



	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<u>Early Learning Goal: Understanding the World:</u> Physical Development Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (Year 1) – identify, name, draw and label the basic parts of the human body - describe the body covering (fur, skin, feathers) and significant body parts (fins, scales) of different animal groups (fish, amphibians, reptiles, birds and mammals, including pets) (Year 2) – find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Year 4) - identify that humans and some other animals have skeletons and muscles for	<u>Early Learning Goal: Understanding the World:</u> Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (Year 1) - Explain the history of a castle in the local area. - Recognise the uses of castles. - List the jobs available in a castle. - Understand how the uses of castles have changed over time. (Year 3) - That Victoria was the Queen in the Victorian era.	N/A	(Year 1) - What a self-portrait is - What key vocabulary like horizontal, vertical, straight, short, long, wavy, zigzag and dot means - A range of famous portrait artists - Leonardo da Vinci 'Self-Portrait', Vincent Van Gogh 'Self-Portrait with Bandaged Ear', Rembrandt van Rijn 'self-portrait', Claude Monet 'Self-Portrait with a Beret,' Paul Gauguin 'Self-Portrait with Halo and Snake,' Pablo Picasso 'Self-Portrait,' and Frida Kahlo 'Self-Portrait with Thorn Necklace and Hummingbird.' - Know what different language around line drawings means - How to look after materials and tools for painting - What outcomes will come from mixing different paints - What a primary colour is and why this is important for mixing tones (Year 2) – That primary colours can be mixed to make secondary colours - That adding white to a colour is called tinting	N/A	(Year 1) – Creating media – Digital painting - What different freehand computing tools do - What the shape tool and the line tools do - How to alter colour choices - How to make careful choices when painting a digital picture (Year 2) – Creating media – Digital photography How to use a digital device to take a photograph - How to make choices when taking a photograph - How to describe what makes a good photograph - How digital photographs can be improved How to use tools to change an image - That digital photos can be changed (Year 3) - How digital devices function How to identify input and output devices Digital devices can change the way we work - Digital devices can be connected Creating media – Desktop publishing - How text and images convey information - That text and layout can be edited - How to choose appropriate page settings How to add content to a desktop publishing publication - How different layouts can suit different purposes - The benefits of desktop publishing	See music curriculum map	(EYFS) – Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship (Year 2) – Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) (Year 3) – Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways (Year 4) - Offer informed suggestions about what the events of Holy Week mean to Christians	Tennis and Basketball

	support, protection and movement			• That adding black to a colour is called shading • That different combinations of secondary colours produce different outcomes • How to use artists' work to influence their own productions • Different tones of colour produce different effects when looked at • A range of work produced by one artist on a theme • (Year 3) - That depth is created by altering the tone of shading • How to use tone to create a three-dimensional effect • (Year 4) - That art can carry historical significance and tells us things about the past • That we sometimes have to interpret art and this may or may not be correct					
Knowledge	Key Question: What are the functions of the different parts of the digestive system? The children will know: • The simple functions of the basic parts of the digestive system in humans • The different types of teeth in humans and their simple functions	Key Question: The children will know: • That Henry VIII was the king of England. • When the Tudor period began and ended (including the Battle of Bosworth) • Similarities and differences between the reign of Henry VIII and Elizabeth I. • To explain and recall the marriages of Henry VIII.		Key Question: The children will know: Potential project idea – Creating a portrait in the style of Hans Holbien's portraits of Henry VIII's wives. Hold a private viewing of the finished portraits for parents. • About the work of Tudor portrait artist Hans Holbien • About the role of portraiture in Tudor times • How to draw a correctly proportioned human face		Key Question: The children will know: • Creating media – Photo editing • That the composition of digital images can be changed • That colours can be changed in digital images • How cloning can be used in photo editing • That images can be combined • How to combine images for a purpose • How to evaluate how changes can improve an image	See music curriculum map Key Question: Doot Doot Song Ukelele The children will know: • <u>How does music work together?</u> • How music combines sounds using texture, harmony and structure • Children will be able to: • To recognise and perform music using a range of instruments	Christianity - God Key Question: L2.6 Christians and how to live. 'What would Jesus do?' The children will know: Make sense of belief: • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now Understand the impact:	https://peplanning.org.uk/

							taking different roles to perform - To improvise and compose developing different layers of musical sound - To describe yours and others work using musical language	- Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now - Describe how Christians show their beliefs about the Holy Spirit in worship Make connections: - Make links between ideas about the kingdom of God in the Bible and what people believe about following	
Skills	Children will be able to: - Ask relevant questions and use different types of scientific enquiries to answer them - Use straightforward scientific evidence to answer questions to support their findings - Set up simple practical enquiries, comparative and fair tests Use results to draw simple conclusions, make predictions for new values, suggest improvement and raise further questions Report on findings from enquires, including oral and written explanations, displays or presentation of results and conclusions	Children will be able to: - Place Tudor dates in chronological order. - Discuss the differences between rich and poor. - Research using a range of Primary and Secondary sources. - Compare the validity of historical sources.		Children will be able to: Drawing - Learn the proportions of the human face - Identify key features of a face such as centre lines, eye lines etc - Draw a human face in ¾ profile Research - Discuss the background of pieces of art and understand their place in context - Use appropriate vocabulary to discuss pieces of art Watercolour paints - Use primary colours to create chosen secondary colours - Select appropriate amounts of a colour to produce a desired outcome - Record the outcome of mixing paint and then adapt as required Oil pastels - Practice using oil pastels in an appropriate way		Children will be able to: Crop an image Improve an image by rotating it Experiment with different colour effects - Add to the composition of an image by cloning - Remove parts of an image using cloning - Experiment with tools to select and copy part of an image - Use a range of tools to copy between images - Create a project that is a combination of other images - Combine text and a finished image to complete the project	Children will be able to:	Children will be able to:	Children will be able to:

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