

<p>Term and Year - Autumn Term 1 2020</p> <p>Topic - The Island We Live On (History/ Geography/ PSHE)</p> <p>Memorable Experience- Tilgate farm, forest and lake habitats.</p>	<p>P.E. Swimming lessons at K2 every week, throughout the year; Integration with appropriate class in Mainstream school OT- 'Jump Ahead' scheme and OT activities to support fine and gross motor skills, coordination, balance, strength, and sensory processing difficulties.</p>	<p>Design Technology/ Art</p> <p>Famous/ Great British Artists – Constable, Lowry Describe the work and ideas of various artists using appropriate vocabulary and referring to historical and cultural contexts. Explain and justify preferences towards different styles and artists. Begin to develop an awareness of composition, scale and proportion in their own work. Use simple perspective in their work using a single focal point and horizon. Mix colours to express mood, divide foreground and background or demonstrate use of tones.</p>
<p>Science- Living things and their habitats Science - Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things. Give reasons for classifying plants and animals based on specific characteristics. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Investigate: Habitat investigation in school grounds.</p>	<p>Music- Charanga</p> <ul style="list-style-type: none"> English Folk Songs song bank on charanga Traditional music from different countries of the UK. <p>Perform/ Dance</p> <ul style="list-style-type: none"> Scottish dancing performances Irish dances. English country dancing/ Folk dancing/ Morris dancing Clog dancing of wales 	<p>Modern Foreign Languages</p> <p>French: Basic Greetings; Days of the Week; Months of the year; Numbers;</p>
<p>R.E. Holy Books/ Sacred texts NC: Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions I can talk about the different sacred books of religions and how they are sometimes linked WSAS – RE: C2. Enquire into what enables different communities to live together respectfully for the well-being of all I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all. I can respond thoughtfully to ideas about community, values and respect.</p>	<p>Computing Using Games and Apps Google Earth; use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>PSHE</p> <p>H&WB- Feelings and Emotions to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals; to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others; to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>R- Marriage That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p>
<p>Geography Use maps, globes, atlases, google earth and online map resources to locate England/ Britain/ United Kingdom. Continent of Europe to locate the island on which we live. Identify the main countries of Britain and UK and locate a small selection of major cities. Identify capital cities of each country in UK. Look at infrastructure via railways, motorways, road connections including bridges, boats/ ferries, aeroplanes to discuss travel between cities. Identify and classify: city, town, village, hamlet classification. Look at variety of contrasting landscapes in UK. Research having a Staycation in the UK – tourist options- city breaks/ seaside/ lakes/ mountains/ countryside. Which would you chose and why? Hotel/ Cottage/ Camping/ Caravan etc</p>	<p>History- Anglo-Saxons/ Vikings Raiders and Invaders; Resistance of Alfred the Great of Athelstan First king of England; Viking Life; Viking Gods. Looking at artefacts. How do artefacts help us to find out information about the past. Identify and describe some Viking artefacts. Organise information and present it. How did the Vikings who settled in Britain live? What were their houses like? What clothes did they wear? What did they like to eat? What weapons did they use? Why were they such successful raiders and invaders?</p>	

<p>Term and Year- Autumn Term 2, 2020</p> <p>Topic- Space (Science/Geography)</p> <p>Memorable Experience – Visit an observatory/ Planetarium (Winchester/ Herstmonceux)/ or Visiting planetarium company</p>	<p>Modern Foreign Languages</p> <p>French</p> <p>Basic Greetings Colours Feelings</p>	<p>P.E. Swimming lessons at K2 every week, throughout the year; Integration with appropriate class in Mainstream school OT- 'Jump Ahead' scheme and OT activities to support fine and gross motor skills, coordination, balance, strength, and sensory processing difficulties.</p>
<p>Science Forces and Magnets/ Earth and Space</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Investigate: Can magnetic force work through paper/ card/ wood to move objects?</p>	<p>Design Technology/ Art</p> <p>Use 3D materials to build a model of the solar system; papier mache; plasticine; tissue paper globe structures;</p> <p>Use printing techniques to produce texture to represent the craters in the moon/ surface of other planets.</p> <p>Photography of the moon – use charcoal to produce art pieces of the moon. Use shading and tone to create shadows. Use a range of mark making skills using a range of resources, eg charcoal, pastels, paint. Use a variety of techniques including marbling, silkscreen and cold water paste.</p> <p>Observe photography taken from Hubble telescope;</p>	<p>PSHE</p> <p>H&W- Habits and addictions</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong; school rules about health and safety, basic emergency aid procedures, where and how to get help H16. what is meant by the term 'habit' and why habits can be hard to change; which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>
<p>R.E. – Symbols across the main faiths</p> <p>NC: Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions</p> <p>I can describe the meaning of a range of religious symbols from different religions</p> <p>WSAS – RE:</p> <p>A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning</p> <p>I can explore and describe a range of beliefs, symbols and actions.</p> <p>I can show understanding of different ways of life and ways of expressing meaning.</p>	<p>Computing</p> <p>Internet Research</p> <p>Use ipad apps to identify location of planets in the sky; Use devices such as digital telescopes; cameras; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Music - Charanga</p> <ul style="list-style-type: none"> • 'Space' Topic on Charanga- song bank of space themed songs. • Listen t a range of Space themed songs for children. Write your own lyrics to help younger children learn facts about space. Practise and perform your songs to an audience.
<p>Geography – Space and Planets</p> <p>Spherical Bodies Describing the Sun, Earth and Moon as approximately spherical bodies by understanding how this knowledge has been attained. • I can explain why we know the Sun, Earth and Moon are spherical. Identifying scientific evidence that has been used to support or refute ideas or arguments in the context of how ideas changed from a flat earth view. • I can identify scientific evidence which does or does not provide evidence for an idea or argument.</p> <p>The Planets Describing the movement of the Earth, and other planets, relative to the Sun in the solar system by learning the order of the planets and how they move in the solar system. • I can name and describe features of the planets in our solar system. • I can order the planets in our solar system.</p> <p>Geocentric Versus Heliocentric Describing the movement of the Earth, and other planets, relative to the Sun in the solar system by examining the geocentric and heliocentric theories. • I can explain how planets move in our solar system. Identifying scientific evidence that has been used to support or refute ideas or arguments in the context of the shift from heliocentric models of the solar system to geocentric models. • I can identify scientific evidence which does or does not provide evidence for an idea or argument.</p> <p>Night and Day Using the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky by examining why the sun appears to move and the arguments for the Earth's rotation. • I can explain day and night and the apparent movement of the sun across the sky. Identifying scientific evidence that has been used to support or refute ideas or arguments in the context of the evidence for the Earth's rotation. • I can identify scientific evidence which does or does not provide evidence for an idea or argument.</p> <p>Night and Day International Using the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky by predicting night and day in different places on Earth. • I can investigate night and day in different parts of the Earth. Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations in the context of investigating night and day. • I can report and present findings from enquiries.</p> <p>Movement of the Moon Describing the movement of the Moon relative to the Earth by explaining how the Moon orbits the Earth. • I can explain the movement of the Moon.</p>		<p>History-</p> <p>Significant individuals Galileo, Isaac Newton, Neil Armstrong, Yuri Gagarin, Elon Musk, Tim Peakes.</p> <p>1960s Space Race</p>

<p>Term and Year- Spring Term 3, 2021</p> <p>Topic- Dinosaurs (History/ Science/ Geography)</p> <p>Memorable Experience- Visit a prehistoric site; Archeological dig; Fossil hunting at Beachy Head.</p>	<p>P.E. Swimming lessons at K2 every week, throughout the year; Integration with appropriate class in Mainstream school OT- 'Jump Ahead' scheme and OT activities to support fine and gross motor skills, coordination, balance, strength, and sensory processing difficulties</p>	<p>Music - Charanga</p> <p>'Dinosaurs' topic on charanga- Songs about dinosaurs</p>
<p>Science Rocks / Evolution and Inheritance</p> <p>Recognise that soils are made from rocks and organic matter. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Investigate: Investigations to test the durability and permeability of rocks.</p>	<p>PSHE</p> <p>H&W- Growth and Change and Puberty</p> <p>How their body will, and their emotions may, change as they approach and move through puberty; about human reproduction; about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p>	
<p>R.E. Judaism</p> <p>NC: Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions</p> <p>I can discuss a range of religious beliefs</p> <p>WSAS – RE:</p> <p>C2. Enquire into what enables different communities to live together respectfully for the well-being of all</p> <p>I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all.</p> <p>I can respond thoughtfully to ideas about community, values and respect.</p>	<p>Design Technology/ Art</p> <p>Learn to draw dinosaurs – follow step by step guidance on how to draw dinosaurs. Use different resources to create effects, paint, charcoal, pastels, chalks. Make choices in art work to create effects. Use stencils to create printing patterns, repeated patterns, landscapes. Use collage techniques to create landscape pictures. Use 3D modelling materials to create models of dinosaurs- eg plasticine. Use plastic dinosaur toys to create fossils by making imprints into different materials. Use clayslabs, coils, slips to create art pieces. Imprint patterns into clay eg, branches, leaves</p>	<p>Modern Foreign Languages</p> <p>French</p> <p>Basic Greetings</p> <p>Body parts</p> <p>Clothing;</p>
<p>Geography- Rocks</p> <p>Ice Age; Rocks and soils; Different types of rocks- sedimentary, igneous, metamorphic, fossils. Sorting and grouping rocks;</p> <p>Types of Rocks Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and human-made rocks.</p> <p>Grouping Rocks Making systematic and careful observations by examining different types of rocks.</p> <p>Fantastic Fossils Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to.</p> <p>Mary Anning Identifying changes related to simple scientific ideas in the context of theories about fossils.</p> <p>Soil Formation Recognise that soils are made from rocks and organic matter by explaining how soil is formed.</p> <p>Soil Profiles- Making systematic and careful observations in the context of investigating the permeability of different soils. Recording findings using simple scientific language. Reporting on findings from enquiries, including presentations of results and conclusions. Children will present their findings using the key science vocabulary for this lesson.</p>	<p>Computing</p> <p>The Internet and Networks</p> <p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> •use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p>Use search engines to research information and use text and images to create a presentation. Insert text, images, sound clips, video links to create a presentation to others.</p> <p>History - Dinosaurs</p> <p>Prehistoric period; Ice Age; Stone age and how stones and rocks were used to make tools, eg flint to make spearheads.</p> <p>Use a timeline to identify the prehistoric Jurassic period.</p> <p>Look at images of dinosaurs; sort and classify them into groups; learn the names of a range of dinosaurs; understand that dinosaurs were different – some herbivores, carnivores, omnivores, Some laid eggs, some had wings. Understand how palaeontologists have used evidence eg bones, fossils to learn about dinosaurs. Use maps to locate where certain species of dinosaurs lived. How did they become extinct? Investigate animals species that have become extinct, eg the Do-do, and identify endangered animals that are at risk of becoming extinct.</p>	

<p>Term and Year- Spring Term 4, 2021</p> <p>Topic- Greeks Myths and Legends (Geography/ History/RE)</p> <p>Memorable Experience – Meet Zeus</p>	<p>Design Technology/ Art</p> <p>3D sculpture; Greek art and design; Greek architecture; Describe the work of various artists and architects using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>Moving parts; Model making; Linked to the Trojan Horse.</p> <p>DT - Understand how mechanical systems such as levers and linkages or pneumatic systems create movement; Safely measure, mark out, cut, assemble and join with some accuracy ; Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them; Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user , Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas</p>	<p>P.E.</p> <p>Swimming lessons at K2 every week, throughout the year; Integration with appropriate class in Mainstream school</p> <p>OT- ‘Jump Ahead’ scheme and OT activities to support fine and gross motor skills, coordination, balance, strength, and sensory processing difficulties.</p> <p>Music- Charanga</p> <p>Ancient Greece- String instruments (e.g. Cithara) Woodwind instruments (e.g. Aulos)</p>
<p>Science- Uses of everyday materials</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes. Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. I can explain that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Investigate: Investigate whether changes of state are reversible or irreversible.</p>		
<p>R.E.- Greek Gods</p> <p><u>NC:</u> Identify and describe similarities and differences in religious practices and lifestyles both within and between religions</p> <p>I can discuss how different religions affect people’s lifestyles and behaviour</p> <p><u>WSAS – RE:</u></p> <p>A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews</p> <p>I can show understanding of links between stories and other aspects of the communities.</p> <p>I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>Computing</p> <p>Keyboard and Word Processing Skills</p> <p>Use software such as Word to produce text.Insert images and text to produce posters/ leaflets/ diagrams/ labelled pictures with captions.</p> <p>Keyboard Skills; Inserting images; Editing images</p> <p>Use word processing software to create text. Learn to change font style, font colour, font size, use bold, italics, underline and other useful commands. Develop keyboard skills using two hands to quick type.</p> <p>Understand how to use a qwerty keyboard, arro keys to control, enter, space bar, shift, caps lock.</p>	<p>Modern Foreign Languages</p> <p>French</p> <p>Basic greetings</p> <p>Days of the week</p> <p>Months of the year;</p>
<p>History</p> <p>Ancient Greece</p> <p>Who were the ancient Greeks? Ancient Greek democracy; Ancient Greece Olympics; The Battle of Marathon; Greek Gods and Goddesses; The Trojan War.</p> <p>I can * explain how and why empires grow. • explain the chronology of a timeline. * explain how the political system worked in Ancient Greece. •compare this system with other political systems. • learn about the past from sources including art. * compare different city-states and recall facts about the Battle of Marathon. * find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek myth. * use a range of sources to find out about the past and then present my findings.</p>	<p>Geography</p> <p>Ancient Greece and Modern Day Greece</p> <p>Geographical Features</p> <p>Using maps.</p>	<p>PSHE</p> <p>R- Respect and Team work</p> <p>That their actions affect themselves and others; to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others’ points of view; To work collaboratively towards shared goals.</p> <p>LitWW- Resolving differences</p> <p>To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices;</p>

<p>Term and Year- Summer Term 5, 2021</p> <p>Topic- Storms and shipwrecks (Geography, science, history)</p> <p>Memorable Experience</p>	<p>Design Technology/ Art</p> <p>3D Art; Sculptures of sea life; coral; observational drawing; water colour – seascapes, Anthony Gormley – Another place</p> <p>The art work of JMW Turner – explore how he uses paint and brushstrokes to create effects e.g., storm, rain, snow</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> •to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] •about great artists in history <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen – brushstrokes following the direction of grass, stippling to paint sand, watercolour bleeds to show clouds.</p>	<p>P.E.</p> <p>Swimming lessons at K2 every week, throughout the year; Integration with appropriate class in Mainstream school</p> <p>OT- ‘Jump Ahead’ scheme and OT activities to support fine and gross motor skills, coordination, balance, strength, and sensory processing difficulties.</p>
<p>Science- Earth and Space /Living Things and their habitats- Animals</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Describe the movement of the Moon relative to the Earth (Tides). Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.</p> <p>Investigate: What is the most effective way to dry wet material quickly? To investigate night and day on different parts of the earth.</p>	<p>Computing</p> <p>Drawing</p> <p>Using paint programmes to create effects and draw</p> <p>Devices</p> <p>Using meteorological digital equipment to measure temperature, wind speed, rain gauge,</p> <p>Spreadsheets</p> <p>Using spreadsheets to record data; link to data handling in maths including charts and graphs; bar graphs, line graphs, pie charts</p>	<p>Modern Foreign Languages</p> <p>French:</p> <p>Basic Greetings</p> <p>Weather</p> <p>Seasons</p>
<p>R.E.</p> <p>Bible story- Jesus Calms the Storm</p> <p>NC: Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions</p> <p>I can understand stories that can help people make choices about right and wrong</p> <p>WSAS – RE:</p> <p>A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews</p> <p>I can show understanding of links between stories and other aspects of the communities.</p> <p>I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>Music- Charanga</p> <p>Body percussion to create the sounds of a storm (Perpetuum Jazzile – Rain Choir on Charanga)</p>	<p>PSHE</p> <p>H&W- Emotions and Mental Health</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>
<p>History</p> <p>Grace Darling – the life of a significant individual;</p> <p>Produce a timeline of significant events in her life.</p> <p>The invention of lighthouses.</p> <p>The Black Sea ship wreck; Titanic;</p> <p>The Tempest by Shakespeare.</p> <p>Deep sea Explorers – Robert Ballard, Sylvia Earle, Jacques Cousteau</p>	<p>Geography</p> <p>Weather and Climate - Identify and discuss different types of extreme weather and begin to understand how destructive weather can be, e.g., tornados, hail storms, hurricanes, cyclones. (*Compare to extreme natural phenomena including volcano eruptions, earthquakes, tsuanmis. To be taught next term)</p> <p>Seas and Oceans – Aquatic habitats and food chains</p>	

<p>Term and Year- Summer, Term 6, 2021</p> <p>Topic- Heroes and Villains (English, PSHE)</p> <p>Memorable Experience- Meet Cruella de Vil</p>	<p>PSHE</p> <p>Moral issues and dilemmas; Role Models; Good deeds’</p> <p>Organisations that help people; Values and Goals.</p> <p>Explore inner qualities and strengths that make us all superheroes</p> <p>Identify what children need to be responsible</p> <p>R- Differences, discrimination and Bullying</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010); to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help); to recognise and manage ‘dares’ ; to recognise and challenge stereotypes; about the difference between, and the terms associated with, sex, gender identity and sexual orientation; how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	<p>Design Technology/ Art</p> <p>Sculpture, Illustration</p> <p>Puppet Making / Papier mache masks</p> <p>Flip Books/ Comic strips</p> <p>Food Tech- Super food for superheroes- Healthy snacks</p> <p>The work of famous comic artists, Will Eisner; Jack Kirby; Comic artist of Tintin - Georges Remi (Herge’) Asterisk – Albert Uderzo</p> <p>Draw familiar objects with correct proportions. Plan a sculpture through other drawing and other preparatory work. Research and discuss various artists and discuss their processes and explain how these were used in the finished product. Explain and justify preferences towards different styles and artists.</p> <p>Create designs using annotated sketches, cross sectional diagrams and simple computer programmes</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them</p>
<p>Science- States of Matter</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. I can explain that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Investigate: How can we make salt crystals?</p>	<p>Computing</p> <p>Animation</p> <p>Create simple animations of a volcano erupting; Use digital video technology to record science experiments linked to volcano eruptions.</p> <p>Create animations to show comic strip stories. Animated storytelling. ED modelling using ‘Stop, start’ animation techniques.</p> <p>Web searches, using a search engine,</p>	<p>Modern Foreign Languages</p> <p>French:</p> <p>Basic Greetings</p> <p>Food and drink</p>
<p>R.E. David and Goliath</p> <p><u>NC:</u> Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary</p> <p>I can explain what some stories from the Bible mean</p> <p><u>WSAS – RE:</u></p> <p>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people’s lives</p> <p>I can find out about questions of right and wrong.</p> <p>I can begin to express my own ideas and opinions in response.</p>	<p>Music – Charanga</p> <p>Rap about Heroes and Villains</p> <p>Singing and performance</p> <p>Comparing music</p> <p>Listening and appreciation</p> <p>Notation</p> <p>Composition</p> <p>Rhythm.</p> <ul style="list-style-type: none"> • Stop! - Charanga scheme or work linked to Bullying • Listen and Appraise- Heroes and Villains by Eska 	<p>P.E.</p> <p>Swimming lessons at K2 every week, throughout the year; Integration with appropriate class in Mainstream school</p> <p>OT- ‘Jump Ahead’ scheme and OT activities to support fine and gross motor skills, coordination, balance, strength, and sensory processing difficulties.</p>
<p>Geography</p> <p>Research and discover:</p> <p>Extreme natural phenomena including:</p> <p>volcano eruptions, earthquakes, tsunamis</p> <p>Extreme Natural Disasters including:</p> <p>Flooding, Drought and Famine, Forest Fires</p> <p>History</p> <p>The History of Comics</p>		