



Framework of Skills, knowledge and Understanding

Subjects

Art	D&T	HISTORY	Geography
<p>Drawing</p> <ul style="list-style-type: none"> • Portraits of Tutankhamun – pencil, charcoal. • Investigate a variety of lines, shapes, colours and texture to produce work on a theme. (Egyptian patterns, hieroglyphics) • use shade to create shadows – link to science <p>Painting</p> <ul style="list-style-type: none"> • Create a colour wheel with the primary and secondary colours in the correct place. • Predict with accuracy the outcomes of the colours I mix. • Create the colours for a painting. <p>Art & Designers</p> <ul style="list-style-type: none"> • experiment with different styles that artists have used. (Batik style mummy calendar) • explore works from different periods of time. • recognise and explain art from different periods of time. (cartouche, hieroglyphics) • explore works from different cultures. (Hinduism – Rangoli patterns) <p>3D Modelling</p> <ul style="list-style-type: none"> • experiment with and combine materials and process to design and make a 3D form (Egyptian 	<p>Design and make an electronic game *Electricity</p> <ul style="list-style-type: none"> • prove that a design meets a set criterion. • design a product and make sure that it looks attractive • choose a material for both its suitability and its appearance • use ideas from other people when designing • produce a plan, labelled drawings and explain it • persevere and adapt work when original ideas do not work • communicate ideas in a range of ways, including by sketches and drawings which are annotated/labelled • evaluate products to support their own designs <p>Make</p> <ul style="list-style-type: none"> • follow a step-by-step plan, choosing the right equipment and materials • work accurately to measure, make cuts and make holes • measure accurately <p>Evaluate</p> <ul style="list-style-type: none"> • explain how to improve a finished model • evaluate and suggest improvements for design • evaluate products for both their purpose and appearance • explain how the original design has been improved 	<p>THE ANCIENT EGYPTIANS -Early civilisation</p> <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • Know about at least one significant figure – Tutankhamun/ Cleopatra / Howard Carter <p><u>Timeline Work:</u></p> <ul style="list-style-type: none"> • can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? • Can they set out on a timeline, within a given period, what special events took place? • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? 	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • To identify and place key physical features. (River Nile, Pyramids, capital, surrounding countries/continents, seas). • Know that Egypt is in the continent of Africa. • Know that the River Nile is the world's longest river. <p><u>Geographical Skills</u></p> <ul style="list-style-type: none"> • Use maps to locate Egypt and locate the capital of Egypt. (Can they find the same place on globes and an atlas?) • Know where the equator is and know that Egypt is near the tropic of Cancer. Use this knowledge to discuss Egypt's climate. <p><u>Using Maps</u></p> <ul style="list-style-type: none"> • Locate places on larger scale maps e.g. map of Europe. (e.g. Find UK / other European Countries on globe) • Follow a route on a map with some accuracy. (Destination Egypt/ map flight) <p><u>Human Geography</u></p> <ul style="list-style-type: none"> • Explain why the River Nile has certain human features – local farming irrigation, villages and that this explains why cities are located by a river.

<p>collar, death mask, sarcophagus, pyramids)</p> <ul style="list-style-type: none"> to sculpt clay and other mouldable materials (mummy and cartouche) 	<ul style="list-style-type: none"> present product in an interesting way <p>Technical Knowledge</p> <ul style="list-style-type: none"> know how to strengthen a product by stiffening a given part or reinforce a part of the structure use IT, where appropriate, to add to the quality of the product 	<ul style="list-style-type: none"> Can they use their mathematical skills to round up time differences into centuries and decades? place current study on timeline in relation to other studies; know and sequence key events of time studied; use relevant terms and period labels; make comparisons between different times in history. sequence up to 10 events on a timeline. <p>Range and depth of historical enquiry:</p> <ul style="list-style-type: none"> To recognise how archaeology played a significant role in discovering life in Ancient Egypt. Find out about everyday lives of people in time studied Understand why people may have wanted to do something (<i>Why did they build pyramids?</i>) Identify key features and events of time studied (pyramids, slavery) Offer a reasonable explanation for some events (mummification) <p>Interpretations of History:</p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event (Archaeology – Howard Carter) Ask a variety of questions <p>French</p> <ul style="list-style-type: none"> Presenting yourself. Counting. Colours. 	<p>Computing</p> <p>Year 2</p> <p>Coding – Unit 3.1 (2Code) Online Safety.</p> <p>Year 3</p> <p>Coding- Unit 3.1 (2Code) Online Safety- unit 3.2 Spreadsheets- Unit 3.3 (2Calculate)</p> <p>Text and Multimedia (All)</p> <p>Persuasive poster/leaflet to come to modern day Egypt</p> <ul style="list-style-type: none"> Record and present information integrating a range of appropriate media combining text and graphics. Have an awareness of audience. Use advanced word processing /DTP software.
--	---	--	--

PSHE/ Relationships and Sex Education

- Incorporate Planning for Adulthood outcomes from EHCPs as appropriate.

Mind and Body

Staying safe in the Sun *Science link (Light)

What is illness?

- To improve knowledge of the main symptoms of physical illness
- To ensure children know when they should act and what they should do.

Life Skills

Risks, Hazards and How to Stay Safe

*Science link (Electricity)

- Decide if an area is safe
- Make an area safe
- Be able to help someone without risk to themselves
- Identify dangers by looking and listening

Online Safety

*Computing link

- How to behave sensibly online
- Why spending too much time online is bad
- Why we need age restrictions online

Science Light

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

Electricity

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

Music

Charanga Unit: Y1 Strand A, Autumn - Hey You! (Original) Introducing Beat, Adding Rhythm & Pitch (MMC).

- 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.
- Confidently sing or rap some songs from memory and sing them in unison.
- Learn about voices and sing notes of different pitches (high and low).
- Learn the names of the percussion instruments they are playing and recognise the sound and name of some of the instruments used in the song.
- Play an instrumental part – percussion or glockenspiel (1 note, extending to 2 notes) – Hey You.
- Recognise how graphic notation can represent created sounds – Song 1, 2, 3, 4, 5 (percussion instruments) + dots and lines.
- Y2 – compose a whole class piece of music in response to a non-musical stimulus 'Space'. Use graphic symbols to keep a record or composed pieces. Follow a simple musical score (voices/percussion/body percussion).

Musical understanding (ongoing)

Rhythm pizza and beginning to use notation – copy rhythms and be able to learn about notation/sound & symbol connection (talk about differences between pulse and rhythm).

