

<b>Art Skills</b>	<b>Building on prior learning, children will:</b>
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> <li>• Experiment with a variety of drawing tools (charcoal pencils, pastels, etc.)</li> <li>• Develop their drawing skills using shading, stippling and crosshatching.</li> <li>• Create accurate drawings.</li> </ul>
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> <li>• Apply colour using dotting, scratching and splashing.</li> <li>• Colour wheel – mood painting.</li> <li>• Understand and identify key aspects such as complimentary colours, colours as tone, warm and cold colours.</li> </ul>
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> <li>• Use smaller eyed needles and finer threads</li> <li>• Weaving</li> <li>• Tie dying, batik</li> </ul>
Form (3D work, clay, dough, boxes, wire, paper sculpture)	<ul style="list-style-type: none"> <li>• Shape, form, model and construct (malleable and rigid materials)</li> <li>• Plan and develop</li> <li>• Understanding of different adhesives and methods of construction</li> <li>• Aesthetics</li> </ul>
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> <li>• Relief and impressed printing</li> <li>• Recording textures/patterns</li> <li>• Monoprinting</li> <li>• Colour mixing through overlapping colour prints</li> </ul>
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> <li>• Pattern in the environment</li> <li>• Design</li> <li>• Using ICT</li> <li>• Make patterns on a range of surfaces</li> <li>• Symmetry</li> </ul>

<b>Computing Skills</b>	<b>Building on prior learning, children will:</b>
Computer Science	<ul style="list-style-type: none"> <li>• Predict what will happen for a more complex sequence of instructions which uses repetition.</li> <li>• Investigate how a problem can be solved by decomposing it into smaller steps and by planning a solution.</li> <li>• Make algorithms that solve problems which use sequences and repetition.</li> <li>• Improve more complex algorithms by identifying mistakes (bugs) and correcting (debugging)</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>• Save and retrieve files on the school network (a shared drive like PupilShare), understanding that information can be saved in different places (an individual device, a local network or the cloud)</li> <li>• Manage various devices correctly, navigating a wide range of apps and software and using individual passwords.</li> <li>• Input commands using a keyboard on any device (including on a tablet) with increased fluency, using efficient shortcuts where possible i.e. Shift + 'letter' instead of Caps Lock</li> <li>• Create, modify and present work using different software/apps.</li> <li>• Evaluate their work and improve its effectiveness.</li> <li>• Use technology to present and interpret given data, identifying simple patterns or trends.</li> </ul>

Digital Literacy

- Begin to recognise the different parts of a school network e.g. WIFI point, server
- Use an online communication system e.g. email, and understand the opportunities this offers.
- Use search operators i.e. + - to filter information in a search engine

<b>Design Technology</b>	<b>Building on prior learning, children will:</b>
Design	<p><u>Structures (Castles)</u></p> <ul style="list-style-type: none"> <li>• Designing a castle with key features to appeal to a specific person/ purpose</li> <li>• Drawing and labelling a castle design using 2D shapes, labelling: - the 3D shapes that will create the features - materials need and colours</li> </ul> <p><u>Mechanisms (Slingshot Cars)</u></p> <ul style="list-style-type: none"> <li>• Designing a shape that reduces air resistance</li> <li>• Drawing a net to create a structure from</li> <li>• Choosing shapes that increase or decrease speed as a result of air resistance</li> <li>• Personalising a design</li> </ul>
Make	<p><u>Structures (Castles)</u></p> <ul style="list-style-type: none"> <li>• Constructing a range of 3D geometric shapes using nets</li> <li>• Creating special features for individual designs</li> <li>• Making facades from a range of recycled materials</li> </ul> <p><u>Mechanisms (Slingshot Cars)</u></p> <ul style="list-style-type: none"> <li>• Measuring, marking, cutting and assembling with increasing accuracy</li> <li>• Making a model based on a chosen design</li> </ul>
Evaluate	<p><u>Structures (Castles)</u></p> <ul style="list-style-type: none"> <li>• Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design</li> <li>• Suggesting points for modification of the individual designs</li> </ul> <p><u>Mechanisms (Slingshot Cars)</u></p> <ul style="list-style-type: none"> <li>• Evaluating the speed of a final product based on: the affect of shape on speed and the accuracy of workmanship on performance</li> </ul>
Technical Knowledge	<p><u>Structures (Castles)</u></p> <ul style="list-style-type: none"> <li>• Identifying features of a castle</li> <li>• Identifying suitable materials to be selected and used for a castle, considering weight, compression, tension</li> <li>• Extending the knowledge of wide and flat based objects are more stable</li> <li>• Understanding the terminology of strut, tie, span, beam</li> <li>• Understanding the difference between frame and shell structure</li> </ul> <p><u>Mechanisms (Slingshot Cars)</u></p> <ul style="list-style-type: none"> <li>• Learning that products change and evolve over time</li> <li>• Learning that all moving things have kinetic energy</li> <li>• Understanding that kinetic energy is the energy that something (object person) has by being in motion</li> </ul>

<b>Geography Skills</b>	<b>Building on prior learning, children will:</b>
Location Knowledge	<ul style="list-style-type: none"> <li>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>
Place Knowledge	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.</li> </ul>
Human and Physical Geography	<ul style="list-style-type: none"> <li>Describe and understand key aspects of Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.</li> </ul>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>Learn the eight points of a compass, and four-figure grid references.</li> <li>Use fieldwork to observe, measure 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.</li> </ul>

<b>History Skills</b>	<b>Building on prior learning, children will:</b>
Chronology	<ul style="list-style-type: none"> <li>Place the time studied on a time line. And T3</li> <li>Sequence events or artefacts.</li> <li>Use dates related to the passing of time.</li> </ul>
Range and depth of historical knowledge	<ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied compare with our life today.</li> <li>Identify reasons for and results of people's actions.</li> <li>Understand why people may have had to do something.</li> <li>Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)</li> </ul>
Interpretations of History	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented.</li> <li>Distinguish between different sources and evaluate their usefulness.</li> <li>Look at representations of the period – museum, cartoons etc.</li> </ul>
Historical Enquiry	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period.</li> <li>Observe small details – artefacts, pictures.</li> <li>Select and record information relevant to the study. And T3</li> <li>Begin to use the library and internet for research to ask and answer questions.</li> </ul>
Organisation and Communication	<ul style="list-style-type: none"> <li>Communicate their knowledge through discussion, drawing pictures, drama/role play, making models, writing and using ICT And T3</li> </ul>

<b>MFL (French)</b>	
Listening	<ul style="list-style-type: none"> <li>• show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard</li> <li>• listen to and accurately repeat particular phonemes in songs and rhymes</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• Ask and answer simple questions, for example about personal information</li> <li>• Repeat sentences heard and make simple adaptations to them</li> <li>• Use mostly accurate pronunciation and speak clearly when addressing an audience</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Recognise some familiar words and phrases in written form</li> <li>• Read some familiar words aloud using mostly accurate pronunciation</li> <li>• Learn and remember new words encountered in reading</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Use simple adjectives such as colours and sizes to describe things orally</li> <li>• Write some single words from memory</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Recognise the main word classes e.g nouns, adjectives and verbs</li> <li>• Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles</li> <li>• Have a basic understanding of the usual order of words in sentences in the target language</li> </ul>

<b>Music Skills</b>	
Listening	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> <li>• Identify and play a melodic phrase by ear.</li> <li>• Identify different purposes of songs.</li> </ul>
Composing	<ul style="list-style-type: none"> <li>• Improvise hand movements to accompany music.</li> <li>• Compose a melody.</li> </ul>
Performing	<ul style="list-style-type: none"> <li>• Perform using a pentatonic scale.</li> <li>• Play rhythm patterns.</li> </ul>

<b>PSHE Skills</b>	<b>Building on prior learning, children will:</b>
Being Me in My World	<ul style="list-style-type: none"> <li>• I recognise my worth and can identify positive things about myself and my achievements.</li> <li>• I can set personal goals.</li> <li>• I understand why rules are needed and the consequences for my actions.</li> </ul>
Celebrating Difference	<ul style="list-style-type: none"> <li>• I can tell you about a time when my words affected someone's feelings and what the consequences were.</li> <li>• Give and receive compliments and know how this feels.</li> </ul>
Dreams and Goals	<ul style="list-style-type: none"> <li>• Evaluate my own learning process and identify how it can be better next time.</li> <li>• I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</li> </ul>
Healthy Me	<ul style="list-style-type: none"> <li>• Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</li> <li>• Express how being anxious or scared feels.</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices.</li> </ul>
Changing Me	<ul style="list-style-type: none"> <li>• Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</li> <li>• Recognise how I feel about these changes happening to me and know how to cope with these feelings.</li> </ul>

<b>RE</b>	<b>Building on prior learning, children will:</b>
Believing: Religious beliefs, teachings, sources, questions about meaning, purpose and truth.	<ul style="list-style-type: none"> <li>• To compare and contrast certain sacred books.</li> <li>• To discuss the roles and responsibilities of different people within the community.</li> <li>• To discuss the similarities and differences of religions within the community.</li> </ul>
Expressing: Religious and spiritual forms of expressing; questions and identity and diversity.	<ul style="list-style-type: none"> <li>• To identify what makes some places sacred.</li> <li>• To describe the similarities and differences of different festivals.</li> <li>• To look at the different aspects within places of worship.</li> </ul>
Living: Religious practices and ways of living; questions about values and commitments.	<ul style="list-style-type: none"> <li>• To explain what we believe what is right and what is wrong</li> <li>• To identify how the community helps to make the world a better place.</li> </ul>

<b>Science Skills</b>	<b>Building on prior learning, children will:</b>
Planning and Communication and Sources	<ul style="list-style-type: none"> <li>• Use pictures, writing, diagrams and tables as directed by their teacher And T2 And T3</li> <li>• Use simple texts, directed by the teacher, to find information</li> <li>• Record their observations in written, pictorial and diagrammatic forms And T2 And T3</li> <li>• Select the appropriate format to record their observations And T2 And T3</li> </ul>
Enquiring and Testing and Obtaining and Presenting Evidence	<ul style="list-style-type: none"> <li>• Put forward own ideas about how to find the answers to questions</li> <li>• Recognise the need to collect data to answer questions</li> <li>• Carry out a fair test with support And T3</li> <li>• Recognise and explain why it is a fair test</li> <li>• With help, pupils begin to realise that scientific ideas are based on evidence</li> </ul>
Observing and Recording	<ul style="list-style-type: none"> <li>• Make relevant observations And T2 And T3</li> <li>• Measure using given equipment And T3</li> <li>• Select equipment from a limited range</li> </ul>
Considering Evidence and Evaluating	<ul style="list-style-type: none"> <li>• Begin to offer explanations for what they see and communicate in a scientific way what they have found out</li> <li>• Begin to identify patterns in recorded measurements</li> <li>• Suggest improvements in their work</li> <li>• Evaluate their findings</li> </ul>