



Framework of Skills, knowledge and Understanding
Subjects

Art & Design/D & T	Computing	Science (taken from Focus Ed)	Geography
<p>Drawing Skills (1st ½ term) – developing fine motor and observational skills. <i>We will be producing a still-life piece of art inspired by the works of Paul Cezanne and Vincent van Gogh, whilst learning about them about artists.</i></p> <ul style="list-style-type: none"> To be able to hold a pencil effectively. To use a pencil to produce light and heavy marks using different pressure; to develop shading techniques. To be able to draw lines of different shapes and thickness, and patterns, e.g. cross-hatch. To choose and use different grades of pencil to show light and dark, tones and texture. To experiment with an alternative media (pastels). To develop observational skills – use viewfinders to focus on a small area; use sketches to produce a final piece of work, developing the sketch using increasing elements of progression and skill. To reflect on and evaluate their drawing techniques. <p>PSHE/ Relationships and Sex Education</p> <p>Being safe in a Digital World:</p> <ul style="list-style-type: none"> Positive aspects of being online. 	<p>Touch typing There are many areas of research-based evidence that suggests that touch typing (i.e. being able to type without looking at the keyboard) is a highly beneficial skill for children to learn, particularly those with additional learning needs, especially dyslexia, dyspraxia, and ADHD. We will cover this skill in the 1st half of Spring term and regularly re-visit over the year.</p> <p>Music</p> <p>Music STOP! Charanga original scheme</p> <ul style="list-style-type: none"> Listen to Grime/rap music and discuss some of the style indicators, instruments & musical dimensions. Discuss the differences between rap and singing. Learn to sing the grime song ‘Stop!’ and compose own ‘rap’ verse. Compose lyrics for a new verse in small groups, review, then make final decisions as a class. Perform the song. Link the performance to the style of the song. 	<p>Properties and Change of Materials</p> <ul style="list-style-type: none"> Identify and name a range of everyday materials and their uses. Describe the simple physical properties of a variety of everyday materials. Compare and classify a variety of materials based on their simple physical properties; based on their states of matter. Explore how the shapes of solid objects can be changed (squashing, bending, twisting, stretching); explain what happens to materials when they are heated or cooled. Sort materials in different ways and by a number of different criteria. Describe what it means to reverse a change. Describe which changes can/cannot be reversed. Explain changes to the state of water. Explain the part that evaporation and condensation have in the water cycle. Explain the process of dissolving. Recover a substance from a solution. Decide how a mixture would best be separated (filtering, sieving, evaporating). 	<p>Mountains.</p> <p>Place Knowledge</p> <ul style="list-style-type: none"> Name the four countries making up the United Kingdom and find the UK on a map/globe? Name the continents of the world and find them in an atlas? Find where they live on a map of the UK? Name and locate some of the UK’s and world’s most famous mountain regions on maps? <p>Geographical Skills</p> <ul style="list-style-type: none"> Label a diagram or photograph of a mountain using some geographical words? Use maps and atlases appropriately using contents and indexes? Begin to understand how land height is shown on maps. Describe how mountains are formed? Identify/describe physical features of a Mountain? Show some understanding about mountain environments, e.g. living things and their habitats, weather in different parts, living/recreational aspects and use.

<ul style="list-style-type: none"> Managing online relationships and reputation, including knowing when and how to ask for help. Privacy and Security. Managing online information. <p>Ongoing = social and relationship skills. = Safety, e.g. when out in the community.</p> <p>See EHCP outcomes.</p> <p style="text-align: center;">R.E.</p> <p>(taken from Y5 syllabus) <u>Why do Christians believe Jesus was the Messiah?</u> <u>Why is the Torah so important for Jewish people?</u></p>		<p>Working scientifically</p> <p>Set up a simple test to explore the differences between materials (e.g. magnetic/non-magnetic, float/sink, hardness, solubility, conductivity, insulation, magnetism).</p> <ul style="list-style-type: none"> Observing. Carry out simple fair test. Explain why a test might be unfair. Make predictions. Say whether things happened as they expected. Suggest how to find things out. Organise things into groups. Record observations pictorially. Plan a fair test and explain why it is fair. Measure temperature of water in different states. Record observations in different ways (labelled diagrams, charts, etc). Use scientific vocabulary to describe what they have found. Answer a scientific question using their findings. Identify variables. Suggest improvements. Use findings to draw a conclusion. Record data in tables, bar charts and line graphs. 	
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