

Art - Joan Miro

Skills and Knowledge

Respond positively to ideas and starting points.
Describe differences and similarities, making links to their own work. Copy an original print.
Try different materials and methods to improve.
Draw lines of varying thickness.
Experiment with different brushes and painting tools.
Use a variety of materials & techniques for sculpting.
Describe, express an opinion and use inspiration from famous, notable artists to create their own work.
Draw people and objects from memory and imagination to make a picture about their lives.
Describe the Magical realist paintings of the artist Joan Miro.
Draw a Surrealist picture from imagination.
Use simple bold colours, shapes and lines to create a picture in the style of Miro.
Use relief printing to illustrate a page for a book.
Describe Joan Miro's Livres d'Artiste.
Design a Surrealist sculpture.
Explain why design is similar to Miro's.
Paint sculpture using bright colours inspired by Miro.
Identify some similarities and differences between their work and Miro's.

Vocabulary

Colour, shape, objects, sculpture, carving, sculptor, installation, materials, abstract, geometric, pyramid, portrait, self-portrait, line, bold, pastels, landscape, size, space, drawings, Surrealist, Miro.

Geography - Our School

Skills and Knowledge

Use simple compass directions & locational & directional to describe the location of features & routes on a map;
Devise a simple map; & use & construct basic symbols in a key;
use simple fieldwork & observational skills to study the geography of the surrounding area, including key human & physical features, using a range of methods;
Use key vocabulary: (see list below)

Vocabulary

compass, direction, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, tally chart, pictogram, country, continent, human, physical.

Music - Hey You!

Skills and Knowledge

Listening and appraising
Applying pulse, rhythm and pitch together.
Playing an instrument using C.
Rapping and singing in time to the music.
Performing and evaluating using musical vocabulary.
Understanding the musical features of Old-School Hip-Hop music.
Understanding 2 or more instruments.
Know that the pulse is the heartbeat of the music.
Knowing the value of Semiquavers, Quavers and Crotchets.

Vocabulary

Hey You! – pulse, rhythm, pitch, rap, improvise, compose, melody, bass, guitar, drums, decks, perform



Red Class

Autumn 1

Visits: Morden Park – Autumn walk

PSHE - Health and Wellbeing

Skills and Knowledge

Healthy Lifestyles

To understand the things that keep our bodies healthy (physical activity, sleep, rest, healthy food).

To know about basic personal hygiene routines and why these are important.

Growing and changing

To recognise what they are good at and set simple goals.

Vocabulary

healthy, choices, feelings, strategies, special, manage, different,

PE - Gymnastics

Skills and Knowledge

Children investigate movement, stillness and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat short movement phrases of 'like' linked actions, e.g. two jumps or two rolls.

Vocabulary

Movement (phrases), stillness, space, safety, actions (linked), floor, apparatus

PE - Games (football)

Skills and Knowledge

Children develop basic game-playing skills, in particular throwing and catching. They play net-based games and striking and fielding games. They have an opportunity to play one-on-one games, one-on-two and one-on-three games.

Vocabulary

Skills, throwing and catching, striking, competition

Computing – A splash of colour

Skills and Knowledge

To begin exploring digital creativity through art and literacy.
To use a variety of applications both local and online for creating digital artwork.
Starting to develop understanding of saving, opening and editing work and how this is achieved on a computer.

Vocabulary

Save, open, edit, brush, font, size, colour,

RE - Belonging

Skills and Knowledge

To know that religious people belong to a faith
To identify an example of something that is worn by a religious person to show that they belong.
To identify ways in which they show they belong
Show respect for other people's beliefs, values and culture

Vocabulary

Beliefs, faith, religious, values, culture, respect, belonging

Science - Seasonal change

Skills and Knowledge

To be able to ask simple questions and recognise that they can be answered in different ways.
To be able to identify objects.
To be able to perform simple tests.
To be able to observe closely, using simple equipment.
To be able to gather and record data to help answer a question.
Observe changes across the 4 seasons
Observe and describe weather associated with the seasons and how day length varies

Vocabulary

Seasons; spring, summer, autumn, winter. Year, months, days
Hot, warm, mild, cold, sunny, cloudy, rain, sleet, snow, hail, thunder, lightning, rainbow, wet, damp, dry, windy, breezy, gust, temperature, Degrees Celsius, thermometer, weather vane.
Anemometer