

Cycle B/D 2019 – 2020 2021-2022	International History, Geography, Computing, DT, Music, Art, PSHE					
	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	3 <sup>rd</sup> Half Term	4 <sup>th</sup> Half Term	5 <sup>th</sup> Half Term	6 <sup>th</sup> Half Term
	Pyramids and Hieroglyphs		Our Planet		Europe	
	Relevance to 'Real World' situations		Relevance to 'Real World' situations		Relevance to 'Real World' situations	
	Text Links		Text Links		Text Links	
	Vocabulary		Vocabulary		Vocabulary	
Key Stage 1 Make links to themes studied in Key Stage 2	<p><b>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements.</b> Tutankhamun, Howard Carter, Hernan Cortez</p> <p><b>Hi1/1.2 events beyond living memory that are significant nationally or globally</b></p> <p>Drawing: <b>USE LINES TO REPRESENT A SHAPE OR OUTLINE.</b> <b>USE LINES OF DIFFERENT THICKNESS.</b> <b>USE LINE AND TONE TO DRAW SHAPE, PATTERN AND TEXTURE.</b> <b>USE TONE TO SHOW LIGHT AND SHADE.</b></p> <p>Developing Line Drawings: -using the correct pencil -varying the quality of line -making purposeful lines -drawing freehand from direct observation -using a ruler to draw patterns -put background in drawing -put detail in drawing -use pencils, crayons and pastels to make different marks.</p> <p>Painting: <b>APPLY PAINT USING A RANGE OF TOOLS (E.G LARGE BRUSHES, HANDS, FEET, ROLLERS AND PADS).</b> <b>NAME PRIMARY COLOURS AND COLLATE COLOURS INTO GROUPS OF SIMILAR SHADES.</b> <i>MIX PAINT COLOURS TO SUIT A TASK.</i> <i>SELECT AND MATCH COLOURS WHEN PAINTING FROM OBSERVATION.</i> <i>EXPLAINING HOW DIFFERENT COLOURS MAKE THEM FEEL.</i></p> <p>Mixing Colours: -mix the correct consistency -primary colours- names -mixing secondary colours -making tints and shades -complementary colours -neutral (tertiary) colours -explore monochrome</p> <ul style="list-style-type: none"> <li>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</li> <li>I can play tuned and untuned instruments musically</li> <li>I can listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>I can experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <ul style="list-style-type: none"> <li>Begin to understand that all food comes from plants or animals.</li> <li>Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> <li>Start to understand how to name and sort foods into the five groups in 'The Eat well plate'</li> </ul>		<p><b>Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</b> Environmental changes in the last 100 years</p> <p>Collage and Textiles: <b>CUT AND TEAR PAPER AND GLUE IT TO A SURFACE.</b> <b>CREATE A SIMPLE PATTERN USING COLOURS AND SHAPES.</b> <i>CUT AND TEAR FABRICS AND PAPERS, ATTACHING USING DIFFERENT JOINING TECHNIQUES.</i> <i>CREATE PATTERNS USING NATURAL MATERIALS (E.G AS PEBBLES, STICKS, SHELLS, LEAVES AND PETALS).</i></p> <p>Experimenting: -tearing papers -developing cutting skills -overlapping shapes -adding detail -making patterns -building pictures.</p> <ul style="list-style-type: none"> <li>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</li> <li>I can play tuned and untuned instruments musically</li> <li>I can listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>I can experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Name and locate the world's seven continents and five oceans.</li> <li>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</li> </ul> <ul style="list-style-type: none"> <li>to help construct, and agree to follow, group and class rules and to understand how these rules help them</li> <li>that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</li> <li>what improves and harms their local, natural and built environments and about some of the ways people look after them</li> </ul> <ul style="list-style-type: none"> <li>Begin to make their design using appropriate techniques.</li> <li>Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>With help, measure, mark out, cut and shape a range of materials.</li> </ul>		<p><b>Hi1/1.2 events beyond living memory that are significant nationally or globally</b> The Olympics/World Cup</p> <p>Print Making: <b>CREATE SIMPLE MONO PRINTS USING A RANGE OF PRINTING UTENSILS.</b> <i>CREATE SINGLE AND MULTI-COLOURED PRINTS USING A RANGE OF PRINTING TECHNIQUES.</i></p> <p>Patterns: -painting along a line -overprinting at random -printing in sequence. Designing Motifs/Relief Printing: -planning a pattern -making a simple block -printing in rows -overlapping motifs and colours -press prints (one colour)</p> <p>3-D: <b>HANDLE AND MANIPULATE RIGID AND MALLEABLE MATERIALS AND SAY HOW THEY FEEL.</b> <b>USE MODELLING MATERIALS TO CREATE A REALISTIC OR IMAGINED FORM.</b> <i>USE MODELLING MATERIALS TO CREATE AN IMAGINARY OR REALISTIC FORM.</i> <i>BUILD SIMPLE THUMB POTS USING CLAY INCLUDING ROLLING OUT CLAY ON A BOARD.</i></p> <p>Working With Malleable Materials: -playing with the clay/dough -squeezing, shaping, cutting -rolling out flat pieces -pressing objects to leave a print, pattern or texture -making coils.</p> <ul style="list-style-type: none"> <li>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</li> <li>I can play tuned and untuned instruments musically</li> <li>I can listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>I can experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <ul style="list-style-type: none"> <li>to recognise how their behaviour affects other people</li> <li>to judge what kind of physical contact is acceptable, comfortable,</li> </ul>	

	<ul style="list-style-type: none"> <li>Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</li> <li>Know how to prepare simple dishes safely and hygienically, without using a heat source.</li> <li>Know how to use techniques such as cutting, peeling and grating.</li> <li>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</li> <li>Begin to understand the development of existing products: What they are for, how they work, materials used.</li> <li>Start to suggest ideas and explain what they are going to do.</li> <li>Understand how to identify a target group for what they intend to design and make based on a design criteria.</li> <li>Begin to develop their ideas through talk and drawings.</li> <li>Make templates and mock ups of their ideas in card and paper or using ICT.</li> </ul> <ul style="list-style-type: none"> <li>Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</li> <li>When looking at existing products, explain what they like and dislike about products and why.</li> <li>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> </ul> <ul style="list-style-type: none"> <li>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</li> </ul> <ul style="list-style-type: none"> <li>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</li> </ul> <ul style="list-style-type: none"> <li>that household products, including medicines, can be harmful if not used properly</li> <li>that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</li> </ul> <ul style="list-style-type: none"> <li>year 1: - technology safely. <ul style="list-style-type: none"> <li>- keep personal information private.</li> <li>- know some common uses of information technology outside of school.</li> </ul> </li> <li>Year 2: - use technology respectfully. <ul style="list-style-type: none"> <li>- know where to go for help and support when I have concerns about content or contact when I am online or using technology.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explore using tools e.g. scissors and a hole punch safely.</li> <li>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</li> <li>Begin to use simple finishing techniques to improve the appearance of their product.</li> <li>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</li> <li>Begin to understand the development of existing products: What they are for, how they work, materials used.</li> <li>Start to suggest ideas and explain what they are going to do.</li> <li>Understand how to identify a target group for what they intend to design and make based on a design criteria.</li> <li>Begin to develop their ideas through talk and drawings.</li> <li>Make templates and mock ups of their ideas in card and paper or using ICT.</li> </ul> <ul style="list-style-type: none"> <li>Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</li> <li>When looking at existing products, explain what they like and dislike about products and why.</li> <li>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> </ul> <ul style="list-style-type: none"> <li>Year 1: - use technology to create digital content.</li> <li>-use technology to store digital content.</li> <li>-use technology to retrieve digital content.</li> <li>Year 2: -use technology to organise digital content.</li> <li>- use technology to manipulate digital content.</li> </ul>	<ul style="list-style-type: none"> <li>unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> <li>that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>to help construct, and agree to follow, group and class rules and to understand how these rules help them</li> <li>that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</li> </ul> <ul style="list-style-type: none"> <li>Begin to make their design using appropriate techniques.</li> <li>Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>With help, measure, mark out, cut and shape a range of materials.</li> <li>Explore using tools e.g. scissors and a hole punch safely.</li> <li>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</li> <li>Begin to use simple finishing techniques to improve the appearance of their product.</li> <li>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</li> <li>Begin to understand the development of existing products: What they are for, how they work, materials used.</li> <li>Start to suggest ideas and explain what they are going to do.</li> <li>Understand how to identify a target group for what they intend to design and make based on a design criteria.</li> <li>Begin to develop their ideas through talk and drawings.</li> <li>Make templates and mock ups of their ideas in card and paper or using ICT.</li> </ul> <ul style="list-style-type: none"> <li>Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</li> <li>When looking at existing products, explain what they like and dislike about products and why.</li> <li>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> </ul> <ul style="list-style-type: none"> <li>Year 1: - understand what an algorithm is. <ul style="list-style-type: none"> <li>- create simple programs.</li> </ul> </li> <li>Year 2: - understand that algorithms are programs on digital devices. <ul style="list-style-type: none"> <li>- understand that programs are run by following precise and unambiguous instructions.</li> </ul> </li> </ul>
<p><b>Lower Key Stage 2</b> <b>3100 - 323 BCE</b> Ar2/1.1 to create sketch books to record their observations</p>	<p><b>Hi2/2.3 Ancient Civilizations</b> Ancient Egypt; 3100 – 332 BCE</p> <p><u>Collage/Textiles:</u> <b>USE A VARIETY OF MATERIALS TO CREATE A COLLAGE ON A THEME. IMPRINT A RANGE OF PATTERNS INTO MODELLING MATERIALS (E.G CLAY, DOUGH AND PAPIER MÂCHÉ).</b> <b>CREATE A PHOTO MONTAGE OF DIGITAL IMAGES TO ACHIEVE A PARTICULAR PURPOSE.</b> <b>USE BOLD COLOUR AND GEOMETRIC SHAPES TO CREATE A GRAPHIC-STYLE PRINT.</b></p>	<p><b>Hi2/2.2 Extended chronological study</b></p> <p><u>Drawing:</u> <b>USE A RANGE OF DRAWING MEDIA TO DRAW NATURAL AND HUMAN-MADE ITEMS, GIVING ATTENTION TO PATTERN, SHAPE AND FORM.</b> <b>USE LINE TO ADD SURFACE DETAIL TO A DRAWING, PRINT OR PAINTING.</b> <b>DRAW FROM CLOSE OBSERVATION TO CAPTURE FINE DETAILS.</b> <b>USE TONE TO EMPHASISE FORM IN DRAWING AND PAINTING.</b></p> <p><u>Introducing Tone:</u> -making contrasts in shading</p>	<p><b>Hi2/2.4 Ancient Greece 776 – 323 BC</b></p> <p><u>3-D:</u> <b>USE A RANGE OF MODELLING MATERIALS AND TOOLS, CHOOSING THE ONE MOST APPROPRIATE TO A GIVEN TASK.</b> <b>CREATE NATURAL FORMS SUCH AS SHELLS, LEAVES, FLOWERS AND ANIMALS SHOWING AN AWARENESS OF DIFFERENT VIEWPOINTS OF THE SAME OBJECT.</b> <b>ADD EMBELLISHMENTS AND DECORATIONS TO ENHANCE A FORM OR SCULPTURE.</b> <b>USE 3-D MATERIALS TO SCULPT A HUMAN FORM.</b></p>

<p>and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p><u>Using Different Materials:</u></p> <ul style="list-style-type: none"> <li>-scrap paper/rubbish</li> <li>-magazine images</li> <li>-tissue papers</li> <li>-foils and shiny papers</li> <li>-painted paper</li> <li>-fabrics</li> <li>-found objects</li> <li>-communication of ideas and feelings</li> <li>-symmetry.</li> </ul> <ul style="list-style-type: none"> <li>Identify longest rivers in the world, largest deserts, highest mountains.</li> <li>Compare with UK.</li> </ul> <ul style="list-style-type: none"> <li>to recognise and respond appropriately to a wider range of feelings in others</li> <li>to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,</li> <li>that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> <li>to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</li> <li>to work collaboratively towards shared goals</li> <li>why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> </ul> <ul style="list-style-type: none"> <li>Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</li> <li>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</li> <li>Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'</li> <li>Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.</li> </ul> <ul style="list-style-type: none"> <li>With growing confidence, generate ideas for an item, considering its purpose and the user/s.</li> <li>Start to order the main stages of making a product.</li> <li>Identify a purpose and establish criteria for a successful product.</li> <li>Understand how well products have been designed, made, what materials have been used and the construction technique.</li> </ul>	<ul style="list-style-type: none"> <li>-observing shadows</li> <li>-shading different tones</li> <li>-blending shading</li> <li>-using tone to show volume and distance.</li> </ul> <p><u>Adding Detail To Drawings:</u></p> <ul style="list-style-type: none"> <li>-looking at patterns and textures</li> <li>-drawing patterned objects</li> <li>-using secondary sources to extend awareness of pattern and detail</li> <li>-learn to look CAREFULLY!</li> </ul> <p><u>Painting:</u></p> <p><b>COPY AND CREATE PATTERNS AND TEXTURES WITH A RANGE OF PAINTS. CREATE AND USE A PALATE OF NATURAL COLOURS TO PAINT FROM OUTDOOR OBSERVATION.</b></p> <p><u>ADD TEXTURAL MATERIALS TO PAINT, TO CREATE A DESIRED EFFECT. USE COMPLEMENTARY AND CONTRASTING COLOURS FOR EFFECT.</u></p> <p><u>Using Texture and Pattern:</u></p> <ul style="list-style-type: none"> <li>-impasto</li> <li>-wash</li> <li>-adding detail</li> <li>-adding other media</li> <li>-using tools other than brushes.</li> </ul> <ul style="list-style-type: none"> <li>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</li> <li>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</li> </ul> <ul style="list-style-type: none"> <li>that their actions affect themselves and others</li> <li>why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> </ul> <ul style="list-style-type: none"> <li>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>I can listen with attention to detail and recall sounds with increasing aural memory</li> <li>I can use and understand staff and other musical notations</li> <li>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>I can develop an understanding of the history of music.</li> </ul> <p>Year 3:</p> <ul style="list-style-type: none"> <li>- use search engines effectively.</li> <li>-use a variety of software to accomplish goals.</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>-understand how computer networks can provide multiple service e.g. World Wide Web.</li> <li>- know how search results are selected.</li> </ul>	<p><u>Basic Clay Techniques:</u></p> <ul style="list-style-type: none"> <li>-joining pieces of clay, scoring and using slip before pulling the surface together</li> <li>-thumb/pinch pots</li> <li>-coil pots</li> <li>-slab pots</li> <li>-adding texture and pattern</li> <li>-glazing and decoration.</li> </ul> <p><u>Printmaking:</u></p> <p><b>MAKE REPEAT PATTERN PRINTS FOR DECORATIVE PURPOSES USING VARIOUS NATURAL MATERIALS.</b></p> <p><u>USE A MOTIF AND STENCIL TO CREATE A MONO OR REPEAT PRINT.</u></p> <p><u>Repeating Patterns:</u></p> <ul style="list-style-type: none"> <li>-regular repeat</li> <li>-half and full drop</li> <li>-tile designs</li> <li>-tessellations</li> <li>-rotation</li> <li>-mirror images</li> <li>-PRESS PRINTS -2/3 COLOURS</li> <li>-planning the process.</li> </ul> <ul style="list-style-type: none"> <li>Locate and name the continents on a World Map.</li> <li>Locate the main countries of Europe inc. Russia.</li> <li>Identify capital cities of Europe.</li> </ul> <ul style="list-style-type: none"> <li>to recognise and respond appropriately to a wider range of feelings in others</li> <li>to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,</li> <li>that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> <li>to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</li> <li>why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> </ul> <ul style="list-style-type: none"> <li>Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</li> <li>Know how mechanical systems such as cams or pulleys or gears create movement.</li> <li>Understand how more complex electrical circuits and components can be used to create functional products.</li> <li>Understand how to reinforce and strengthen a 3D framework.</li> <li>Select a wider range of tools and techniques for making their product i.e. construction materials</li> <li>and kits, textiles, food ingredients, mechanical components and electrical components.</li> <li>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> </ul>
--	---	--	--

	<ul style="list-style-type: none"> <li>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</li> <li>Start to understand whether products can be recycled or reused.</li> <li>Know to make drawings with labels when designing.</li> <li>When planning, explain their choice of materials and components including function and aesthetics.</li> <li>Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose.</li> <li>Begin to disassemble and evaluate familiar products and consider the views of others to improve them.</li> <li>Evaluate the key designs of individuals in design and technology which has helped shape the world.</li> </ul> <ul style="list-style-type: none"> <li>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>I can listen with attention to detail and recall sounds with increasing aural memory</li> <li>I can use and understand staff and other musical notations</li> <li>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>I can develop an understanding of the history of music.</li> </ul> <p>Year 3: - work with different forms of input. - work with different forms of output.</p> <p>Year 4: - understand how computer networks can provide multiple service e.g. World Wide Web. - know how search results are selected.</p>		<ul style="list-style-type: none"> <li>With growing confidence, generate ideas for an item, considering its purpose and the user/s.</li> <li>Start to order the main stages of making a product.</li> <li>Identify a purpose and establish criteria for a successful product.</li> <li>Understand how well products have been designed, made, what materials have been used and the construction technique.</li> <li>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</li> <li>Start to understand whether products can be recycled or reused.</li> <li>Know to make drawings with labels when designing.</li> <li>When planning, explain their choice of materials and components including function and aesthetics.</li> </ul> <ul style="list-style-type: none"> <li>Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose.</li> <li>Begin to disassemble and evaluate familiar products and consider the views of others to improve them.</li> <li>Evaluate the key designs of individuals in design and technology which has helped shape the world.</li> </ul> <ul style="list-style-type: none"> <li>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>I can listen with attention to detail and recall sounds with increasing aural memory</li> <li>I can use and understand staff and other musical notations</li> <li>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>I can develop an understanding of the history of music.</li> </ul> <p>Year 3: - collect information. - design and create content. - present information.</p> <p>Year 4: - understand the opportunities computer networks offer for communication. - identify a range of ways to report concerns about inappropriate content when I am online or using technology. - recognise acceptable and unacceptable behaviour.</p>
<p><b>Upper Key Stage 2</b> <b>900 – 1945 AD</b></p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their</p>	<p><b>Hi2/2.5 Non-European Study</b> Mayan civilization c. AD 900;</p> <p>3-D: <b>CARVE AND SCULPT MATERIALS USING A RANGE OF TOOLS AND FINISHING TECHNIQUES (E.G. SANDING, ETCHING AND SMOOTHING). CREATE CYLINDRICAL AND SPHERICAL FORMS USING A RANGE OF MEDIA AND SCALES.</b> <i>CREATE ABSTRACT FORMS CHOOSING APPROPRIATE MATERIALS AND TOOLS, DEMONSTRATING THE AWARENESS AND INFLUENCE OF A SPECIFIC ART GENRE.</i> <i>USE 3-D SHAPES TO CREATE AN ABSTRACT FORM OR SCULPTURE, JUXTAPOSING INDIVIDUAL COMPONENTS.</i> <i>Working With Construction Materials – Willow</i> -basic structure formation (circles and leaves) -joining techniques -adding additional details and building up relief -making a 'skin' with wet strength tissue paper -adding colour.</p>	<p><b>Hi2/2.2 Extended chronological study</b></p> <p>Drawing: <b>USE SIMPLE RULES OF PERSPECTIVE IN DRAWINGS OF FIGURES AND BUILDINGS. USE CROSS HATCHING TO ADD TONAL DETAIL.</b> <i>USE A VARIETY OF MEDIA TO REPRESENT LIGHT, SHADE, FORM, PATTERN AND TEXTURE IN A RANGE OF DRAWING WORK.</i> <i>USE PEN AND INK TO ADD LINE, TONE AND PERSPECTIVE USING A TONAL INK WASH.</i> Drawing Showing Perspective: -record from observation -identify vanishing points -understand one point perspective (side/centre) -learn rules of perspective and how to draw guide lines to the vanishing point -apply rules of perspective. Painting: <b>USE PAINT APPLICATION TECHNIQUES TO CREATE MOOD AND ATMOSPHERE IN A PAINTING.</b></p>	<p><b>Hi2/2.2 Extended chronological study</b> World War 2</p> <p>Collage: <b>CREATE A MONOCHROMATIC COLLAGE WHICH INCORPORATES TEXT. USE RUBBING TECHNIQUES (FROTTAGE ART) TO COLLECT PATTERNS AND TEXTURES.</b> <i>EMBELLISH A 3-D FORM USING COLLAGE TECHNIQUES (DECOUPAGE).</i> <i>USE PATTERN TO ADD DETAIL, MOVEMENT AND INTEREST TO A PIECE OF WORK.</i> Using Different Materials, Planning the Collage: -working from a sketch -using templates made from own design -enlarging designs -group work.</p> <p>Textiles in D&amp;T</p> <ul style="list-style-type: none"> <li>Locate the main countries in Europe and North or South America. Locate and name principal cities.</li> </ul>

<p>mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history.</p>	<p><u>Printmaking:</u>  <b>CREATE A DETAILED BLOCK FOR PRINTING USING STRING, CARD, FOAM ETC.</b>  <i>USING DIGITAL SOFTWARE, CREATE ABSTRACT PRINTS WHICH INVOLVE EXPERIMENTATION WITH COLOUR, SIZE, SHAPE AND REPETITION.</i>  <u>Stencil Printing:</u>      -using card templates      -sponging through or around      -simple screen printing      -fabric printing.      -Link With D.T.:      -creating a printing block from wood.</p> <ul style="list-style-type: none"> <li>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <ul style="list-style-type: none"> <li>to recognise and respond appropriately to a wider range of feelings in others</li> <li>to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,</li> <li>that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> <li>to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</li> <li>to work collaboratively towards shared goals</li> <li>why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> </ul> <ul style="list-style-type: none"> <li>Know how more complex electrical circuits and components can be used to create functional products</li> <li>Understand that mechanical and electrical systems have an input, process and output.</li> <li>Know how more complex electrical circuits and components can be used to create functional products</li> <li>Understand that mechanical and electrical systems have an input, process and output.</li> </ul> <ul style="list-style-type: none"> <li>Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</li> <li>Begin to understand that seasons may affect the food available.</li> <li>Understand how food is processed into ingredients that can be eaten or used in cooking.</li> </ul>	<p><b>ADD BLACK AND WHITE TO PAINT TO CREATE SUBTLE TINTS AND TONES, LIGHT AND SHADE.</b>  <i>USE PAINT TECHNIQUES CHARACTERISTIC OF A SPECIFIC GENRE (E.G. PARTICULAR BRUSH STROKES, COLOURS AND PAINT APPLICATION TECHNIQUES).</i>  <i>MIX AND USE COLOUR TO REFLECT MOOD AND ATMOSPHERE.</i>  <u>Using Colour and Tone:</u>      -for contrast      -to show depth, distance      -to convey feelings, moods      -to make harmonies, discords to understand relationships between colours – colour wheel      -use a colour wash.      -develop tonal work by adding black and white.  <u>Developing a Composition:</u>      -arranging shapes      -overlapping shapes to show depth and distance      -balance of shapes and areas of interest      -compose a picture, being aware of shapes and void.</p> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</li> <li>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <ul style="list-style-type: none"> <li>that their actions affect themselves and others</li> <li>why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> </ul> <ul style="list-style-type: none"> <li>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>I can listen with attention to detail and recall sounds with increasing aural memory</li> <li>I can use and understand staff and other musical notations</li> <li>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>I can develop an understanding of the history of music.</li> </ul> <p>Year 5: - solve problems by splitting them into smaller parts.      -use selection in programs.      -work with variables.</p> <p>Year 6:      - understand that computers can only process specific commands      - plan, write and debug a simple website using a text-based programming language (HTML)</p>	<ul style="list-style-type: none"> <li>Compare 2 different regions in UK rural/urban.</li> <li>Locate and name the main counties and cities in England.</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <ul style="list-style-type: none"> <li>to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</li> <li>school rules about health and safety, basic emergency aid procedures, where and how to get help</li> <li>to recognise and respond appropriately to a wider range of feelings in others</li> <li>to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,</li> <li>to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</li> <li>to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li> <li>why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities to explore and critique how the media present information</li> </ul> <ul style="list-style-type: none"> <li>Y5 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>Y5 Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product.</li> <li>Y6 With confidence pin, sew and stitch materials together to create a product.</li> <li>Demonstrate when make modifications as they go along.</li> <li>Construct products using permanent joining techniques.</li> </ul> <ul style="list-style-type: none"> <li>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</li> <li>Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>With growing confidence, apply a range of finishing techniques, including those from art and design.</li> <li>Draw up a specification for their design- link with Maths and Science. Use results of investigations, information sources, including ICT when developing design ideas.</li> <li>With growing confidence, select appropriate materials, tools and techniques.</li> <li>Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</li> </ul> <ul style="list-style-type: none"> <li>Start to evaluate a product against the original design specification and by carrying out tests.</li> </ul>
--	---	---	---

<ul style="list-style-type: none"> <li>• Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</li> <li>• Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>• Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</li> </ul> <ul style="list-style-type: none"> <li>• Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</li> <li>• Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>• With growing confidence, apply a range of finishing techniques, including those from art and design.</li> <li>• Draw up a specification for their design- link with Maths and Science. Use results of investigations, information sources, including ICT when developing design ideas.</li> <li>• With growing confidence, select appropriate materials, tools and techniques.</li> <li>• Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</li> </ul> <ul style="list-style-type: none"> <li>• Start to evaluate a product against the original design specification and by carrying out tests.</li> <li>• Evaluate their work both during and at the end of the assignment.</li> <li>• Begin to evaluate it personally and seek evaluation from others.</li> <li>• Evaluate the key designs of individuals which design and technology has helped shape.</li> </ul> <ul style="list-style-type: none"> <li>• I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• I can improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• I can listen with attention to detail and recall sounds with increasing aural memory</li> <li>• I can use and understand staff and other musical notations</li> <li>• I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• I can develop an understanding of the history of music.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>-understand the opportunities computer networks offer for collaboration.</li> <li>-be selective in evaluating digital content.</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>- understand the idea of a digital footprint and demonstrate an awareness of legal and ethical issues driven by technology.</li> <li>-understand simple technical aspects of HTML.</li> <li>-understand the technical aspects of how web pages are ranked in search</li> </ul>		<ul style="list-style-type: none"> <li>• Evaluate their work both during and at the end of the assignment.</li> <li>• Begin to evaluate it personally and seek evaluation from others.</li> <li>• Evaluate the key designs of individuals which design and technology has helped shape.</li> </ul> <ul style="list-style-type: none"> <li>• I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• I can improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• I can listen with attention to detail and recall sounds with increasing aural memory</li> <li>• I can use and understand staff and other musical notations</li> <li>• I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• I can develop an understanding of the history of music.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>-use logical reasoning to explain how simple algorithms work.</li> <li>-use logical reasoning to detect and correct errors in algorithms.</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>- plan, write and debug a program for a physical system that incorporates multiple inputs and outputs</li> <li>- demonstrate repetition, selection, variable and sequence in one project</li> <li>- understand the ideas of abstraction (looking at a problem in less detail) and decomposition (breaking a problem down into smaller parts)</li> </ul>
--	--	--

Cycle A/C 2020-2021 2022-2023	National History, Geography, Computing, DT, Music, Art, PSHE					
	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	3 <sup>rd</sup> Half Term	4 <sup>th</sup> Half Term	5 <sup>th</sup> Half Term	6 <sup>th</sup> Half Term
	Evolution		Invaders and settlers		British discoveries and inventions	
	Relevance to 'Real World' situations		Relevance to 'Real World' situations		Relevance to 'Real World' situations	
	Text Links		Text Links		Text Links	
	<b>Vocabulary</b>		<b>Vocabulary</b>		<b>Vocabulary</b>	
<p><b>Key Stage 1</b> <b>Make links to themes studied in Key Stage 2</b></p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different</p>	<p><b>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements.</b> Charles Darwin</p> <p><u>Drawing:</u> <b>USE LINES TO REPRESENT A SHAPE OR OUTLINE.</b> <b>USE LINES OF DIFFERENT THICKNESS.</b> <b>USE LINE AND TONE TO DRAW SHAPE, PATTERN AND TEXTURE.</b> <b>USE TONE TO SHOW LIGHT AND SHADE.</b></p> <p><u>Developing Line Drawings:</u> -using the correct pencil -varying the quality of line -making purposeful lines</p> <p>-drawing freehand from direct observation -using a ruler to draw patterns -put background in drawing -put detail in drawing -use pencils, crayons and pastels to make different marks.</p> <p><u>Painting:</u> <b>APPLY PAINT USING A RANGE OF TOOLS (E.G LARGE BRUSHES, HANDS, FEET, ROLLERS AND PADS).</b> <b>NAME PRIMARY COLOURS AND COLLATE COLOURS INTO GROUPS OF SIMILAR SHADES.</b> <b>MIX PAINT COLOURS TO SUIT A TASK.</b> <b>SELECT AND MATCH COLOURS WHEN PAINTING FROM OBSERVATION, EXPLAINING HOW DIFFERENT COLOURS MAKE THEM FEEL.</b></p> <p><u>Mixing Colours:</u> -mix the correct consistency -primary colours- names -mixing secondary colours -making tints and shades -complementary colours -neutral (tertiary) colours -explore monochrome</p> <ul style="list-style-type: none"> <li>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</li> <li>I can play tuned and untuned instruments musically</li> <li>I can listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>I can experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <ul style="list-style-type: none"> <li>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</li> </ul>		<p><b>Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</b> Sea-side through the ages</p> <p><b>Hi1/1.3 significant historical events, people and places in their own locality.</b> Holy Island</p> <p><u>Collage and Textiles:</u> <b>CUT AND TEAR PAPER AND GLUE IT TO A SURFACE.</b> <b>CREATE A SIMPLE PATTERN USING COLOURS AND SHAPES.</b> <b>CUT AND TEAR FABRICS AND PAPERS, ATTACHING USING DIFFERENT JOINING TECHNIQUES.</b> <b>CREATE PATTERNS USING NATURAL MATERIALS (E.G AS PEBBLES, STICKS, SHELLS, LEAVES AND PETALS).</b></p> <p><u>Experimenting:</u> -tearing papers -developing cutting skills -overlapping shapes -adding detail -making patterns -building pictures.</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <ul style="list-style-type: none"> <li>about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>the importance of and how to maintain personal hygiene</li> <li>how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</li> <li>the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</li> <li>to recognise what is fair and unfair, kind and unkind, what is right and wrong that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> </ul> <ul style="list-style-type: none"> <li>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</li> <li>I can play tuned and untuned instruments musically</li> <li>I can listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>I can experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		<p><b>Hi1/1.3 significant historical events, people and places in their own locality.</b> George Stephenson (Stockton to Darlington Railway), John Walker, Captain Cook</p> <p><u>Print Making:</u> <b>CREATE SIMPLE MONO PRINTS USING A RANGE OF PRINTING UTENSILS.</b> <b>CREATE SINGLE AND MULTI-COLOURED PRINTS USING A RANGE OF PRINTING TECHNIQUES.</b></p> <p><u>Patterns:</u> -painting along a line -overprinting at random -printing in sequence.</p> <p><u>Designing Motifs/Relief Printing:</u> -planning a pattern -making a simple block -printing in rows -overlapping motifs and colours -press prints (one colour)</p> <p><u>3-D:</u> <b>HANDLE AND MANIPULATE RIGID AND MALLEABLE MATERIALS AND SAY HOW THEY FEEL.</b> <b>USE MODELLING MATERIALS TO CREATE A REALISTIC OR IMAGINED FORM.</b> <b>USE MODELLING MATERIALS TO CREATE AN IMAGINARY OR REALISTIC FORM.</b> <b>BUILD SIMPLE THUMB POTS USING CLAY INCLUDING ROLLING OUT CLAY ON A BOARD.</b></p> <p><u>Working With Malleable Materials:</u> -playing with the clay/dough -squeezing, shaping, cutting -rolling out flat pieces -pressing objects to leave a print, pattern or texture -making coils.</p> <ul style="list-style-type: none"> <li>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</li> <li>I can play tuned and untuned instruments musically</li> <li>I can listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>I can experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <ul style="list-style-type: none"> <li>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</li> </ul>	

<p>practices and disciplines, and making links to their own work.</p>	<ul style="list-style-type: none"> <li>what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>about the process of growing from young to old and how people's needs change</li> <li>the names for the main parts of the body (including external genitalia)</li> <li>the similarities and differences between boys and girls to identify and respect the differences and similarities between people</li> </ul> <p>Understand that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating</p> <p>Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT.</p> <p>Evaluate their work against their design criteria.</p> <p>Look at a range of existing products explain what they like and dislike about products and why.</p> <p>Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>With confidence, talk about their ideas, saying what they like and dislike about them.</p> <p>Year 1- Eg follow a plan to control DW Endeavour - understand what an algorithm is. - create simple programs.</p> <p>Year 2: write the plan for a route the Endeavour will take</p> <p>- understand that algorithms are programs on digital devices. - understand that programs are run by following precise and unambiguous</p>	<ul style="list-style-type: none"> <li>Begin to select tools and materials; use correct vocabulary to name and describe them.</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>With help measure, cut and score with some accuracy.</li> <li>Learn to use hand tools safely and appropriately.</li> <li>Start to assemble, join and combine materials in order to make a product.</li> <li>Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.</li> <li>Start to choose and use appropriate finishing techniques based on own ideas.</li> <li>Start to generate ideas by drawing on their own and other people's experiences.</li> <li>Begin to develop their design ideas through discussion, observation, drawing and modelling.</li> <li>Identify a purpose for what they intend to design and make.</li> <li>Understand how to identify a target group for what they intend to design and make based on a design criteria.</li> <li>Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT.</li> <li>Evaluate their work against their design criteria.</li> <li>Look at a range of existing products explain what they like and dislike about products and why.</li> <li>Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>With confidence, talk about their ideas, saying what they like and dislike about them.</li> </ul> <p>Year 1- take photographs of the seaside at the present, compare with the past. - use technology to create digital content. - use technology to store digital content. - use technology to retrieve digital content.</p> <p>Year 2: use 2simple to add sound effects to the photographs at the seaside. - use technology to organise digital content. - use technology to manipulate digital content.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>to help construct, and agree to follow, group and class rules and to understand how these rules help them</li> <li>that money comes from different sources and can be used for different purposes, including the concepts of spending and saving about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</li> <li>Begin to select tools and materials; use correct vocabulary to name and describe them.</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>With help measure, cut and score with some accuracy.</li> <li>Learn to use hand tools safely and appropriately.</li> <li>Start to assemble, join and combine materials in order to make a product.</li> <li>Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.</li> <li>Start to choose and use appropriate finishing techniques based on own ideas.</li> <li>Start to generate ideas by drawing on their own and other people's experiences.</li> <li>Begin to develop their design ideas through discussion, observation, drawing and modelling.</li> <li>Identify a purpose for what they intend to design and make.</li> <li>Understand how to identify a target group for what they intend to design and make based on a design criteria.</li> <li>Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT.</li> <li>Evaluate their work against their design criteria.</li> <li>Look at a range of existing products explain what they like and dislike about products and why.</li> <li>Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>With confidence, talk about their ideas, saying what they like and dislike about them.</li> <li>Year 1: - use technology safely. - keep personal information private. - know some common uses of information technology outside of school.</li> <li>Year 2: -use technology respectfully. - know where to go for help and support when I have concerns about content or contact when I am online or using technology.</li> </ul>	
<p>Lower Key Stage 2 3300 BCE – 410 AD Ar2/1.1 to create sketch books to record their observations</p>	<p><b>Hi2/1.1 Pre-Roman Britain</b></p> <p><u>Collage/Textiles:</u> <b>USE A VARIETY OF MATERIALS TO CREATE A COLLAGE ON A THEME. IMPRINT A RANGE OF PATTERNS INTO MODELLING MATERIALS (E.G CLAY, DOUGH AND PAPIER MÂCHÉ).</b> <u>CREATE A PHOTO MONTAGE OF DIGITAL IMAGES TO ACHIEVE A PARTICULAR PURPOSE.</u> <u>USE BOLD COLOUR AND GEOMETRIC SHAPES TO CREATE A GRAPHIC-STYLE PRINT.</u></p>	<p><b>Hi2/1.2 Roman Britain 43 – 410 AD</b></p> <p><u>Drawing:</u> <b>USE A RANGE OF DRAWING MEDIA TO DRAW NATURAL AND HUMAN-MADE ITEMS, GIVING ATTENTION TO PATTERN, SHAPE AND FORM.</b> <b>USE LINE TO ADD SURFACE DETAIL TO A DRAWING, PRINT OR PAINTING.</b> <u>DRAW FROM CLOSE OBSERVATION TO CAPTURE FINE DETAILS.</u> <u>USE TONE TO EMPHASISE FORM IN DRAWING AND PAINTING.</u> <u>Introducing Tone:</u></p>	<p><b>Hi2/1.3 Anglo-Saxons &amp; Scots 410 AD –</b></p>	<p><b>Hi2/2.1 Local History</b></p> <p><u>3-D:</u> <b>USE A RANGE OF MODELLING MATERIALS AND TOOLS, CHOOSING THE ONE MOST APPROPRIATE TO A GIVEN TASK.</b> <b>CREATE NATURAL FORMS SUCH AS SHELLS, LEAVES, FLOWERS AND ANIMALS SHOWING AN AWARENESS OF DIFFERENT VIEWPOINTS OF THE SAME OBJECT.</b> <u>ADD EMBELLISHMENTS AND DECORATIONS TO ENHANCE A FORM OR SCULPTURE.</u> <u>USE 3-D MATERIALS TO SCULPT A HUMAN FORM.</u></p>

<p>and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p><u>Using Different Materials:</u></p> <ul style="list-style-type: none"> <li>-scrap paper/rubbish</li> <li>-magazine images</li> <li>-tissue papers</li> <li>-foils and shiny papers</li> <li>-painted paper</li> <li>-fabrics</li> <li>-found objects</li> <li>-communication of ideas and feelings</li> <li>-symmetry.</li> </ul> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</li> <li>• to recognise and respond appropriately to a wider range of feelings in others</li> <li>• to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,</li> <li>• that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</li> </ul> <ul style="list-style-type: none"> <li>• Y4 Start to join and combine materials and components accurately in temporary and permanent ways.</li> <li>• Y4 Now sew using a range of different stitches, to weave and knit.</li> <li>• Y3 Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy</li> <li>• Select a wider range of tools and techniques for making their product safely.</li> <li>• Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</li> </ul> <ul style="list-style-type: none"> <li>• Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</li> <li>• Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</li> <li>• Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>• Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'</li> <li>• Know that to be active and healthy, food and drink are needed to provide energy for the body.</li> </ul> <ul style="list-style-type: none"> <li>• Start to generate ideas, considering the purposes for which they are designing- link with Maths and Science.</li> <li>• Confidently make labelled drawings from different views showing specific features.</li> <li>• Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</li> <li>• Identify the strengths and areas for development in their ideas and products.</li> </ul>	<ul style="list-style-type: none"> <li>-making contrasts in shading</li> <li>-observing shadows</li> <li>-shading different tones</li> <li>-blending shading</li> <li>-using tone to show volume and distance.</li> </ul> <p><u>Adding Detail To Drawings:</u></p> <ul style="list-style-type: none"> <li>-looking at patterns and textures</li> <li>-drawing patterned objects</li> <li>-using secondary sources to extend awareness of pattern and detail</li> <li>-learn to look CAREFULLY!</li> </ul> <p><u>Painting:</u></p> <p><b>COPY AND CREATE PATTERNS AND TEXTURES WITH A RANGE OF PAINTS. CREATE AND USE A PALATE OF NATURAL COLOURS TO PAINT FROM OUTDOOR OBSERVATION.</b></p> <p><u>ADD TEXTURAL MATERIALS TO PAINT, TO CREATE A DESIRED EFFECT. USE COMPLEMENTARY AND CONTRASTING COLOURS FOR EFFECT.</u></p> <p><u>Using Texture and Pattern:</u></p> <ul style="list-style-type: none"> <li>-impasto</li> <li>-wash</li> <li>-adding detail</li> <li>-adding other media</li> <li>-using tools other than brushes.</li> </ul> <ul style="list-style-type: none"> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• to differentiate between the terms, 'risk', 'danger' and 'hazard'</li> <li>• school rules about health and safety, basic emergency aid procedures, where and how to get help</li> <li>• to recognise and respond appropriately to a wider range of feelings in others</li> <li>• to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>• to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,</li> <li>• that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> <li>• to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</li> <li>• the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> <li>• to work collaboratively towards shared goals</li> <li>• to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li> <li>• to recognise and challenge stereotypes</li> <li>• to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</li> </ul> <ul style="list-style-type: none"> <li>• Y3 Start to understand that mechanical and electrical systems have an input, process and output</li> <li>• Y3 Know how simple electrical circuits and components can be used to create functional products. (SCIENCE DEPENDENT – MAY NEED TO MOVE)</li> </ul>	<p><u>Basic Clay Techniques:</u></p> <ul style="list-style-type: none"> <li>-joining pieces of clay, scoring and using slip before pulling the surface together</li> <li>-thumb/pinch pots</li> <li>-coil pots</li> <li>-slab pots</li> <li>-adding texture and pattern</li> <li>-glazing and decoration.</li> </ul> <p><u>Printmaking:</u></p> <p><b>MAKE REPEAT PATTERN PRINTS FOR DECORATIVE PURPOSES USING VARIOUS NATURAL MATERIALS.</b></p> <p><u>USE A MOTIF AND STENCIL TO CREATE A MONO OR REPEAT PRINT.</u></p> <p><u>Repeating Patterns:</u></p> <ul style="list-style-type: none"> <li>-regular repeat</li> <li>-half and full drop</li> <li>-tile designs</li> <li>-tessellations</li> <li>-rotation</li> <li>-mirror images</li> <li>-PRESS PRINTS -2/3 COLOURS</li> <li>-planning the process.</li> </ul> <ul style="list-style-type: none"> <li>• Locate and name the countries making up the British Isles, with their capital cities.</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</li> <li>• that their actions affect themselves and others</li> <li>• to think about the lives of people living in other places, and people with different values and customs</li> <li>• about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer about enterprise and the skills that make someone 'enterprising'</li> </ul> <ul style="list-style-type: none"> <li>• Continue to learn how to program a computer to monitor changes in the environment and control their products.</li> <li>• Start to generate ideas, considering the purposes for which they are designing- link with Maths and Science.</li> <li>• Confidently make labelled drawings from different views showing specific features.</li> <li>• Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</li> <li>• Identify the strengths and areas for development in their ideas and products.</li> <li>• When planning consider the views of others, including intended users, to improve their work.</li> <li>• Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</li> <li>• When planning, explain their choice of materials and components according to function and aesthetic.</li> <li>• Evaluate their products carrying out appropriate tests.</li> </ul>
--	--	--	---

	<ul style="list-style-type: none"> <li>When planning consider the views of others, including intended users, to improve their work.</li> <li>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</li> <li>When planning, explain their choice of materials and components according to function and aesthetic.</li> </ul> <ul style="list-style-type: none"> <li>Evaluate their products carrying out appropriate tests.</li> <li>Start to evaluate their work both during and at the end of the assignment.</li> <li>Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</li> <li>Evaluate the key designs of individuals which design and technology has helped shape.</li> </ul> <ul style="list-style-type: none"> <li>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>I can listen with attention to detail and recall sounds with increasing aural memory</li> <li>I can use and understand staff and other musical notations</li> <li>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>I can develop an understanding of the history of music.</li> </ul> <p><b>Year 3: Research the interior of the houses eg Anglo- saxon house, design their own and present to peers</b></p> <ul style="list-style-type: none"> <li>- use search engines effectively.</li> <li>-collect information.</li> <li>- design and create content.</li> <li>- present information.</li> </ul> <p>Year 4: compare and analyse information from different sites about Anglo saxon's living. Design a village they might live in.</p> <ul style="list-style-type: none"> <li>- analyse information.</li> <li>- evaluate information.</li> <li>- collect data.</li> <li>- present data.</li> </ul>	<ul style="list-style-type: none"> <li>Start to generate ideas, considering the purposes for which they are designing- link with Maths and Science.</li> <li>Confidently make labelled drawings from different views showing specific features.</li> <li>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</li> <li>Identify the strengths and areas for development in their ideas and products.</li> <li>When planning consider the views of others, including intended users, to improve their work.</li> <li>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</li> <li>When planning, explain their choice of materials and components according to function and aesthetic.</li> </ul> <ul style="list-style-type: none"> <li>Evaluate their products carrying out appropriate tests.</li> <li>Start to evaluate their work both during and at the end of the assignment.</li> <li>Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</li> <li>Evaluate the key designs of individuals which design and technology has helped shape.</li> </ul> <ul style="list-style-type: none"> <li>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>I can listen with attention to detail and recall sounds with increasing aural memory</li> <li>I can use and understand staff and other musical notations</li> <li>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>I can develop an understanding of the history of music.</li> </ul> <p>Year 3: Write a program to direct a Roman Solder.</p> <ul style="list-style-type: none"> <li>-write programs that accomplish specific goals.</li> <li>-use sequencing in programs.</li> </ul> <p>Year 4: As above but direct the solder to perform a specific task eg round a fort.</p> <ul style="list-style-type: none"> <li>- Make a program with an error and the others to find the error and make it work.</li> <li>- use logical reasoning to detect and correct errors in programs.</li> <li>- design programs that accomplish specific goals.</li> <li>-design and create programs.</li> </ul>	<ul style="list-style-type: none"> <li>Start to evaluate their work both during and at the end of the assignment.</li> <li>Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</li> <li>Evaluate the key designs of individuals which design and technology has helped shape.</li> </ul> <ul style="list-style-type: none"> <li>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>I can listen with attention to detail and recall sounds with increasing aural memory</li> <li>I can use and understand staff and other musical notations</li> <li>I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>I can develop an understanding of the history of music.</li> </ul> <p>Year 3:-use search engines effectively. - use a variety of software to accomplish goals. - collect information. - design and create content. -present information.</p> <p>Year 4: - select a variety of software to accomplish given goals. - select, use and combine internet services. - analyse information</p>
<p><b>Upper Key Stage 2</b> <b>410 AD – Present</b></p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their</p>	<p><b>Hi2/2.2 Extended chronological study</b> Charles Darwin</p> <p>3-D: <b>CARVE AND SCULPT MATERIALS USING A RANGE OF TOOLS AND FINISHING TECHNIQUES (E.G. SANDING, ETCHING AND SMOOTHING). CREATE CYLINDRICAL AND SPHERICAL FORMS USING A RANGE OF MEDIA AND SCALES.</b> <b>CREATE ABSTRACT FORMS CHOOSING APPROPRIATE MATERIALS AND TOOLS, DEMONSTRATING THE AWARENESS AND INFLUENCE OF A SPECIFIC ART GENRE.</b> <b>USE 3-D SHAPES TO CREATE AN ABSTRACT FORM OR SCULPTURE, JUXTAPOSING INDIVIDUAL COMPONENTS.</b> <b>Working With Construction Materials – Willow</b> -basic structure formation (circles and leaves) -joining techniques -adding additional details and building up relief -making a 'skin' with wet strength tissue paper -adding colour.</p>	<p><b>Hi2/1.4 Anglo-Saxons &amp; Vikings</b> <b>Hi2/2.1 Local History</b></p> <p>Drawing: <b>USE SIMPLE RULES OF PERSPECTIVE IN DRAWINGS OF FIGURES AND BUILDINGS. USE CROSS HATCHING TO ADD TONAL DETAIL.</b> <b>USE A VARIETY OF MEDIA TO REPRESENT LIGHT, SHADE, FORM, PATTERN AND TEXTURE IN A RANGE OF DRAWING WORK.</b> <b>USE PEN AND INK TO ADD LINE, TONE AND PERSPECTIVE USING A TONAL INK WASH.</b> <b>Drawing Showing Perspective:</b> -record from observation -identify vanishing points -understand one point perspective (side/centre) -learn rules of perspective and how to draw guide lines to the vanishing point -apply rules of perspective. <b>Painting:</b> <b>USE PAINT APPLICATION TECHNIQUES TO CREATE MOOD AND ATMOSPHERE IN A PAINTING.</b></p>	<p><b>Hi2/2.2 Extended chronological study</b></p> <p><b>Collage:</b> <b>CREATE A MONOCHROMATIC COLLAGE WHICH INCORPORATES TEXT. USE RUBBING TECHNIQUES (FROTTAGE ART) TO COLLECT PATTERNS AND TEXTURES.</b> <b>EMBELLISH A 3-D FORM USING COLLAGE TECHNIQUES (DECOUPAGE).</b> <b>USE PATTERN TO ADD DETAIL, MOVEMENT AND INTEREST TO A PIECE OF WORK.</b> <b>Using Different Materials, Planning the Collage:</b> -working from a sketch -using templates made from own design -enlarging designs -group work.</p> <p>Textiles in D&amp;T</p>

<p>mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history.</p>	<p><u>Printmaking:</u>  <b>CREATE A DETAILED BLOCK FOR PRINTING USING STRING, CARD, FOAM ETC.</b>  <i>USING DIGITAL SOFTWARE, CREATE ABSTRACT PRINTS WHICH INVOLVE EXPERIMENTATION WITH COLOUR, SIZE, SHAPE AND REPETITION.</i>  <u>Stencil Printing:</u>          -using card templates          -sponging through or around          -simple screen printing          -fabric printing.          -Link With D.T.:          -creating a printing block from wood.</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</li> </ul> <ul style="list-style-type: none"> <li>how their body will, and emotions may, change as they approach and move through puberty</li> <li>about human reproduction that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</li> </ul> <ul style="list-style-type: none"> <li>Know how to reinforce and strengthen a 3D framework.</li> <li>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</li> </ul> <ul style="list-style-type: none"> <li>Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</li> <li>Begin to understand that seasons may affect the food available.</li> <li>Understand how food is processed into ingredients that can be eaten or used in cooking.</li> <li>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</li> <li>Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</li> </ul> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</li> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>Accurately apply a range of finishing techniques, including those from art and design.</li> <li>Draw up a specification for their design- link with Maths and Science.</li> <li>Plan the order of their work, choosing appropriate materials, tools and techniques.</li> </ul>	<p><b>ADD BLACK AND WHITE TO PAINT TO CREATE SUBTLE TINTS AND TONES, LIGHT AND SHADE.</b>  <i>USE PAINT TECHNIQUES CHARACTERISTIC OF A SPECIFIC GENRE (E.G. PARTICULAR BRUSH STROKES, COLOURS AND PAINT APPLICATION TECHNIQUES).</i>  <i>MIX AND USE COLOUR TO REFLECT MOOD AND ATMOSPHERE.</i>  <u>Using Colour and Tone:</u>          -for contrast          -to show depth, distance          -to convey feelings, moods          -to make harmonies, discords to understand relationships between colours – colour wheel          -use a colour wash.          -develop tonal work by adding black and white.  <u>Developing a Composition:</u>          -arranging shapes          -overlapping shapes to show depth and distance          -balance of shapes and areas of interest          -compose a picture, being aware of shapes and void.</p> <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <ul style="list-style-type: none"> <li>to differentiate between the terms, 'risk', 'danger' and 'hazard'</li> <li>to recognise and respond appropriately to a wider range of feelings in others</li> <li>to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,</li> <li>that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> <li>to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</li> <li>the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> <li>to work collaboratively towards shared goals</li> <li>to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li> <li>to recognise and challenge stereotypes to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</li> <li>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>I can listen with attention to detail and recall sounds with increasing aural memory</li> <li>I can use and understand staff and other musical notations</li> </ul>	<ul style="list-style-type: none"> <li>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <ul style="list-style-type: none"> <li>that their actions affect themselves and others</li> <li>to think about the lives of people living in other places, and people with different values and customs about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer about enterprise and the skills that make someone 'enterprising'</li> </ul> <p><u>Toys:</u></p> <ul style="list-style-type: none"> <li>Confidently select appropriate tools, materials, components and techniques and use them.</li> <li>Use tools safely and accurately.</li> <li>Assemble components to make working models.</li> <li>Aim to make and to achieve a quality product.</li> <li>Understand how mechanical systems such as cams or pulleys or gears create movement.</li> </ul> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</li> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li> <li>Accurately apply a range of finishing techniques, including those from art and design.</li> <li>Draw up a specification for their design- link with Maths and Science.</li> <li>Plan the order of their work, choosing appropriate materials, tools and techniques.</li> <li>Suggest alternative methods of making if the first attempts fail.</li> <li>Identify the strengths and areas for development in their ideas and products.</li> <li>Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</li> </ul> <ul style="list-style-type: none"> <li>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</li> <li>Evaluate their work both during and at the end of the assignment.</li> <li>Record their evaluations using drawings with labels.</li> <li>Evaluate against their original criteria and suggest ways that their product could be improved.</li> <li>Evaluate the key designs of individuals in design and technology which has helped shape the world.</li> </ul> <ul style="list-style-type: none"> <li>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>I can listen with attention to detail and recall sounds with increasing aural memory</li> <li>I can use and understand staff and other musical notations</li> </ul>
--	--	--	--

<ul style="list-style-type: none"> <li>• Suggest alternative methods of making if the first attempts fail.</li> <li>• Identify the strengths and areas for development in their ideas and products.</li> <li>• Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</li> </ul> <ul style="list-style-type: none"> <li>• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</li> <li>• Evaluate their work both during and at the end of the assignment.</li> <li>• Record their evaluations using drawings with labels.</li> <li>• Evaluate against their original criteria and suggest ways that their product could be improved.</li> <li>• Evaluate the key designs of individuals in design and technology which has helped shape the world.</li> </ul> <ul style="list-style-type: none"> <li>• I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• I can improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• I can listen with attention to detail and recall sounds with increasing aural memory</li> <li>• I can use and understand staff and other musical notations</li> <li>• I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• I can develop an understanding of the history of music.</li> </ul> <p>Year 5: Use the internet to search for Charles Darwin's origin of species, make a power point of the highlights of his journey.  - understand computer networks, including the internet.  - know how search results are ranked.</p> <p>Year 6: Design a quiz using powerpoint on Charles Darwin for the year 5 to complete.  - create ideas where users can access useful information through devices.  -demonstrate some awareness of a target audience across a range of content.</p>	<ul style="list-style-type: none"> <li>• I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• I can develop an understanding of the history of music.</li> </ul> <p>Year 5- Make a simple program and explain to the class how it works.  - logical reasoning to explain how simple algorithms work.  -use logical reasoning to detect and correct errors in algorithms.</p> <p>Year 6- The children to design a web page about Anglo-saxons/ Vikings  -I understand the technical aspects of how web pages are ranked in search.</p>	<ul style="list-style-type: none"> <li>• I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• I can develop an understanding of the history of music.</li> </ul> <p>Year 5:  - understand the opportunities computer networks offer for collaboration.  - be selective in evaluating digital content.</p> <p>Year 6:  -understand the idea of a digital footprint and demonstrate an awareness of legal and ethical issues driven by technology.  -understand simple technical aspects of HTML.  - understand the technical aspects of how web pages are ranked in search.</p>
---	---	--