



**Framework of Skills, knowledge and Understanding  
Subjects**

Art	Geography	History	Music
<p><b>Art- Portraits/Self-portraits (1<sup>st</sup> half term)</b> <b>Drawing</b></p> <ul style="list-style-type: none"> <li>To use drawing to develop and share their ideas, experiences and imagination.</li> </ul> <p>Children can:</p> <ul style="list-style-type: none"> <li>draw lines of varying thickness;</li> <li>use different materials to draw, for example pastels, chalk, felt tips;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, building, pastels, drawings, line, bold, size, space.</li> <li>use dots and lines to demonstrate pattern and texture;</li> <li>describe the work of famous, notable artists and designers; (Pablo Picasso)</li> <li>express an opinion on the work of famous, notable artists;</li> <li>use inspiration from famous, notable artists to create their own work and compare</li> </ul>	<p><b>Location of Brotton</b></p> <ul style="list-style-type: none"> <li>Know the main differences between city, town and village</li> <li>Explain some of the advantages and disadvantages of living in a city or village.</li> <li>Know their address, including postcode</li> </ul> <p><b>Brotton Walk</b></p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding area</li> <li>Use basic geographical vocabulary</li> <li>Physical features- woods, cliff, forest and beach</li> <li>Human features- city, town, village, factory, farm, house, and shops</li> </ul> <p><b>R.E</b> Who am I and why am I special? Harvest Incarnation</p>	<p><b>Homes</b></p> <ul style="list-style-type: none"> <li>Know how the local area is different to the way it used to be a long time ago</li> <li>Differentiate between things that were here 100 years ago and things that were not (including buildings)</li> </ul> <p><b>Computing</b> <b>Purple Mash</b></p> <p>Unit 1.1 On line safety (4weeks) Unit 2.5 Effective Searching (3 weeks) Unit 1.4 Lego builders (3 weeks) Unit 1.9 Technology outside school (2 weeks)</p> <p><b>Science</b> <b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense.</li> <li>Find out about and describe the basic needs of animals including humans for survival</li> <li>Describe the life cycle of a human</li> <li>Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene (link to DT)</li> </ul>	<p>Charanga Units: Hey You! (Original) Introducing Beat, Adding Rhythm &amp; Pitch (MMC) &amp; Nativity Songs.</p> <ul style="list-style-type: none"> <li>Hey You! Warm up challenges, Flexible games and Understanding music section in MMC units Aut 1 &amp; 2: Respond to the pulse in different ways – walk, move, clap and play percussion to a steady beat. Use body and classroom percussion to copy and play repeated rhythm patterns (focus assessment).</li> <li>Introduce the 'rhythm pizza' – use to demonstrate and play the pulse.</li> <li>Confidently sing or rap some songs from memory and sing them in unison – Hey You (Hip hop), Find the beat, 1, 2, 3, 4, 5, In the Orchestra, Nativity songs (focus assessment).</li> <li>Listen to music of different genres and begin to talk about why they like/don't like a piece of music (Hip hop, Mozart piano Sonata).</li> <li>Learn the names of the percussion instruments they are playing and recognise the sound and name of some of the instruments used in the songs.</li> <li>Learn how to handle and look after instruments correctly and carefully – learn how to hold the Glockenspiel beater correctly.</li> <li>Play an instrumental part – percussion or glockenspiel (1 note) – Hey You.</li> <li>Whole class composing: Recognise how graphic notation can represent created sounds – Song 1, 2, 3, 4, 5 (percussion instruments)</li> </ul> <p><u>Year 2</u> Charanga Units: Hands, Feet, Heart (Original) Exploring simple patterns, Focus on Dynamics and Tempo (MMC) &amp; Nativity Songs. Hands, Feet, Heart Warm up challenges, Flexible games and Understanding music section in MMC units</p>

<p><b><u>PSHE</u></b>  See Curriculum4Life Planning  Eating Healthy and Keeping your teeth clean.  What is the Internet?  How to stay safe online.</p>	<p><b>Cooking and Nutrition (2<sup>nd</sup> half term)</b>  <b>(link to Science)</b>  use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from</p> <ul style="list-style-type: none"> <li>• cut food safely. <ul style="list-style-type: none"> <li>• select and use appropriate fruit and vegetables</li> </ul> </li> <li>• use basic food handling hygienic practices and personal hygiene.</li> <li>• follow safe procedures for food safety and hygiene <ul style="list-style-type: none"> <li>• weigh ingredients to use in a recipe</li> <li>• describe the ingredients used when making a dish or cake</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Respond to the pulse in different ways – walk, move, clap and play percussion to a steady beat. Use body and classroom percussion to copy and play repeated rhythm patterns (focus assessment).</li> <li>• Listen and sing back simple tunes.</li> <li>• Continue to use the 'rhythm pizza' – use to demonstrate and play/clap simple rhythm patterns. Use stick notation to play the rhythm grid game.</li> <li>• Confidently sing some songs from memory with increased vocal control (tempo/dynamics) – Hands, Feet, Heart (South African), Hello &amp; Sparkle in the Sun (Jazz) &amp; Nativity songs (focus assessment).</li> <li>• Listen to music of different genres and know that songs have a musical style. Recognise the sound and name of some of the instruments used in the songs and in the classroom.</li> <li>• Play an instrumental part to 'Sparkle in the Sun' on the Glockenspiels using 2 notes (in time with a steady pulse).</li> <li>• Compose a whole class piece of music in response to a non-musical stimulus 'Space' Use graphic symbols to keep a record of composed pieces. Follow a simple musical score (voices/percussion/body percussion).</li> </ul>
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