



Framework of Skills, knowledge and Understanding  
Subjects

Art	D&T	Science	GEOGRAPHY
<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>I can use different grades of pencils to show shade tone and textures.</li> <li>I can create a figure in motion using lines, tone and colour (link to animation work)</li> <li>Use a sketchbook to explore an idea and explain why I've done it.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>I can use different types of paint – acrylic and water colours (Quentin Blake)</li> <li>Predict with accuracy the outcomes of the colours I mix.</li> <li>Create the colours for a painting.</li> </ul> <p><b>Art &amp; Designers</b></p> <ul style="list-style-type: none"> <li>experiment with different styles that artists have used. (Quentin Blake, Lowry)</li> <li>explore works from different periods of time.</li> <li>recognise and explain art from different periods of time.</li> </ul> <p><b>3D Modelling</b></p> <ul style="list-style-type: none"> <li>experiment with and combine materials and process to design and make a 3D form (volcano)</li> <li>to sculpt plasticine and other</li> </ul>	<p><b>Design and make a toy with a pneumatic system</b></p> <p><b>Research</b> Use a variety of mediums to research pneumatic systems</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>choose a material for both its suitability and its appearance.</li> <li>Use ideas from others</li> <li>produce a plan, labelled drawings and explain it.</li> <li>persevere and adapt work when original ideas do not work.</li> <li>communicate ideas in a range of ways, including by sketches and drawings, which are annotated/labelled.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>follow a step-by-step plan, choosing the right equipment and materials</li> <li>work accurately to measure, make cuts and make holes</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explain how the pneumatic system works within their model.</li> <li>know why a model has, or has not, been successful</li> <li>evaluate and suggest improvements</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>know how to strengthen a product by stiffening a given part or reinforce a part of the structure.</li> </ul>	<p><b>Forces &amp; Magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having 2 poles</li> </ul> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	<p><b>Volcanoes</b></p> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>To identify where in the world volcanoes and Tsunami's occur (The Ring of Fire)</li> <li>Locate the countries and continents where volcanoes are and making the link to where natural disasters occur. (tectonic plates)</li> <li>To identify the key features of Pompeii by using a map.</li> <li>To identify and locate which countries are affected natural disasters</li> </ul> <p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>Identify the physical features of a volcano.</li> </ul> <p><b>Using Maps</b></p> <ul style="list-style-type: none"> <li>Locate places on larger scale maps e.g. map of Europe. (e.g. Find UK / other European Countries on globe)</li> <li>Identify and name oceans and continents using atlases and maps.</li> <li>Sketch own maps.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>To know about the structure of the Earth</li> <li>Understand how natural disasters impact on the lives of people in specific countries (Italy/Pompeii, continent – Indonesia)</li> </ul>

<p>mouldable materials (Globe and volcano model *DT Link</p> <p><b>Textiles/Collage</b></p> <ul style="list-style-type: none"> <li>To use textiles and paint to produce a Lowry inspired collage</li> </ul> <p><b>PSHE/RSE</b></p> <p><b>Online Safety</b></p> <p><b>Being Polite Online and How the Internet Works</b></p> <ul style="list-style-type: none"> <li>For children to begin to explore what we think is acceptable online</li> <li>For children to consider how they can influence the behaviour of others online</li> </ul> <p><b>Mind &amp; Body</b></p> <p><b>Why are Vaccinations important?</b></p> <ul style="list-style-type: none"> <li>For children to understand what vaccinations are</li> <li>For children to understand why we have vaccinations and why they are important.</li> <li>To emphasise that vaccinations are safe</li> </ul>	<p><b>Royal Opera House 'Create and Sing' The Magic Flute.</b></p> <p><i>Pupils will perform as part of an Opera Chorus with: knowledge of the history and context of opera; an understanding of dramatic singing, an increased awareness of vocal technique; and an ability to make connections and reflect on other performances (and art forms).</i></p> <ul style="list-style-type: none"> <li>Gain an understanding of Opera as dramatic storytelling and the interrelation of music and drama.</li> <li>Sing from memory with improved control of pitch, rhythm, and volume.</li> <li>Be able to convey drama through singing and an understanding of what the character is doing whilst singing (action/body), how the character is doing it (dynamic) and how they will communicate where they are doing it (space).</li> <li>Understand the rehearsal process (prepare – explore – learn – create).</li> <li>Develop critical reflection skills – identify group strengths and weaknesses.</li> </ul> <p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> </ul> <p><b>Model Music Curriculum:</b></p> <ul style="list-style-type: none"> <li>Year 3: Sing a widening range of unison songs tunefully and with expression, performing actions confidently.</li> <li>Year 4: Begin to sing repertoire with small and large leaps as well as a simple 2nd harmony part.</li> </ul> <p><b>Musical understanding (ongoing)</b></p> <p><i>Rhythm pizza and rhythm grid – copy rhythms and be able to learn about notation/sound &amp; symbol connection (talk about differences between pulse and rhythm). Play warm up games to develop musical knowledge and skills.</i></p>	<p><b>Computing</b></p> <p><b>Year 3</b></p> <p>Unit 3.3 – Spreadsheets 2Calculate</p> <p>Unit 3.4 – Touch-Typing 2Type</p> <p>Unit 3.6- Branching Databases</p> <p><b>Year 4</b></p> <p>Unit 4.3 – Spreadsheets 2Calculate</p> <p>Unit 4.4 – Writing for different audiences 2email 2connect 2DIY</p> <p>Unit 4.6- Animation</p>	<p><b>History – Pompeii</b></p> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Know about at least one significant figure – Pliny (Important Roman writer who witnessed the Vesuvius eruption)</li> </ul> <p><b>Range and depth of historical enquiry</b></p> <ul style="list-style-type: none"> <li>To recognise how archaeology played a significant role in discovering the effects of Mount Vesuvius, Pompeii.</li> <li>Find out about everyday lives of people in time studied through natural preservation.</li> <li>Identify key events and impact of the Pompeii eruption compare to recent natural disaster.</li> </ul> <p><b>Interpretations of History</b></p> <ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event (Pompeii disaster)</li> <li>Ask a variety of questions.</li> </ul>
		<p><b>EASTER PLAY</b></p> <ul style="list-style-type: none"> <li>Sing a range of songs in unison and in 2-parts (including rounds). Sing tunefully and with expression.</li> <li>Demonstrate a good singing posture.</li> <li>Communicate the meaning of the words and clearly articulate them.</li> <li>Plan the performance for an audience.</li> </ul>	

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