



All About Me and My Friends

- Use thick and thin brushes.
 - Mix primary colours to make secondary.
 - Add white to colours to make tints and tones. • Mix colours effectively.
 - Experiment with creating mood with colour. • Use brush techniques and the qualities of paint to create texture.
 - Develop a personal style of painting, drawing upon ideas from other artists.
- Raise their hand and wait to be called on before talking aloud in a group.
 - Work cooperatively (sharing) with peers in small group settings.
 - Develop an understanding of the relationship between his/her verbalizations and actions.
 - Engage in appropriate cooperative social play interactions (turn-taking.)
 - Listen to others when they are speaking and listen and respond appropriately
 - Begin to understand why a person might be feeling a particular emotion, discuss simple emotional states.
 - Identify and understand various non-verbal social communication behaviours; tone of voice, personal space, vocal volume, body orientation, and facial expressions.
 - relate information (ie. Past events, stories, situations, etc...) sequentially.

Music Matters

Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Sing or play from memory with confidence.. Maintain a simple part within a group. Pronounce words within a song clearly.

Clap rhythms, make a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect make short musical pattern and rhythmic phrases. Combine a variety of musical devices, including melody and rhythm.

Create repeated patterns with instruments. Create rhythmic patterns with an awareness of timbre and duration. Be familiar with duration, timbre, pitch, beat, tempo, texture and use of silence to describe music .Evaluate music using musical vocabulary to identify areas of likes and dislikes.

• Use and cut a wide range of materials, including textiles, exploring how to make and strengthen products. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).

Collage • Use a combination of materials that are cut torn and glued, sort and arrange materials • Select and arrange materials for a striking effect.

• Combine visual and tactile qualities.

SLIC's Creative Cooking

Favourite foods/ textures/ tastes/ technique.

• Use the basic principles of a healthy and varied diet to prepare dishes
• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Apply appropriate cutting and shaping techniques

Developing ideas

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore ideas in a varietyays.

-relate information (ie. Past events, stories, situations, etc...) sequentially.

-Increase social awareness of environment.

TASC- Create recipe/ make instructions/
food ideas.

Tropical Paradise

- Compare some of the times studied with those of other areas of interest around the world.
- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes.
- Name and locate some of the countries and cities of the world (including North and South America) and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- To compare similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- Describe geographical similarities and differences between countries.
- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night)
- Describe how locations around the world are changing and explain some of the reasons for change.
- **Physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- **Human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

Vicious Vikings

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.
- Select suitable sources of evidence, giving reasons for choices.
- Describe historical events and roleplay these events.
- Recall detail of life in Britain from ancient times until Roman Times.
- Compare some of the times studied with those of other areas of interest around the world.
- Recall detail of life in Britain during the time of the Anglo-Saxons and Vikings.
- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Use dates and terms to describe events.
- Describe the main changes in a period of history
- Use words and phrases such as: a long time ago, recently.
- Show an understanding of war and peace.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Apply appropriate cutting and shaping techniques
- Select appropriate joining techniques.
- Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
- Drawing**• Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines.

History Geography

Art and Design DT

Music SECS



Living in our Local Landscapes

- Describe changes that have happened in the locality of the school throughout history. • Use words and phrases such as: a long time ago, recently.
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- To compare similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- 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.
- **Physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
- **Human geography**, including: settlements and land use.

Walk like an Egyptian

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Describe historical events and roleplay these events.
- Compare some of the times studied with those of other areas of interest around the world.
- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Use dates and terms to describe events.
- Describe the main changes in a period of history
- Use words and phrases such as: a long time ago, recently, when my parents/carers were
- Sculpture** • Use a combination of shapes, lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
- Use techniques such as rolling, cutting, moulding and carving.
- Include texture that conveys feelings, expression or movement, add details.
- Use clay and other mouldable materials. • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
- Use tools to carve and add shapes, texture and pattern.

Healthy Hungry Humans

Healthy eating/ body/ where food comes from

- Use world maps, atlases and globes.
- Name and locate some of the countries and cities of the world (including North and South America) and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Understand where food comes from
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • Use prototypes, pattern pieces, cross-sectional and exploded diagrams and computer aided designs to represent designs.
- Analyse a range of existing products
- Evaluate their own products against their own design criteria, considering the views of others.
- Understand how key events and individuals in design and technology have helped shape the world
- Design products that have a clear purpose and an intended user.
- Use talk, drawings, templates and mock-ups.
- Analyse a range of existing products
- Evaluate their own products against their own design criteria
- Choose suitable techniques to construct products or to repair and strengthen items.

Marvellous Melodies

Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Sing or play from memory with confidence.. Maintain a simple part within a group. Pronounce words within a song clearly.

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Create repeated patterns with instruments. Create rhythmic patterns with an awareness of timbre and duration. Be familiar with duration, timbre, pitch, beat, tempo, texture and use of silence to describe music .Evaluate music using musical vocabulary to identify areas of likes and dislikes.

- Use and cut a wide range of materials, including textiles, exploring how to make and strengthen products. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).

Me and My World

- Use words and phrases such as: a long time ago, recently.
- Use dates and terms to describe events.
- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Describe the work of notable artists, craft makers and designers.
- Use some of the ideas of artists studied to create pieces. Create original pieces that are influenced by studies of others • Give details about the style of some notable artists and designers.

-Increase social awareness of environment by stating what is taking place in environment or imitating actions of others.

- Increase safety awareness by stating the effect of various situations 4/5 opportunities to do so. -relate information (ie. Past events, stories, situations, etc...) sequentially .

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