

ART	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 (7)
Drawing, Lines and Marks	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Lines and Marks (Pollock, Van Gogh) Name, match and draw lines/marks from observations. Draw on different surfaces with a range of media.	Lines and Marks (Pop art, Litchenstein with Rachel List and Hokusai and Giuseppe Arcimboldo) Name, match and draw lines/marks from observations. Invent new lines.	Lines and Marks (Peter Thorpe, Kandinsky and Tinga Tinga African art) Invent new lines. Draw on different surfaces with a range of media.	Lines and Marks (Steven Brown and Monet) Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.	Lines and Marks (British artists, Constable, Turner and Banks) Experiment with different grades of pencil and other implements to create lines and marks.	Lines, Marks, Tone, Form and Texture (Gaudi and Edouart and Harry Lawrence Oakley) Use dry media to make different marks, lines, patterns and shapes within a drawing.
Computing	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 (7)
On line safety		<u>How can I keep safe online?</u> Topic: Online Safety Online safety using Project Evolve: Year 1, Privacy and Security Strand (3 lessons) and Online Relationships (4 lessons)	Online Safety Discreet lessons – no cross curricular link Skills <ul style="list-style-type: none"> Use technology responsibly. To create appropriate passwords. Keep passwords and personal data safe. Recognise acceptable behaviour. Recognise unacceptable behaviour. Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school. Notes/Software: Use SMART crew (https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew)	DL Online Safety Discreet lessons – no cross curricular link Skills <ul style="list-style-type: none"> Use technology responsibly. To create appropriate passwords. Keep passwords and personal data safe. Recognise acceptable behaviour. Recognise unacceptable behaviour. Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school. 	DL Online Safety FaKebook linked to Olympics Skills <ul style="list-style-type: none"> Locate and respond appropriately to the terms and conditions on websites. Identify unsuitable posts (e.g. on blogs, a forum ...) pertaining to content and conduct. Identify inappropriate and unacceptable behavior when analysing resources such as videos, text-based scenarios and electronic communications. Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online. Use electronic communication and collaboration tools safely. 	DL Online Safety Discreet lessons – no cross curricular link Skills <ul style="list-style-type: none"> Locate and respond appropriately to the terms and conditions on websites. Identify unsuitable posts (e.g. on blogs, a forum ...) pertaining to content and conduct. Identify inappropriate and unacceptable behavior when analysing resources such as videos, text-based scenarios and electronic communications. Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online. Use electronic communication and collaboration tools safely. Notes/Software: Use 'Fakebook' to create story characters from history topic. Explore as a class the issues that may arise from posting online	DL Online Safety Online Safety Discreet lessons – not linked to topic Skills <ul style="list-style-type: none"> Locate and respond appropriately to the terms and conditions on websites. Identify unsuitable posts (e.g. on blogs, a forum ...) pertaining to content and conduct. Identify inappropriate and unacceptable behavior when analysing resources such as videos, text-based scenarios and electronic communications. Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online. Use electronic communication and collaboration tools safely. Notes/Software: Use ThinkUknow.co.uk 8-10 resources You have to sign up –

						in fake scenarios Scratch has an online forum where people can discuss work – discuss the pros and cons of this as a class Also spend one afternoon doing CS Unplugged – Lightest and Heaviest – sorting algorithms (find in dropbox)	it is free! Also spend one afternoon doing CS Unplugged – The Orange Game – routing and deadlock in networks (find in dropbox)
DESIGN & TECHNOLOGY	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 (7)
Make	<u>Creating with Materials ELG:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;	select from and use a range of tools and equipment to perform practical tasks [for example, cutting , joining and finishing]	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	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 tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

GEOGRAPHY	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 (7)
On main SIP							
HISTORY	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 (7)
On main SIP							
MUSIC	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 (7)
Music Literacy	<p>To know that different instruments make different sounds</p> <p>To know the names of tambourine, shaker, drum, rainstick and describe how they are played</p>	<p>To know the different ways sounds are made with a selection of tuned and percussion instruments</p> <p>To know that there are tuned instruments and percussion instruments (One makes a tune and the other does not)</p>	<p>To know the difference between a high and low pitch</p> <p>To know the names of a tuned instrument and a percussion instrument</p>	<p>To know that music can be represented by symbols</p> <p>To know the names of the instrumental families-woodwinds, brass, percussion, and strings.</p>	<p>To know the names of the musical notes C, D, E, F, G, A, B and the pitch they make.</p> <p>To know which instruments to attribute to which family (violin-strings, recorder-woodwind, trumpet-brass, drum-percussion)</p>	<p>To know the names of different note values ie crotchet, quaver, minim, semi breve</p> <p>To know the names of instrument families- eg (violin, viola, cello, double bass)</p>	<p>To recognise different note values in a piece of music</p> <p>To know the sounds each of the instrument families make including the pitch</p>

PE	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 (7)
Health and fitness	<p>To know that physical play keeps you fit and increases your heart rate</p> <p>To know that physical changes happen when you run, such as your heart rate increases and you sweat</p>	<p>To know that physical exercise increases your heart rate and that this is positive</p> <p>To know that different parts of your body are used for different forms of exercise</p>	<p>To know that physical activity makes you fitter</p> <p>Know how to prepare for physical activity by warming up first</p>	<p>To know that a range of physical activity is good for your health, such as athletics etc</p> <p>Know why we need to prepare the body for physical activity</p>	<p>To know that physical activity builds muscle and increases stamina</p> <p>To know how to warm up/down after an athletic activity</p>	<p>To know that physical activity impacts the whole body including mind/ emotions</p> <p>To know that there are different types of warm ups/cool downs that are suitable for different activities</p>	<p>To know that physical activity produces endorphins that make you positive</p> <p>To know that warm ups/cool downs help the body prepare and recover from physical activity</p>
SCIENCE Last on SIP 2022/2023	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animals including humans.	<p>Animals Name and describe animals that live in different habitats. Describe different habitats.</p> <p>Humans Describe people who are familiar to them. Learn about how to take care of themselves.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>(Combine with Living things and their habitats)</p> <p>Describe the changes as humans develop to old age.</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals.</p>