



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

Art	Geography	History	Music
<p>Art- Portraits/Self-portraits (1st half term) Drawing</p> <ul style="list-style-type: none"> To use drawing to develop and share their ideas, experiences and imagination. <p>Children can:</p> <ul style="list-style-type: none"> draw lines of varying thickness; use different materials to draw, for example pastels, chalk, felt tips; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, building, pastels, drawings, line, bold, size, space. use dots and lines to demonstrate pattern and texture; describe the work of famous, notable artists and designers; (Pablo Picasso) express an opinion on the work of famous, notable artists; use inspiration from famous, notable artists to create their own work and compare 	<p>Location of Brotton</p> <ul style="list-style-type: none"> Know the main differences between city, town and village Explain some of the advantages and disadvantages of living in a city or village. Know their address, including postcode <p>Brotton Walk</p> <ul style="list-style-type: none"> 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 Use basic geographical vocabulary Physical features- woods, cliff, forest and beach Human features- city, town, village, factory, farm, house, and shops 	<p>Homes</p> <ul style="list-style-type: none"> Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings) <p>Science Animals including humans</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense. Find out about and describe the basic needs of animals including humans for survival Describe the life cycle of a human Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene (link to DT) 	<p>Charanga Units</p> <p>Original Scheme: Hey You! Hands, Feet, Heart</p> <p>Model Music Curriculum Unit: My Musical Heartbeat (steps 1 & 2) /Pulse, rhythm & pitch (step 5) - Find the beat, 1, 2, 3, 4, 5, Hello.</p> <p>Nativity Play songs: Talk about performing for an audience, add own ideas e.g. actions to songs. Perform for parents and other pupils.</p> <p>· Understanding Music & Warm-up games - 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)</p> <p>Confidently sing some songs from memory in unison –. Hey You (Hip hop), Hands, Feet, Heart (South African), Find the beat,</p>

<p>PSHE Jigsaw scheme Being Me in my World Celebrating Difference</p> <p>R.E Who am I and why am I special? Harvest Incarnation</p>	<p>DT Cooking and Nutrition (2nd half term) (link to Science) 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"> • cut food safely. • select and use appropriate fruit and vegetables • use basic food handling hygienic practices and personal hygiene. • follow safe procedures for food safety and hygiene • weigh ingredients to use in a recipe • describe the ingredients used when making a dish or cake 	<p>Computing Purple Mash Unit1.1 Online safety (4weeks) Unit 2.5 Effective Searching (3 weeks) Unit 1.4 Lego builders (3 weeks) Unit 1.9 Technology outside school (2 week</p>	<p>1, 2, 3, 4, 5, Hello & Nativity songs (focus assessment).</p> <ul style="list-style-type: none"> · Listen to music of different genres and know that songs have a musical style (e.g. Hip Hop, South African & Y2 step 2 Bolero). Talk about why they like/don't like a piece of music. · Recognise the sound and name of some of the instruments used in the songs and in the classroom. · Learn how to handle and look after instruments correctly and carefully – learn how to hold the Glockenspiel beater correctly. · Play an instrumental part – percussion/glockenspiel (1 note) – Hey You - Challenge Hands, Feet, Heart – easy/medium part. · Whole class composing: Recognise how graphic notation can represent created sounds – Song 1, 2, 3, 4, 5 (percussion instruments). <p>Ongoing: Rhythm pizza game/rhythm grid stick notation (Y2)</p>
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