



	R/Y1	Y2/3	Y4/5/6
<p>Each class will have an <b>historical timeline</b> on display which will be referred to and used for every topic as and when appropriate.</p> <p>The objectives outlines below are to be covered as a starting point and it is expected that children will both revise skills and knowledge already gained for each topic and also extend beyond and not be confined to the suggestions below. Staff will include the use of knowledge organisers in a variety of formats and vocabulary linked to each topic will be taught explicitly.</p> <p>A separate plan references our outdoor and other adventurous activities.</p> <p>Spaces have been left to respond to children's learning needs, preferences and local/national events and celebrations.</p>			
<b>AUTUMN 1</b>	<p><b>OURSELVES</b></p> <p><i>Reception:</i>            Use a range of small tools, including scissors, paint brushes and cutlery;            Begin to show accuracy and care when drawing            Know some similarities and differences between things in the past and now, drawing on their experiences            Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p><i>Year 1:</i>            Explain how I have changed since I was born.            Spot old and new things in a picture.            Create moods in artwork.            Show how I feel in paintings and drawings.            Name primary and secondary colours.</p>	<p><b>VICTORIANS (toys/children/school)</b></p> <p><i>Year 2:</i>            Research the life of a famous person from the past using different sources of evidence. (Mary Seacole, Florence Nightingale etc.)            Use words and phrases such as: before, after, past, present, then and now.            Describe events from the past using the dates when things happened.</p>	<p><b>ROMANS</b></p> <p><i>Year4:</i>            Explain how historic items and artefacts can be used to help build up a picture of life in the past.            Research two versions of an event and explain how they differ.  <i>Year 5:</i>            Compare two or more historical periods; explain things which changed and things which stayed the same.  <i>Year 6:</i>            Describe a key event from Britain's past using a range of evidence from different sources.</p>
<b>AUTUMN 2</b>	<p><b>CHRISTMAS</b></p> <p>Child – initiated learning            Objectives to be determined by ASFL</p>	<p><b>CHRISTMAS REPAIR SHOP</b></p> <p><i>Year 2</i>            Explain why I have chosen specific textiles.            Explain what went well with my work.</p> <p><i>Year 3</i>            Choose a textile for both its suitability and its appearance.            Work accurately to measure, make cuts and make holes.</p>	<p><b>CHRISTMAS REPAIR SHOP</b></p> <p><i>Year 4</i>            Produce a plan and explain it.            Suggest alternative plans; outlining the positive features and drawbacks.            Persevere and adapt my work when my original ideas do not work.            Explain how I have improved my original design.  <i>Year 5</i>            Make a prototype.            Produce a detailed step-by-step plan.            Evaluate appearance and function and original criteria.  <i>Year 6</i>            Justify my plans in a convincing way.            Follow and refine my plans.            Test and evaluate my products against clear criteria.</p>
<p><b>MUSIC – CHRISTMAS PERFORMANCE</b></p> <p><i>Year 1</i> Follow instructions about when to play and sing use my voice to speak, sing and chant.  <i>Year 2</i> Sing and follow a melody. Perform simple patterns and accompaniments keeping a steady pulse.  <i>Year 3</i> Sing a tune with expression. Play clear notes on instruments.  <i>Year 4</i> Perform a simple part rhythmically. Sing songs from memory with accurate pitch.  <i>Year 5</i> Breathe in the correct place when singing. Maintain my part whilst others are performing their part.  <i>Year 6</i> Sing in harmony confidently and accurately perform parts from memory. Take the lead in a performance.</p>			

<p><b>SPRING 1</b></p>	<p><b>LOCAL STUDY</b> <b>(history, geography, art - Lowry)</b> <i>Reception:</i> <i>Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</i> <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</i> <i>Year 1:</i> <i>Explain where I live and tell someone my address.</i> <i>Name some of the main towns and cities in the UK.</i> <i>Name the four countries in the UK and locate them on a map.</i> <i>Use words and phrases like: old, new, a long time ago.</i> <i>Describe what I can see and give my opinion about the work of an artist.</i> <i>Ask questions about a piece of art.</i></p>	<p><b>LOCAL STUDY</b> <b>(history, geography, art - Lowry)</b> <i>Year 2</i> <i>Say what I like and do not like about the place that I live and a different place.</i> <i>Explain the facilities a village, town and city may need and why.</i> <i>Answer questions using book and the internet</i> <i>Give examples of things that were different when my grandparents were children.</i> <i>Year 3</i> <i>Use the correct geographical words to describe a place.</i> <i>Use research skills to find answers to specific historical questions</i> <i>Research in order to find similarities and differences between two or more periods of history.</i></p>	<p><b>LOCAL STUDY</b> <b>(history, geography, art - Lowry)</b> <i>Year 4</i> <i>Explain some of the features of art from historical periods.</i> <i>Experiment with the styles used by other artists.</i> <i>Show facial expressions and body language in sketches and paintings.</i> <i>Year 5</i> <i>Research the work of an artist and replicate their style.</i> <i>Research the features of villages, towns and cities.</i> <i>Explain how a location fits into its wider geographical locations referencing human and economical features.</i> <i>Year 6</i> <i>Explain the style of my work and how it has been influenced by a famous artist.</i> <i>Use maps, aerial photographs and e-resources to describe a locations.</i> <i>Summarize Britain's' major influence on the world.</i></p>
<p><b>SPRING 2</b></p>	<p><b>CHILD INITIATED</b> Child – initiated learning Objectives to be determined by ASFL</p>		
<p><b>MUSIC WEEK – DESERT ISLAND DISCS</b> <i>Year 1 Respond to different moods in music, say whether I like or dislike a piece of music.</i> <i>Year 2 I can listen out for particular things when listening to music.</i> <i>Year 3 Use musical words to describe a piece of music and compositions.</i> <i>Year 4 Identify the character in a piece of music.</i> <i>Year 5 Describe, compare and evaluate music using musical vocabulary</i> <i>Year 6 Analyse features within different pieces of music.</i></p>			

<p><b>SUMMER 1</b></p>	<p><b>MAGIC CARPET</b></p> <p>Reception Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Year 1 Make a weather chart and answer questions about the weather. Explain how the weather changes throughout the year and name the seasons.</p>	<p><b>VOLCANOES</b></p> <p>Year 2 Describe a place outside Europe using geographical words. Explain how and area has been spoilt or improved and give reasons. Think of an idea and make a plan.</p> <p>Year 3 Describe how volcanoes are created. Locate and name some of the world’s famous volcanoes. Describe how earthquakes are created. Prove that my design meets set criteria. Follow a step-by-step plan, choosing the right equipment and materials.</p>	<p><b>RIVER DEEP MOUNTAIN HIGH</b></p> <p>Year 4 Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels, water depth etc.)</p> <p>Year 5 Explain the course of a river. Locate world famous rivers on a map/in an atlas. Locate world famous mountains and regions in an atlas.</p> <p>Year 6 Name the largest desert in the world and locate desert regions in an atlas. Describe similarities and differences between places in relation to human and physical features.</p>
<p><b>SUMMER 2</b></p>	<p><b>THE REPAIR SHOP</b></p> <p>Reception Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Use a range of small tools, including scissors, paint brushes and cutlery; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used;</p> <p>Year 1 Make a simple plan. Use my own ideas to make something and explain this. Use appropriate resources and tools. Make my models stronger.</p>	<p><b>ART GALLERY – Hokusai</b></p> <p>Year 2 Create a piece of art in response to the work of another artist.</p> <p>Year 3 Identify the techniques used by different artist. Recognise when art is from different cultures and/or historical periods.</p>	<p><b>ART GALLERY</b></p> <p>Year 4 Show reflection in art. Integrate digital images into my art.</p> <p>Year 5 Use images which I have created, scanned and found; altering them to create art.</p> <p>Year 6 Use a range of e-resources to create art. Explain my choices of specific techniques. In art.</p>
<p><b>MUSIC WEEK – CREATIVITY CAMP</b></p> <p>Year 1 clap short rhythmic patterns, make different sounds with my voice and with instruments, repeat short rhythmic and melodic patterns</p> <p>Year 2 play simple rhythmic patterns on an instrument, sing or clap increasing and decreasing tempo, create music in response to different starting points, improve my own work</p> <p>Year 3 use different elements in my composition, create repeated patterns with different instruments, combine different sounds to create a specific mood or feeling, improve my work; explaining how it has been improved.</p> <p>Year 4 improvise using repeated patterns, explain why silence is often needed in music and explain what effect it has.</p> <p>Year 5 improvise within a group using melodic and rhythmic phrases, change sounds or organise them differently to change the effect, explain why I think music is successful or unsuccessful.</p> <p>Year 6 use a variety of different musical devices in my composition (including melody, rhythms and chords).</p>			