faith groups 	
				PSHE – Jigsaw: Healthy Me (Science Link)			
				Music – Charanga: How does music help us understand our neighbours?		<ul style="list-style-type: none"> Understand ways to keep my body healthy and about relaxation Understand how some medicines work and how to use them safely Decide which foods are healthy and why 	
1. Helping Each Other (Part 1) 2. Helping Each Other (Part 2) 3. The Music Man (Part 1) 4. The Music Man (Part 2) 5. Let's Sing Together 6. Assessment Checkpoint							

Foundation Subject Overviews

Key Stage One

 <h3>Geography</h3> <p>Key Stage One</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place Knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human & Physical Geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: Key physical features, including board, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and ship <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key and physical features, devise a simple map, and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	 <h3>History</h3> <p>Key Stage One</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Jim Barnes-Lee, Peter Brabeck-Letts and the Blair and US Liberty Bells, Harry Potter, Mr Flook and Mr Flocks and Mr Flocks, Spingale and Edith Cavell) significant historical events, people and places in their own locality 	 <h3>Physical Education</h3> <p>Swimming & Water Safety</p> <p>All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) perform safe self-rescue in different water-based situations. <p>Key Stage One</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 	 <h3>Computing</h3> <p>Key Stage One</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, retrieve and exchange digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	 <h3>Design & Technology</h3> <p>Key Stage One</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms (for example, levers, slings, wheels and axles), in their products Cooking and nutrition use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 	 <h3>Art & Design</h3> <p>Key Stage One</p> <ul style="list-style-type: none"> use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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. 	 <h3>Music</h3> <p>Key Stage One</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
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Project Plan

Term: Spr1/Spr2

Phase: Y2

Stage: Discover (STEM)

KEY PRINCIPLES: UNIQUE CHILD, POSITIVE RELATIONSHIPS, ENABLING ENVIRONMENT, LEARNING & DEVELOPMENT

	<ol style="list-style-type: none"> Sir Edmund Hillary – First to the Top. Edmund Hillary 2. The Space Race and its significance to today. Neil Armstrong. Neil Armstrong 2. 	<p>PE – Real PE: Creative Skills</p> <p>Coordination and counter balance.</p> <ol style="list-style-type: none"> Getting around us All routes Getting around us Lean Away Lean on Me Roller Ball 	<ul style="list-style-type: none"> Balls skills Counter balance with a partner Make up their own rules and versions of activities
<p>School Values: Happiness, Friendship, Belonging, Resilience, Pride, Honesty, Individuality, Creativity</p>	<p>Project Concepts:: Integration, Resilience, Change, Wisdom</p>	<p>D&T – Projects on the Page: Wheels & Axles</p> <ol style="list-style-type: none"> Pre-assessment Explore axles & wheels in toys Fixed/Free axles demonstration How to make an axle holder Design a moon buggy Make a Moon Buggy and evaluate 	<p>Explores:</p> <ul style="list-style-type: none"> Mark making on fabric Explore texture Performance art