Lammack Primary School

KS1 - Year A Curriculum Overview

Science

Animals, including humans
Pupils should be taught to:
identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
identify and name a variety of common animals that are carnivores, herbivores and omnivores
describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Animals, including humans
Pupils should be taught to:
notice that animals, including humans, have offspring which grow into adults
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

Seasonal changes
Pupils should be taught to:
observe changes across the 4 seasons
observe and describe weather associated with the seasons and how day length varies

Living things and their habitats
Pupils should be taught to:
explore and compare the differences between things that are living, dead, and things that have never been alive
identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
identify and name a variety of plants and animals in their habitats, including microhabitats
describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Working Scientifically

History

Changes beyond living memory that are significant nationally or globally:
[for example, the great fire of London, the first aeroplane flight, the first railways or events commemorated through festivals or anniversaries]

Significant individuals:
To include comparing aspects of life in different periods [for example, Elizabeth 1 and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavel]

Significant events: people and places:
This should include people and places from a wider national context.

Music

use their voices expressively and creatively by singing songs and speaking chants and rhymes
play tuned (glockenspiel) and untuned instruments musically
listen with concentration and understanding to a range of high-quality live and recorded music (this is depending on topic? Could focus on a decade each year)
experiment with, create, select and combine sounds using the interrelated dimensions of music – (the elements of music - rhythm, dynamics, melody, texture timbre (register, range and instrumentation))
feel and keep a steady pulse
to visually represent a sound through drawing

Geography

Locational Knowledge

Name and locate the world's continents and oceans.

Where do we live? (Address, postcode, county, British Isles)

Capital city of England.

Notable landmarks of the countries in the UK.

Place Knowledge

Understand geographical 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.

Understand geographical 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.

Human &Physical Geography

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.

Geographical Skills & Field work

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.

Use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map. IMathsJ

Use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key.

Computing

<u>Information Technology</u>
Use technology to organise, store, manipulate and retrieve digital content.
Log on, typing skills, save work, mouse skills.
Word processing with a range of digital content – photos, text, sound (open existing file, edit and save).
Organise and retrieve data using a database. [2Invesitigate, 2Sequence]
<u>Digital Literacy</u>
Use technology safely and respectfully
Online safety
Understand implications of inappropriate online searches.
Understand how things are shared electronically.
<u>Computer Science</u>
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
Beebots and probots (Algorithms, Programs, Debug and Predict behaviour of simple programs).
<u>Digital Literacu</u> *Keeping personal information private.*
Online safety
Develop an understanding of using email safely
[Purple Mash display board, 2Respond]
<u>Computer Science</u>
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
Algorithms, Programs, Debug and Predict behaviour of simple programs.
[The Wrong Sandwich *or* Colouring in a Bird activity. Bubbles activity in 2Code. Debug Challenges: Chimp. *2Go Challenges.]*
<u>Digital Literacy</u>
Keeping personal information private; identify where to go for help and support when they have concerns.
Online safety
Know how to report inappropriate behaviours and content to a trusted adult.

Design Technology

<u>Mechanisms (wheels and axels):</u>
Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, where appropriate information technology *e.g. Purple Mash design programme for a vehicle.*
Make: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping and finishing]. Select from and use a wide range of materials including construction materials according to their characteristics.
Evaluate: Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.
Technical Knowledge: Explore and use mechanisms (wheels and axels) in their product.
e.g. Building a vehicle relating to the topic (if applicable) or farming machinery linked to cooking and nutrition.
e.g. Finger skateboard

<u>Structures:</u>
Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing and mock-ups.
Make: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping and finishing]. Select from and use a wide range of materials including construction materials according to their characteristics.
Evaluate: Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.
Technical Knowledge: Build structures, exploring how they can be made stronger, stiffer and more stable (*e.g. Three Billy Goats Gruffs' bridge/ The three little pigs' houses (straw, sticks and stones)*

<u>Cooking and Nutrition (Countries around the world):</u>
To understand where food comes from.
Use the principles of a healthy and varied diet to prepare dishes.
e.g. To prepare a salad
Skills – chopping, grating

Art & Design

Drawing (line, shape, form and space): experiment with a variety of media;
<u>Pencils:</u> Develop a range of tone using a pencil and use a variety of drawing techniques such as: blending to create light/ dark lines.
<u>Charcoal, pen and chalk:</u> Begin control the types of marks made with the range of media. Draw on different surfaces with a range of media and start to record simple media explorations.
<u>Light and dark:</u> Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from
<u>Artists:</u> Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Discuss own work and others work, expressing thoughts and feelings.
Painting (pattern and texture)
<u>Texture:</u> Experiment with a variety of media; different brush sizes and tools.
<u>Pattern:</u> Start to mix a range of secondary colours, moving towards predicting resulting colours.
Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush.
<u>Artists:</u> Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Discuss own work and others work, expressing thoughts and feelings.
Sculpture (recycled materials using an artist as a focus)
<u>Equipment:</u> Use tools and equipment safely and in the correct way.
<u>Sculpture:</u> Shape, form, construct and model from observation and imagination (related to topic in year B).
<u>Evaluate throughout</u>

Science

Electricity
· identify common appliances that run on electricity
· construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
· identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
· recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
· recognise some common conductors and insulators, and associate metals with being good conductors

Light
· recognise that they need light in order to see things and that dark is the absence of light
· notice that light is reflected from surfaces
· recognise that light from the sun can be dangerous and that there are ways to protect their eyes
· recognise that shadows are formed when the light from a light source is blocked by an opaque object
· find patterns in the way that the size of shadows change

Forces and magnets
· compare how things move on different surfaces
· notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
· observe how magnets attract or repel each other and attract some materials and not others
· compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
· describe magnets as having 2 poles
· predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Sound
· identify how sounds are made, associating some of them with something vibrating
· recognise that vibrations from sounds travel through a medium to the ear
· find patterns between the pitch of a sound and features of the object that produced it
· find patterns between the volume of a sound and the strength of the vibrations that produced it
· recognise that sounds get fainter as the distance from the sound source increases

Working Scientifically

Geography

Locational Knowledge
Recap the location of continents on a World Map. Where do we live? (Where is Blackburn in the UK and where is UK in Europe?)

Place Knowledge
Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (Compare Blackburn to Blackpool) , a region or area in a European country (twinned town in France).

Human &Physical Geography
Describe and understand key aspects of:
- physical geography, including the water cycle
- human geography, including: settlements, land use, including trade links

Geographical Skills & Field work
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.

History

- Ancient Greece-a study of Greek life and their achievements and influence on the western world.
- Changes in Britain from the Stone Age to Iron Age *This could include : Late Neolithic hunter-gatherers and early farmers [for example Skara Brae]*
- The Roman Empire and its impact on Britain: *This could include: Julius Caesars attempted invasion of Britain in 55-54 BCE, The Roman Empire by CE 42 and the power of its army, Successful invasion by Claudius and conquest, including Hadrian's wall, British resistance eg Boudica, Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs,including early Christianity.*

Computing

Computer Science
Design, write and debug programs that accomplish specific goals.
Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
Scratch
Use logic to explain algorithms and detect errors in programs.
[*traffic light algorithm in* 2Code]
Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.
Online safety
Sharing information, password safety [2Connect]

Digital Literacy
Collect and present data and information Power point, [2Publish], Green Screening
Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.
Online safety
Sharing information, Managing online information, [online display boards]

Digital Literacy
Data organising, Collect, analyse, evaluate and present data and information Spreadsheets (without formulae) [2Calculate]

Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.
Online safety
Current apps, appropriate behaviour. Reporting inappropriate content and contact. Online reputation

Art and Design

Drawing (line, shape, form and space)
Sketchbook: Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.
Drawing with pencil: Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.
3D: Begin to show an awareness of objects having a third dimension and perspective.
Artists: Discuss and review own and others work, expressing thoughts and feelings, and identify changes and see how they can be developed further. Explore a range of great artists.

Painting (colour and texture)
Texture: Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Confidently create different effects and textures with paint according to what they need for the task.
Light: Use light and dark within painting. Mix colour, shades and tones with increasing confidence.
Artists: Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Explore a range of great artists, architects and designers in history.

Sculpture (paper and stamps)
Equipment: Use tools and equipment safely and in the correct way.
Sculpture: Shape, form, construct and model from observation and imagination
Evaluate throughout
Evaluate throughout

Music

- play and perform in solo and ensemble contexts, using their voices and tuned percussion. Eg glockenspiel
- begin to improvise and compose music
- listen with attention to detail and recall sounds with increasing aural memory (singing)
- appreciate and understand a wide range of high-quality live and recorded music and recognise the work of at least one famous composer – depending on topic and decade.
- develop an understanding of the history of music – 90s music
- recognise that the beat within a piece of music is organised into sections called bars.
- to understand that sounds can be represented as a symbol

D.T

Design: Use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion and annotated sketches.

Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.

Evaluate: Analyse a range of existing products. Evaluate their ideas and products against their own design criteria.

Structures (Frame structures): Technical Knowledge- Apply their understanding of how to strengthen, stiffen and reinforce structures. *e.g. Make a mini green house or photo frame*

Textiles: Technical knowledge- _____ *e.g. Seasonal stockings* or p*ersonal pencil cases*

Cooking and Nutrition (LOTC Fire Pit) :Understand and apply the principles of a healthy and varied diet. 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 *e.g. baked potatoes with healthy topping*

Science

Living things and their habitats
Pupils should be taught to:
describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
describe the life process of reproduction in some plants and animals

Animals, including humans
Pupils should be taught to:
describe the changes as humans develop to old age

Properties and changes of materials
Pupils should be taught to:
compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
demonstrate that dissolving, mixing and changes of state are reversible changes
explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Recap the water cycle

Earth and space
Pupils should be taught to:
describe the movement of the Earth and other planets relative to the sun in the solar system
describe the movement of the moon relative to the Earth
describe the sun, Earth and moon as approximately spherical bodies
use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Forces
Pupils should be taught to:
explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
identify the effects of air resistance, water resistance and friction, that act between moving surfaces
recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Working Scientifically

Geography

Locational Knowledge
Locate 10 countries in Europe (France, Spain, Italy, Germany, Poland, Belgium, Sweden, Denmark, Finland, Norway), using maps to focus on Europe and concentrating on environmental regions, key physical and human characteristics, countries, and major cities. Name counties North of Birmingham and cities of the United Kingdom, geographical regions and their identifying human and physica characteristics, including key topographical features and land use patterns; and understand how some of these aspects have changed over time. (time and space).

Human &Physical Geography
Describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,, and - human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies

Geographical Skills & Field work
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.

History

- **A Local History study:** How Blackburn has changed over time.
- **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:** World War II.
- **Achievement of the earliest civilisations:** Ancient Egypt

Computing

Computer Science
Design, write and debug programs that accomplish specific goals.
Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
Scratch 2
[2Code]

Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.

Online safety
Apps – location services
Online gaming
Online bullying
Online relationships

Information Technology
Present data and information
Safe search
Use of search engines
Credible sources
Non-linear Power point presentation

Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.

Online safety
Current apps in use, acceptable use.

Information Technology
Email
[2Email]
Analyse data and information
Databases

Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.

Online safety
Body image – social perception
Email
[2Response, 2Email]

Art and Design

Drawing (line, shape, form and space)
Create a detailed drawing
Develop a key element of their work: line, tone, pattern, texture.
Start to develop their own style using tonal contrast and mixed media.
Perspective: Have opportunities to develop further simple perspective in their work using a single focal point and horizon.
Artists: (Lowry, John Piper, Egyptia Sculptor)Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.
Evaluate throughout
Painting (colour and texture)
Colour: Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.
Style: Start to develop their own style using tonal contrast and mixed media.
Artists: Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.
Evaluate throughout
Sculpture (Mod Rock and textiles)
Equipment: Use tools and equipment safely and in the correct way.
Sculpture: Shape, form, construct and model from observation and imagination
Evaluate throughout

Music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music - (the elements of music - rhythm, dynamics, tempo, melody, texture timbre (register, range and instrumentation), harmony, form (how the music is organised))
- listen with attention to detail and recall sounds with increasing aural memory (focus on timbre of different sounds – the quality of the sound. For example, is it a metal or wooden instrument playing the same pitch)
- to develop the use and understand staff and other musical notations to support the recording of their compositions (revision of treble clef, crotchet, quavers, rest)
- graphic score to record composition work.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians from their focus decade.
- develop an understanding of the history of music – 80s music.

D.T

Textiles:
Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces.

Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting and joining], accurately. Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities.
Evaluate: Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Understand how key events and individuals in design and technology have helped shape the world (Fashion/furnishing designs). *e.g. Funky furnishings, Super cool slippers.*

Mechanical Systems (pulleys or gears):
Design: Use research and develop design criteria to inform the design of functional products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches and computer aided design (*Purple mash design programme*).
Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting and joining], accurately. Select from and use a wider range of materials and components according to their functional properties.
Evaluate: Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Technical Knowledge: Understand and use mechanical systems in their products [for example levers and pulleys].
e.g. Behead or hang King Charles the 1st.

Cooking and Nutrition
Understand and apply the principles of a healthy and varied diet. 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.
e.g. Juicy, tasty burgers

Science

Living things and their habitats
Pupils should be taught to:
describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
give reasons for classifying plants and animals based on specific characteristics

Animals including humans
Pupils should be taught to:
identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
describe the ways in which nutrients and water are transported within animals, including humans

Evolution and inheritance
Pupils should be taught to:
recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Light
Pupils should be taught to:
recognise that light appears to travel in straight lines
use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Electricity
Pupils should be taught to:
associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
use recognised symbols when representing a simple circuit in a diagram

Working Scientifically

Geography

Locational Knowledge
Locate the world's countries, using maps to focus on North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities and rivers.
Use maps, atlases, globes and digital/computer mapping locate countries and describe features studied.

Place Knowledge.
Compare a region in UK with a region in N. or S. America with significant differences and similarities.

Human &Physical Geography
Understand geographical similarities and differences through the study of human and physical geography of a region or area within North or South America.

Geographical Skills & Field work
Identify the position and 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).
Use the eight points of a compass, four-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.
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.

History

A non-European Society: *Early Islamic Civilisation, including a study of Baghdad c CE 900, 'The Islamic Golden Age', Its influence on the western world*
A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. *This could include: Changes in leisure and entertainment in the 20th century, A significant turning point in British history [The Railways from Victorian times to the present, the Battle of Britain, joining the European Union.]*
Chronology and the major influence Britain has had on the world eg computing, inventions and significant individuals. *This could include: Steve Jobs, Mark Zukerberg, John Logie Baird, Alexander Graham*

Computing

Computer Science
Design, write and debug programs that accomplish specific goals.
Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
Lego
Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.
Online safety
Personal privacy
Mental wellbeing
Online reputation
Copyright, Permissions and Ownership

Digital Literacy
Present data and information
Safe search
Prezi
Website design
Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.
Online safety
Social media apps
Social perception
Health well-being and lifestyle
Managing online information
Password security – unique.

Information Technology
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs
Blogging
[2Blog, display boards]
Analyse data and information
Networks
Spreadsheets with formula – Excel
Data logging
Digital Literacy
Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour.
Online safety
Online gaming
Chatrooms
Reporting

Art and Design

Drawing (line, shape, form and space)
Create a detailed drawing
Develop own style of drawing using tonal contrast and mixed media
Adapt their work according to their views and describe how they might develop it further.
Composition: Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.
Artists: Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.
Evaluate throughout

Painting (pattern and texture)
Style: Work in a sustained and independent way to develop their own style of painting. Create work from variety of sources.
Understanding: Show an understanding of what works well in their work and why.
Artists: Annotate work in sketchbook. Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work.
Evaluate throughout

Sculpture (electricity and carving)
Equipment: Use tools and equipment safely and in the correct way.
Sculpture: Shape, form, construct and model from observation and imagination

Evaluate throughout

Music

- play and perform in solo and ensemble contexts, using their voices – Year 6 end of year production.
- Played tuned percussion eg. glockenspiels and recorders.
- use and understand staff and other musical notations – understand the treble clef, semibreve, minim, crotchet, quaver, rests, dotted notes, pitch, time signature
- listen with attention to detail and recall sounds with increasing aural memory.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians from their focus decade.
- develop an understanding of the history of music - focus on 60s

D.T

Structures (Shell structures including computer aided design):
Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.

Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.
Evaluate: Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Technical Knowledge: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
e.g. Gingerbread houses
e.g. Bug Hotel

Electrical Systems (Including programming, monitoring and control):
Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion and annotated sketches and computer-aided design *(Purple mash design programme).*
Make: Select from and use a wider range of tools and equipment to perform practical accurately. Select from and use a wider range of materials and components according to their functional properties.
Evaluate: Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Understand how key events and individuals in design and technology have helped shape the world.
Technical Knowledge: Understand and use electrical systems in their products [for example, series circuits incorporating switches and buzzers or motors]. Apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition
Understand and apply the principles of a healthy and varied diet. 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.
e.g. Delicious Nachos