



Framework of Skills, knowledge and Understanding

Subjects

Art	D&T	Science	GEOGRAPHY
<p>Drawing</p> <ul style="list-style-type: none"> • Create an image that shows reflection. • Investigate a variety of lines, shapes, colours and texture to produce work on a theme. (water) <p>Painting</p> <ul style="list-style-type: none"> • Predict with accuracy the outcomes of the colours I mix. • Identify and create the colours for a painting. • Use a range of paintbrushes to create different effects and textures. • Create mood using colour and texture in my painting. • Use different types of paint such as gouache, acrylic and water-colours. <p>Art & Designers</p> <ul style="list-style-type: none"> • Compare the work of different artists/designers/architects. • Experiment with different styles that artists have used. (David Hockney – reflections/ Claude Monet – ponds) • Understand how an artist is trying to express feelings and emotions in their work and how they are trying to communicate a message to the audience. <p>Use of IT</p> <ul style="list-style-type: none"> • Work with digital images. 	<p>Textiles and sewing – design and make project – 'Purse' / design and make a useful product from</p> <p>Exploring context and existing product</p> <ul style="list-style-type: none"> • Identify who made the product, when it was made and what its purpose is • Identify what the product has been made from • Evaluate the product on design and use. <p>Understanding their intended users and their own product</p> <ul style="list-style-type: none"> • Understand and gather information about what a particular group or people want from a product • Describe the purpose of their product and how it will work • Identify design features that will appeal to intended users. • Explain how parts of their product works • Generate realistic ideas that meet needs of user and take into account availability of resources. <p>Communicating ideas and creating prototypes for product</p> <ul style="list-style-type: none"> • Share and discuss ideas with others • Order the main stages of making • Choose materials to use based on suitability of their properties Represent ideas in diagrams, annotated sketches and computer based programmes (where appropriate) • Create pattern pieces and prototypes <p>Selecting the tools and applying the practical skills and techniques</p> <ul style="list-style-type: none"> • Choose suitable tools for making whilst explaining why they should be used • Use design criteria whilst making 	<p>The Water Cycle- *Linked to Geography</p> <ul style="list-style-type: none"> • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) (Link to Climate Change) <p>Living Things and their habitats (water/ local habitat)</p> <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment <p>Use the local environment – Saltburn Beach, Local woodlands, school garden to raise and answer questions that help them to identify and study plants and animals in their habitat.</p> <ul style="list-style-type: none"> • Work scientifically by using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched. • identify that animals, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat – food 	<p>Human and Physical Geography - The Journey of a River</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, focusing on rivers and the water cycle. • Understand how water is a natural material and can be distributed and used to create renewable energy through hydro-electricity <p>Place Knowledge – UK and World Rivers and Seas.</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 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, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Identify longest rivers in the world. I can identify main rivers locally and within the UK. • Identify the world's oceans. • Identify the position and significance of latitude, longitude, Equator, Northern

<p>Computing</p> <p>Year 3 Unit 3.5 email 2Email, 2Connect, 2DIY</p> <p>Unit 3.6 Branching Databases 2Question</p> <p>Unit3.7 Simulations 2Simulate, 2Publish</p> <p>Unit 3.8 Graphing 2Graph</p> <p>Year 4 Unit 4.5 Logo- -Logo</p>	<ul style="list-style-type: none"> • Measure, mark, cut and shape materials and components with some accuracy • Join, assemble and combine materials and components with some accuracy • Use finishing techniques, including skills learnt in Art with some accuracy <p>Referring to planning and initial ideas in evaluating their product</p> <ul style="list-style-type: none"> • Use design criteria to evaluate product – identifying both strengths and areas for development • Consider the views of others, including intended user, whilst evaluating product 	<p>chains/webs compare and contrast the diets of different animals</p> <ul style="list-style-type: none"> • recognise that environments can change and that this can sometimes pose dangers to living things (Climate Change – Current issue such as plastic, air, water pollution etc) <p>Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.</p>	<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Link- Skinningrove Flood Defences, local rivers, River Tees, Saltburn Beach)
<p>Unit 4.6 Animation- 2Animate</p> <p>Unit 4.7 Effective Search- Browser</p> <p>Unit 4.8 Hardware Investigators</p>	<p>Music</p> <p>Charanga: Lean on Me/Black Bird/When the Saints go marching in (MMC)</p> <p>Main focus: Improvisation & Composing:</p> <ul style="list-style-type: none"> • Improvise & compose using the glockenspiels/percussion – to create instrumental parts to the songs learnt. • Copy and compose own simple rhythms. <p>Discuss the musical style, musical elements & the historical context of the music.</p>	<p>RSE/PSHE</p> <p>Online Safety</p> <p>Why Spending too Much time online is Bad</p> <p>Me, Myself & You</p> <p>Understanding Differences in Families</p> <p>Life Skills</p> <p>Helping to Save Lives with 999 and safety Risks</p>	