

Art - Landscapes and cityscapes

Skills and Knowledge

To paint a landscape using colour and texture.
To describe the work of the artist, Monet.
To use pastels to create a cityscape.
To use colour, texture, and line in a landscape and cityscape.
To describe the work of the artist, van Gogh.
To describe the work of the artist, Metzinger.
To create a mosaic collage landscape.
To compare Metzinger, van Gogh and Monet.
Draw lines of varying thickness.
Experiment with different brushes (including brushstrokes) and other painting tools.
Use a combination of materials that have been cut, torn and glued.
Describe the work of famous, notable artists and designers.
Express an opinion on the work of famous, notable artists.
Use inspiration from famous, notable artists to create their own work and compare.
Use key vocabulary to demonstrate knowledge and understanding in this strand.

Vocabulary

line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space, primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint, collage, squares, gaps, mosaic, features, cut, place, arrange, Monet, van Gogh, Metzinger.

PE - Gymnastics

Skills and Knowledge

Children focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, e.g. a roll, jump and a shape. They then incorporate basic skills into rhythmic gymnastics.

Vocabulary

Roll, jump, shape, rhythmic gymnastics

PE - Games

Skills and Knowledge

Children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.

Vocabulary

teamwork, challenge, cooperation, resilience, safety, dribble, pass, defend, attack, shoot, compete

Music

Skills and Knowledge

Understanding the musical features of South African styles. Know that rhythm is different to pulse. Understand 2 or more instruments they hear. Knowing the value of Crotchets & Quavers
Listening and appraising. Find the pulse. Copy and clap back rhythms. Create simple rhythms. Playing an instrument using GAC. Improvising using CD. Composing using CDE. Performing and evaluating.

Vocabulary

Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.



Green Class

Autumn 1

Example visits:

Tate Modern – Pop art exhibition
Superhero Training Day (in school)
Visit from the emergency services
Visit from a local hero

Geography - Our Wonderful World

Skills and Knowledge

Name & locate the world's 7 continents & 5 oceans;
Identify seasonal & daily weather patterns in the United Kingdom & the location of hot & cold areas of the world in relation to the Equator & the North & South Poles;
Use basic geographical vocabulary to refer to key physical features
Use world maps, atlases and globes to identify the countries, continents and oceans at this key stage.
Devise a simple map; and use the construct basic symbols in a Key.

Vocabulary

beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather
United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea London, Belfast, Cardiff, Edinburgh, capital city, World map, continent, ocean, equator, Northern Hemisphere, Southern Hemisphere, Asia, Africa, North America, South America, Australia, Europe, Antarctica, Atlantic, Pacific, Indian, Arctic Ocean, Antarctic Ocean, land, sea, sphere. Compass, 4-point, direction, North, East, West, South, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical

RE - Sacred Writings

Skills and Knowledge

Name a religious book and the faith group it is associated with
Retell a story from a religious book and identify some beliefs and teaching
Be positive about the values and concerns of others
Identify from their own experience the feelings of people in the story

Vocabulary

Sacred, books, stories, respect, meaning, calligraphy

Computing – Show me what you've got

Skills and Knowledge

Capturing still and moving images digitally.
Saving and opening from network drives.
Manipulating digital content within multiple applications.
Creating informative content using multiple applications and hardware

Vocabulary

Shot, angle, still, moving, slide, insert, sound, record, manipulate, size, position.

PSHE – Health and Wellbeing

Skills and Knowledge

Healthy Lifestyles
To recognise how to make healthy choices about their physical and emotional health.
To recognise good and not so good feelings and using
vocabulary
to describe their feelings to others.
Identifying simple strategies for managing feelings.
Growing and changing. To recognise what they are good at and set simple goals.

Science

Skills and Knowledge

Grouping materials
Use the senses to explore and recognise similarities and differences between materials.
Sort objects on the basis of simple properties e.g. roughness, hardness, shininess, floating, transparency and magnetism.
Recognise and name common types of material e.g. metal, plastic, wood, paper, rock and recognise that some are them are found naturally.
Find out about the uses of materials
To be able to ask simple questions and recognise that they can be answered in different ways.
To be able to use their observations and ideas to suggest answers to questions.

Vocabulary

Types of materials: wood, plastic, glass, metal, water, rock, brick, fabric, sand, paper, flour, butter, milk, soil. Properties of materials: hard/soft, stretchy/not stretchy, shiny/dull, rough/smooth, bendy/not bendy, transparent/not transparent, sticky/not sticky
Verbs associated with materials: crumble, squash, bend, stretch, twist. Senses: touch, see, hear, smell and taste