



Framework of Skills, knowledge and Understanding

Subjects

Art	D&T	Science	History
<p>Textiles- Create pictures linked with WWII and the Queen for the Jubilee celebrations.</p> <ul style="list-style-type: none"> I can experiment with and combine different materials and methods in designing a project. I can use sewing and textiles as part of a project. I can use my textile and sewing skills as part of a project – hanging, textile book etc. I can use sewing & textiles as part of a project. I can do a broad range of stitches including running stitch, cross-stitch, backstitch, applique or embroidery. I can create a final project that shows a broad range of my skills in sewing, such as stitch choice and range of materials used. <p>Using IT to create art.</p> <ul style="list-style-type: none"> I can create a piece of artwork that combines digital images I have taken. I can combine graphics and text to create an image based on research of other graphics. I can scan images I have taken and use software to adapt them and create work with meaning. I can communicate my ideas using animation, video and sound. I can use software to create digital art & design. I can create a piece of art which can be used as part of a wider presentation. 	<p>Looking at food eaten during WWII 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.</p> <hr/> <p>Computing Unit 4.6 - Animation</p> <ul style="list-style-type: none"> Can they combine text, images and sounds and show awareness of audience? To decide what makes a good, animated film or cartoon and discuss favourite animations. To learn how animations are created by hand. To find out how 2Animate animations can be created in a similar way using technology. To learn about onion skinning in animation. To add backgrounds and sounds to animations Introducing 'stop motion' animation. • To share animation the class blog. 	<p>Evolution and inheritance KS1:</p> <ul style="list-style-type: none"> Can they describe how plants and animals are suited to their environment/habitat? Can they say why certain animals have certain characteristics? Can they explain why animals have offspring? Can they identify and compare a variety of plants and animals found in different habitats and microhabitats? Can they name some characteristics of an animal that help it to live in a particular habitat? Can they describe what animals need to survive and link this to their habitats? <p>KS2:</p> <ul style="list-style-type: none"> Can they give reasons for why living things produce offspring of the same kind? recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Can they explain the process of evolution and describe the evidence for this? Can they begin to appreciate that variation in offspring over time can make animals more or less able to survive in particular environments? identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Can they talk about the life of Charles Darwin? 	<p>Key Enquiry question: How did WW2 impact on children and adults? Pupils will be taught about:</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally (KS1) Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework know how Britain has had a major influence on the world <p>World War II</p> <ul style="list-style-type: none"> To understand why WWII started. To understand the impact WWII had on children, and be able to relate this to how they live their lives today. To be able to discuss how the role of women changed during the course of WWII due to men being away at war, and how this opened up opportunities for women after the war. To understand how the Queen played an important role during the War effort. How warfare changed the lives of the civilian during WWII. To be able to discuss 'blitzkrieg' and its effect on England. To understand the Holocaust To find out about the impact of the War on the locality (e.g. Gripps Farm).

<p><u>Geography</u></p> <p>When looking at the outbreak of WWII To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>PSHCE (Child-led topic due to ongoing issues and Preparation for Adulthood in EHCP targets):</u></p> <ul style="list-style-type: none"> • Personal Hygiene – Teeth brushing and keeping our faces and bodies clean. • Sleep <p>Both taken from Curriculum4Life</p>	<ul style="list-style-type: none"> • Can they explain how some living things adapt to survive in extreme conditions? • Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet? • Can they begin to understand what is meant by DNA? • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 	<p><u>Music</u></p> <p>National anthems (Charanga topic)/WW2 songs/ Freedom (Charanga Y5 U3 MMC)</p> <p>Listen to, Compare and learn to sing national anthems from different countries. Explore the lyrics and their meaning.</p> <p>Learn some traditional WW2 songs.</p>
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