















# Year 1/2 - Autumn - Cycle B

<p><b>History Why are some places special?</b></p> <p>Rights Respecting Articles: 17, 29, 28, 31, 13, 12</p>	<p><b>Geography Where do I live?</b></p> <p>Rights Respecting Articles: 17, 8, 28, 27, 14, 29</p>	<p><b>Computing</b></p> <p>Online Safety Unit 1.1 and Maze Explorers Unit 1.5</p>
<ul style="list-style-type: none"> <li>To begin to understand dates</li> <li>To develop an awareness of the past and use a timeline</li> <li>To know where events fit into a chronological frame work</li> <li>To be able to use vocabulary of historical terms</li> <li>To understand some of the ways we find out about the past using a wider range of sources</li> <li>To be able to ask questions about events</li> <li>To be able to communicate findings and use the historic environment</li> </ul> <div style="display: flex; justify-content: space-around;">   </div>	<ul style="list-style-type: none"> <li>To be able to describe where in the world their house is and learning to write their address.</li> <li>To be able to identify features of their local area and use appropriate vocabulary to describe the area they live in.</li> <li>To explore the human and physical features of each of the four countries in the UK.</li> <li>To be able to identify the four countries of the UK and their capital cities.</li> <li>To be able to identify where on the planet they live and learning how the planet is split into continents and oceans.</li> </ul> <div style="display: flex; justify-content: space-around;">   </div>	<ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> </ul> <div style="display: flex; justify-content: space-around;">   </div>
<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>
<ul style="list-style-type: none"> <li>To sequence a timeline to order famous buildings/structures from the area.</li> <li>To know where these buildings/structures are and why they were/ are important</li> <li>To know why these places are important</li> <li>To know what was in the local area before they were born and compare how it has changed</li> <li>To be able to investigate a site of historical interest by asking questions</li> <li>To be able to communicate their findings in an appropriate way.</li> </ul>	<ul style="list-style-type: none"> <li>To able to describe where they live.</li> <li>To explore the town they live in.</li> <li>To be able to identify the characteristics and features of the countries within the UK.</li> <li>To be able to identify the countries and capital cities of the UK.</li> <li>To be able to name the 7 continents of the world and locate the UK on a world map.</li> </ul>	<ul style="list-style-type: none"> <li>To log in safely.</li> <li>To learn how to find saved work in the Online Work area and find teacher comments.</li> <li>To learn how to search Purple Mash to find resources.</li> <li>To become familiar with the icons and types of resources available in the Topics section.</li> <li>To start to add pictures and text to work.</li> <li>To explore the Tools and Games section of Purple Mash</li> <li>To learn how to open, save and print.</li> <li>To understand the importance of logging out</li> <li>To understand the functionality of the direction keys.</li> <li>To understand how to create and debug a set of instructions (algorithm).</li> <li>To use the additional direction keys as part of an algorithm.</li> <li>To understand how to change and extend the algorithm list.</li> <li>To create a longer algorithm for an activity.</li> </ul>
<p style="text-align: center;"><u>Language</u></p> <p>Timeline place century cathedral castle mine church recent long ago</p>	<p style="text-align: center;">Language</p> <p>Home, street, town, features, London, Edinburgh, Cardiff, Belfast, continent United Kingdom, map, world</p>	<p style="text-align: center;"><u>Language</u></p> <p>Log in, username, password, avatar, log out, save, tools, search engine, internet, instruction, orderalgorithm</p>



# Year 1/2 - Autumn - Cycle B

<p style="text-align: center;"><b>Art &amp; Design</b></p> <p style="text-align: center;"><b>Rights Respecting Articles: 12, 17, 13, 29, 31, 28</b></p>	<p style="text-align: center;"><b>Design Technology</b> <b>Food: Fruit &amp; Vegetables    A Balanced Diet</b></p> <p style="text-align: center;"><b>Rights Respecting Articles: 12, 13, 19, 24, 31</b></p>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Rights Respecting Articles: 13, 17, 23, 28, 29, 31</b></p>
<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a range of art and design techniques in using pattern, texture and shape</li> <li>To learn about the work of a range of artists, craft makers and designers</li> <li>To describe similarities and differences between different practices and disciplines, and make links to their own work</li> </ul>	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>To understand where food comes from</li> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>Use the basic principles of a healthy and varied diet to prepare dishes</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>evaluate their ideas and products against design criteria</li> <li>explore and evaluate a range of existing products</li> </ul>	<ul style="list-style-type: none"> <li>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>To play tuned and untuned instruments musically</li> <li>To listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>To experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>
<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>To explore different textures, taking rubbings using different tools</li> <li>To create a picture using collage and frottage</li> <li>To observe and discuss the techniques used in art work produced by <b>Max Ernst</b></li> <li>To make a 3D collage by selecting and arranging natural materials in a meaningful way and explaining the placement of the composition</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>To make a print design giving careful consideration to the shape of the lego bricks I choose to print with, using an appropriate amount of paint and a variety of colours</li> <li>To create repeating patterns, knowing that a pattern is created by repeating lines, shapes, tones or colours and to create repeating patterns from everyday items with paint</li> </ul> <p><b>Clay</b></p> <ul style="list-style-type: none"> <li>To create an even and regular pattern from clay, using lines, curls and circles</li> <li>To have an understanding of the properties of clay and how to impress patterns; relating this to printing techniques</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p><b>Fruit and Vegetables</b></p> <p><b>To identify if a food is a fruit or a vegetable</b></p> <ul style="list-style-type: none"> <li>To name a number of fruits and vegetables</li> <li>To know how to determine if something is a fruit or a vegetable</li> <li>To understand that some foods we call vegetables are actually fruits</li> </ul> <p><b>To identify where plants grow and which parts we eat</b></p> <ul style="list-style-type: none"> <li>To know that fruits and vegetables grow in one of three places: on trees or vines, above the ground, below the ground</li> </ul> <p><b>To taste and compare fruit and vegetables</b></p> <ul style="list-style-type: none"> <li>To be able to suggest what fruits and/or vegetables are in a drink</li> <li>To taste fruits and vegetables and describe their: appearance/feel, smell, taste</li> <li>To make a choice as to what smoothie I will make and why</li> </ul> <p><b>To make a fruit and vegetable smoothie</b></p> <ul style="list-style-type: none"> <li>To know how to prepare fruit and vegetables</li> <li>To use a knife to cut safely</li> <li>To know how to use a blender</li> </ul> <div style="text-align: right;">  </div> <p><b>A Balanced Diet</b></p> <p><b>To know what makes a balanced diet</b></p> <ul style="list-style-type: none"> <li>To know what 'hidden sugars' are and where to find the nutritional information on a drinks container</li> <li>To know that there are five food groups, made up of: fruit and vegetables, starchy carbohydrates, proteins, dairy, oil and spreads</li> <li>To know roughly how much of each food group to eat each day</li> </ul> <p><b>To taste test food combinations</b></p> <ul style="list-style-type: none"> <li>To know that the most ideal ingredient combinations for my wrap will contain foods from more than one food group</li> </ul> <p><b>To design a healthy wrap</b></p> <ul style="list-style-type: none"> <li>To remember which food combinations work well together and design three possible wraps based on these combinations</li> <li>To choose one of these to make as my 'Final Design'</li> </ul> <p><b>To make a healthy wrap</b></p> <ul style="list-style-type: none"> <li>To know how to slice food safely using the bridge or claw grip</li> <li>To review my design</li> </ul> <div style="text-align: right;">  </div>	<p><b>Song: Hey You!</b>      <a href="#">Style of Main Song: Old School Hip Hop</a></p> <p><b>Unit Theme: How pulse, rhythm and pitch work together.</b></p> <p><b>Listen and Appraise</b></p> <p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p> <p><b>To recognise instruments/voices you can hear.</b></p> <p><b>Clap and Improvise</b></p> <p>To be able to listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>To know rhythms are different from the steady pulse.</p> <p><b>Sing, Play and Improvise</b></p> <p>To use voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to G</p> <p>To know about voices, singing notes of different pitches (high and low).</p> <p>To know you can rap or say words in rhythm.</p> <p>To know the names of the notes in their instrumental part from memory or when written down. C,G</p> <p>To know the names of the instruments they are playing.</p> <p>To know that unison is everyone singing at the same time.</p> <p><b>Improvisation</b></p> <p><i>Take it in turns to improvise using C or C and D</i></p> <p><b>Compose</b></p> <p>A simple melody using simple rhythms, choosing from notes C + D or C,D and E</p> <p><b>Perform &amp; Share</b></p> <p>A class performance of Hey You!! - with rapping, singing and playing</p> <p><b>Song: Rhythm in the Way We Walk</b>      <a href="#">Style of Main Song: Reggae</a></p> <p><b>Unit Theme: Pulse, rhythm and pitch, rapping, dancing and singing.</b></p> <p><b>All elements as above</b></p>
<p style="text-align: center;"><b>Language</b></p> <p style="text-align: center;">contrast, rubbing, texture, sculpture collage, frottage, natural, composition, repeating pattern, motif, tessellation line, shape, tone, flexible</p>	<p style="text-align: center;"><b>Language</b></p> <p style="text-align: center;">Blender, carton, fruit, healthy, ingredients, peel, peeler, recipe, slice, smoothie, stencil, template, vegetable Alternative, diet, balanced diet, evaluation, expensive, healthy, ingredients, nutrients, packaging, refrigerator, sugar, substitute</p>	<p style="text-align: center;"><b>Language</b></p> <p style="text-align: center;">Pulse, rhythm, pitch, rap, improvise, compose, melody, singers, keyboard, bass guitar, drums, decks, percussion, trumpets, saxophone, perform</p>



# Year 1/2 - Spring - Cycle B

## History: Fantastic Firsts

Rights Respecting Articles: 8, 13, 14, 17, 28, 29

- To begin to understand dates
- To know where events fit into a chronological frame work
- To be able to use vocabulary of historical terms
- To know about events beyond living memory that are significant nationally/globally.
- To know the consequences of change
- To know significant events and people
- To identify the differences between a primary source and a modern representation



## Geography Let's Explore London

Rights Respecting Articles: 17, 28, 29, 8, 13, 12

- To name and locate the capital city of the UK
- To use simple compass directions and directional language to describe the location and features and routes on a map.
- To use aerial photos and plan perspectives recognise landmarks and basic human and physical features.
- To identify seasonal and daily weather patterns in the UK.
- To devise a simple map; and use and construct basic symbols in a key.



## Computing

Online Safety Unit 2.2 and Animate Story Books Unit 1.6

Rights Respecting Articles: 13, 16, 17, 28, 29, 36

- To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- to create, organise, store, manipulate and retrieve digital content
- To recognise common uses of information technology beyond school



### Pupils should be taught:

- \* To know what they think are important 'firsts'
- \* To be able to sequence the 'firsts' in chronological order
- \* To know about the first flight and write a simple summary of it
- \* To know about the first films and when they were made
- \* To know who made the first phone call and say why this was a significant invention
- \* To know they moon landing was important and write a brief recount of events.
- \* To be able to give their opinion on which they think is the most important and why?
- \*

### Language

Century, invention, inventor, significance

### Pupils should be taught:

- \* To be able to locate London on a map and describe its location.
- \* To be able to identify and describe the landmarks of London.
- \* To be able to use compass points and positional direction to navigate between London landmarks
- \* To be able to identify and describe a variety of geographical features in London.
- \* To be able to explore seasonal weather patterns in London.
- \* To be able to plan a trip to London

### Language

capital city, physical features, human features, landmarks, weather, North, South East West, compass, map key, seasonal, navigate

### Pupils should be taught:







- To know how to refine searches using the Search tool
- To know how to share work electronically
- To have some knowledge and understanding about sharing more globally on the internet
- To be introduced to Email as a communication tool, opening and sending online communications
- To understand that information put online leaves a digital footprint or trail
- To identify steps that can be taken to keep personal data and hardware secure
- To be able to create, edit, add animation and sound effects to an EBook
- To be able to create, edit, upload and record sounds for a tune

### Language

Copy, paste, inset, save, font, background, layout, position, search, email, open, online, personal data, edit, animate, sound effects, upload, eBook






# Year 1/2 - Spring - Cycle B

<p><b>Art &amp; Design</b></p> <p><b>Rights Respecting Articles: 14, 17, 28, 29, 31</b></p>	<p><b>Design Technology</b></p> <p><b>Structures: Baby Bear's Chair</b></p> <p><b>Rights Respecting Articles: 13, 14, 17, 19, 28, 29</b></p>	<p><b>Music</b></p> <p><b>Rights Respecting Articles: 14, 17, 28, 29, 31</b></p>
<ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To use a range of materials creatively to design and make products</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space</li> <li>To be taught about the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<ul style="list-style-type: none"> <li>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>To play tuned and untuned instruments musically</li> <li>To listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>To experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>  
<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>
<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>To use my body creatively to create human sculptures</li> <li>To create 3D wire-based model of a human that looks active.</li> <li>To draw faces that express different emotions by altering the eyes, mouth, and eyebrows</li> <li>To learn about the work of <b>Edwina Bridgeman</b>, evaluate her work and compare it to their own in simple terms.</li> <li>To make a clothes peg figure using a variety of materials</li> <li>As a class, plan and create a 3D model/sculpture, that can camouflage into its environment, using recycled material</li> <li>To use different tools and methods to paint with good technique, ensuring good coverage</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>To learning to weave and successfully create a weave pattern</li> </ul>  	<p><b>Baby Bear's Chair</b></p> <p><b>To explore the concept and features of structures</b></p> <ul style="list-style-type: none"> <li>To compare the stability of different shapes</li> <li>To identify natural and man-made structures</li> <li>To understand what is meant by stability and identify when a structure is more or less stable than another</li> <li>To know that shapes and structures with wide, flat bases or legs are the most stable</li> </ul> <p><b>To explore strength in different structures</b></p> <ul style="list-style-type: none"> <li>To understand that the shape of the structure affects its strength</li> <li>To know there are different ways paper can be folded to improve its strength and stiffness</li> <li>To build a strong and stiff structure by folding paper and test the strength of my structure</li> </ul> <p><b>To make a structure according to design criteria</b></p> <ul style="list-style-type: none"> <li>To know that chairs are structures and need to be strong, stiff and stable</li> <li>To know how to create joints and structures from paper/card and tape</li> </ul> <p><b>To produce a finished structure</b></p> <ul style="list-style-type: none"> <li>To know how to create joints and structures</li> <li>To evaluate my structure according to the design criteria</li> </ul>  	<p><b>Song: In The Groove</b> Style of Main Song: Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p><b>Unit Theme: How to be in the groove with different styles of music.</b></p> <p><b>Listen and Appraise</b></p> <p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p> <p><b>To recognise instruments/voices you can hear.</b></p> <p><b>Clap and Improvise</b></p> <p>To be able to listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>To know rhythms are different from the steady pulse.</p> <p><b>Sing, Play and Improvise</b></p> <p>To use voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to G</p> <p>To know about voices, singing notes of different pitches (high and low).</p> <p>To know you can rap or say words in rhythm.</p> <p>To know the names of the notes in their instrumental part from memory or when written down. C,G</p> <p>To know the names of the instruments they are playing.</p> <p>To know that unison is everyone singing at the same time.</p> <p><b>Improvisation</b></p> <p>Take it in turns to improvise using C or C and D and D or D and E</p> <p><b>Compose</b></p> <p>A simple melody using simple rhythms, choosing from notes C + D or C,D and E FG</p> <p><b>Perform &amp; Share</b></p> <p>A class performance of Hey You!! - with rapping, singing and playing</p> <p><b>Song: Round and Round</b> Style of Main Song: Bossa Nova</p> <p><b>Unit Theme: Pulse, rhythm and pitch in different styles of music.</b></p> <p><b>All elements as above</b></p>
<p><b>Language</b></p> <p>Sculpture, 3D, model, diagonal, Weave, horizontal, vertical</p>	<p><b>Language</b></p> <p>Function, man-made, mould, natural, stable, stiff, strong, structure, test, weak</p>	<p><b>Language</b></p> <p>Blues, Baroque, Latin, Irish, Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove, audience, keyboard, bass guitar, percussion, trumpet, saxophones</p>

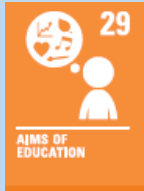







# Year 1/2 - Summer - Cycle B

<p><b>History Who Made History?</b> Rights Respecting Articles: 2,8,12,13,17,28,29</p>	<p><b>Geography Wherever next?</b> Rights Respecting Articles:8,12,12,17,27,28,29,30</p>	<p><b>Computing</b> Spreadsheets 2.3 and Pictograms Unit 1.3 Rights Respecting Articles:16,17,28,29</p>
<ul style="list-style-type: none"> <li>To know about the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>To develop an awareness of the past</li> <li>To begin to understand dates</li> <li>To know where people and events fit into a chronological frame work</li> <li>To be able to use vocabulary of historical terms</li> <li>To be able to ask questions</li> <li>To understand ways in which we find out about the past</li> <li>To be able to identify different ways in which the past is presented</li> </ul> 	<ul style="list-style-type: none"> <li>To know the location of globally significant locations</li> <li>To know the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>To use world maps, atlases and globes.</li> <li>To use simple locational and directional vocabulary</li> <li>To use photographs to identify key features</li> <li>To use simple observational skills to study a physical feature (the weather) of their school's environment.</li> </ul> 	<ul style="list-style-type: none"> <li>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>To use logical reasoning to predict the behaviour of simple programs</li> <li>To recognise common uses of information technology beyond school</li> </ul> 
<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>
<ul style="list-style-type: none"> <li>* To explore evidence to ask and answer historical questions to discover who the mystery person is</li> <li>* To sequence the life of Beatrix Potter and other great events that happened during her life time</li> <li>* To know why we remember Beatrix Potter</li> <li>* To learn about what life was like for Beatrix Potter and compare it to today</li> <li>* To investigate other important people from the past and why we remember them, putting them into chronological order</li> <li>* To recap how we remember Beatrix Potter her importance, impact and significance</li> </ul>	<ul style="list-style-type: none"> <li>* To learn the key differences of different climate zones</li> <li>* To know the key features of the Antarctica</li> <li>* To be able to locate the Arctic and Antarctica and know the key features of the Polar regions</li> <li>* To be able to locate the Equator and know the key features of the equatorial regions</li> <li>* To know the impact of physical features in the equatorial regions on human life</li> <li>* To discover if we live in a hot or cold place through field work on the weather</li> <li>* To carry out an investigation into the weather around the school</li> </ul>	<ul style="list-style-type: none"> <li>To know what rows and columns are in a spreadsheet</li> <li>To open, save and edit</li> <li>To use copying and pasting totalling tools</li> <li>To use a spreadsheet to add amounts</li> <li>To create a table and block graph</li> <li>To contribute to a class pictogram.</li> <li>To understand that data can be represented in picture format</li> <li>To use a pictogram to record results</li> <li>To use a pictogram to record the results of an experiment.</li> </ul>
<p style="text-align: center;"><u>Language</u></p> <p>Chronological, century, decade, before, after, since, individual, change, birth, past, present, compare</p>	<p style="text-align: center;"><u>Language</u></p> <p>Earth, poles, Equator, ocean, continent, North, South, East, West, weather, climate, location, physical feature, compass, globe</p>	<p style="text-align: center;"><u>Language</u></p> <p>Copy, paste, inset, save, font, position, row, column, spreadsheet, open, edit, graph, pictogram</p>



# Year 1/2 - Summer - Cycle B

<p><b>Art &amp; Design</b> Rights Respecting Articles: 8, 13, 17, 29, 30, 31</p>	<p><b>Design Technology</b> Textiles: Puppets Pouches Rights Respecting Articles: 12, 13, 17, 19, 29, 31</p>	<p><b>Music</b> Rights Respecting Articles: 2, 8, 12, 13, 29, 31</p>
<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To learn about the work of a range of artists, describing different practices and disciplines, and making links to their own work</li> <li>To evaluate and analyse creative work using the language of art, and design</li> </ul>  	<ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Design purposeful, functional, appealing products for themselves or other users based on design criteria.</li> <li>Select from and use a range of tools and equipment to perform practical tasks</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics</li> <li>Evaluate their ideas and products against a design criteria</li> </ul>  	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>  
<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>
<p><b>Multimedia Project: Superheroes</b></p> <ul style="list-style-type: none"> <li>To create a large piece of collaborative art work</li> <li>To complete a piece of art using a range of media: paint, pen, pastel, paper texture, pattern</li> <li>To experiment with a range of mark making techniques</li> <li>To use different styles of drawing lines for effect</li> <li>To create a range of colours using a painting wash</li> <li>To blend primary colours to make secondary colours</li> <li>To mix different shades of colour</li> <li>To use materials to add texture</li> <li>To learn about the work of <b>Roy Lichtenstein</b> and create a dot matrix effect in this style</li> </ul>	<p><b>Puppets</b> To join fabrics together using different methods</p> <ul style="list-style-type: none"> <li>To remember that different techniques may be used to join fabrics for different purposes</li> <li>To know how to join fabric by pinning, stapling or gluing</li> </ul> <p>To use a template to create my design</p> <ul style="list-style-type: none"> <li>To design a puppet</li> <li>To build my design on a template</li> </ul> <p>To join two fabrics together accurately</p> <ul style="list-style-type: none"> <li>To align two pieces of fabric and join them together</li> <li>To use a template</li> </ul> <p>To embellish my design using joining methods</p> <ul style="list-style-type: none"> <li>To use joining methods to decorate my puppet</li> <li>To be able to evaluate mine and others' work</li> </ul> <p><b>Pouches</b> To sew a running stitch</p> <ul style="list-style-type: none"> <li>To thread a needle and sew a running stitch</li> <li>To use neat and evenly spaced stitches to join fabric</li> </ul> <p>To cut fabric neatly using a template</p> <ul style="list-style-type: none"> <li>To pin fabric accurately and join fabrics using a running stitch</li> <li>To design a purse</li> </ul> <p>To join fabrics using a running stitch</p> <ul style="list-style-type: none"> <li>To sew neat even stitches</li> <li>To tie a knot at either end of the thread</li> <li>To design decorations for my product</li> </ul> <p>To decorate a pouch using fabric glue or stitching</p> <ul style="list-style-type: none"> <li>To join items using fabric, glue or stitching</li> <li>To decorate fabric using different items</li> <li>To evaluate my own designs</li> </ul>	<p>Song: <i>Your Imagination</i> Style of Main Song: Pop Unit Theme: <i>Using your imagination</i></p> <p><b>Listen and Appraise</b> To know that music has a steady pulse, like a heartbeat. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To know and recognise the sound and names of some of the instruments they use. To recognise instruments/voices you can hear.</p> <p><b>Clap and Improvise</b> To be able to listen and clap back, then listen and clap your own answer (rhythms of words). To know rhythms are different from the steady pulse.</p> <p><b>Sing, Play and Improvise</b> To use voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to G To know about voices, singing notes of different pitches (high and low). To know you can rap or say words in rhythm. To know the names of the notes in their instrumental part from memory or when written down. C, G To know the names of the instruments they are playing. To know that unison is everyone singing at the same time.</p> <p><b>Improvisation</b> Take it in turns to improvise using D or D and E</p> <p><b>Compose</b> A simple melody using simple rhythms, choosing from notes C + D or C, D and E F G</p> <p><b>Perform &amp; Share</b> A class performance of Hey You!! - with rapping, singing and playing</p> <p><b>Perform &amp; Share</b></p> <p><b>Revise</b></p>
<p><b>Language</b> wavy, vertical, horizontal, cross hatch, zig-zag dark, light, thick/thin, wavy/straight, splash effects, Pop Art, primary colour, secondary colour, blending</p>	<p><b>Language</b> Decorate, design, fabric, glue, model, hand puppet, safety pin, staple, stencil, template Accurate, fabric, knot, pouch, running-stitch, sew, shape, stencil, template, thimble</p>	<p><b>Language</b> Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination</p>