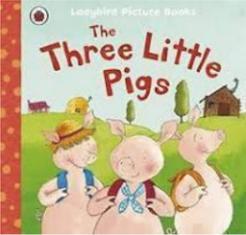
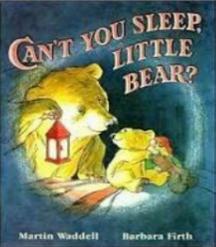
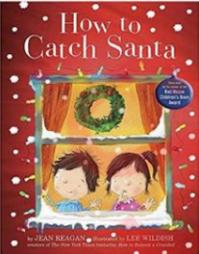
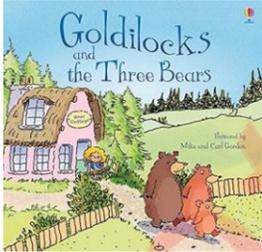
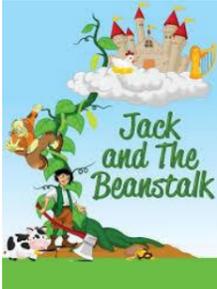
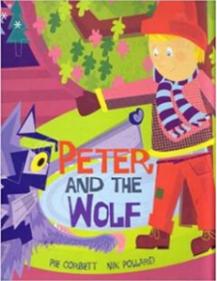


Year One Long Term Overview	Autumn Term		Spring Term		Summer Term		
	Superheroes	Let's Celebrate	Moon Zoom	Memory Box	The Enchanted Woodland	Paws, Claws and Whiskers	
Value Focus	<b>DREAM TEAM</b> Introduction to the 5 values.	Determination We never give up	Responsibility We are honest	Empathy We are kind	Aspiration We aim high	Make a Difference We look after our world.	
British Values	Introduction to British Values	Tolerance	Individual Liberty	Democracy	Mutual Respect	Rule of the Law	
Lines of Enquiry	What is a hero?	How do we celebrate? Why do we celebrate?	Why is an astronaut important?	How have things changed?	How do things grow?	What do animals eat?	
English	Key Texts – Talk For Writing	<b>The Three Little Pigs (A Defeating the Baddie Tale) (6 weeks)</b> 	<b>Can't You Sleep Little Bear? (A wishing tale) (4 weeks)</b>   <b>How to Catch Santa (2 weeks)</b> 	<b>Goldilocks and the Three Bears (A Warning tale) (5 weeks)</b>   <b>Non Fiction – Fact files – astronauts/planets (2 weeks)</b>	<b>Non-fiction – recount (sequencing events) (4 weeks)</b>   <b>Instruction Writing – Jam Sandwich (for teddy bear's picnic with grandparents) (2 weeks)</b>  <b>Recount – Trip</b>	<b>Jack and the Beanstalk (A Finding Tale) (6 weeks)</b> 	<b>Peter and the Wolf (A Warning Tale) (4 weeks)</b>   <b>Writing to inform – non-chronological report about an animal</b>
		Phonics	Revisit Phase 2 and 3 - revisit and consolidate Phase 3 (and to support transition into new year group)	Phase 3 and 4	Phase 4	Phase 4	Phase 5a
English	Teaching of Spelling	<b>Teaching:</b> <ul style="list-style-type: none"> <li>Division of words into syllables</li> <li>Adding -s, -es to words (e.g. pig, pigs; stick, sticks; brick, bricks; catch, catches)</li> <li>Days of the week</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>Knows about and is beginning to use the adjective suffixes -er and -est</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>Compound words (e.g. bedroom, armchair)</li> <li>Adding -ing, ed, and er to verbs (where the root word doesn't need to change)</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>Adding prefix -un and knows how it changes the meaning of these words by negating something e.g. unkind, undoing, untie</li> </ul>		
		<b>Revisit and apply:</b> <ul style="list-style-type: none"> <li>Division of words into syllables</li> <li>Adding -s, -es to words</li> </ul>	<b>Revisit and apply:</b> <ul style="list-style-type: none"> <li>Days of the week</li> <li>Adding -er, -est to words</li> </ul>	<b>Revisit and apply:</b> <ul style="list-style-type: none"> <li>Adding -ing, -ed and er to words</li> </ul>	<b>Revisit and Apply:</b> <ul style="list-style-type: none"> <li>Compound words (e.g. beanstalk)</li> <li>Adding prefix -un</li> </ul>	<b>Revisit and Apply:</b> <ul style="list-style-type: none"> <li>Division of words into syllables</li> </ul>	

				<ul style="list-style-type: none"> <li>Adding -ing, -ed and er to words</li> </ul>		
	<ul style="list-style-type: none"> <li>CVC words</li> <li>Phase 2 and 3 tricky words</li> </ul>	<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Phase 3 tricky words</li> <li>Phase 4 words</li> </ul>	<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Phase 4 –words</li> </ul>	<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Polysyllabic words</li> </ul>	<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Alternative phonemes</li> <li>Phase 5 tricky words</li> </ul>	<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Prefix and Suffix</li> <li>Phase 5 tricky words</li> </ul>
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>Blending and segmenting words consistent with phonics ability</li> <li>Blending sounds in unfamiliar words</li> <li>Rapid grapheme/phone correspondence for GPCs taught</li> <li>Unusual correspondences between spelling and sounds</li> <li>Read and retrieve common exception words</li> <li>Read and re-read aloud books consistent with phonic knowledge (Age Related Band yellow)</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills to decode words</li> <li>Blending sounds in unfamiliar words</li> <li>Rapid grapheme/phone correspondence for GPCs taught</li> <li>Unusual correspondences between spelling and sounds</li> <li>Read and retrieve common exception words</li> <li>Words with contractions (e.g. I’m, I’ll, we’ll)</li> <li>Read and re-read aloud books consistent with phonic knowledge (Age Related band blue/green)</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills to decode words</li> <li>Blending sounds in unfamiliar words</li> <li>Rapid grapheme/phone correspondence for GPCs taught</li> <li>Unusual correspondences between spelling and sounds</li> <li>Read and retrieve common exception words</li> <li>Words with contractions (e.g. I’m, I’ll, we’ll)</li> <li>Read and re-read aloud books consistent with phonic knowledge (Age Related band orange/turquoise)</li> </ul>			
<b>Comprehension</b>	<p>Term 1 – listen to and discuss stories Term 2 – listen to and discuss non-fiction</p> <ul style="list-style-type: none"> <li>Discuss word meanings. Link new meanings to those already known</li> <li>Exploring words with similar and opposite meanings</li> </ul>	<p>Term 3 – listen to and discuss poetry Term 4 – listen to and discuss fairy stories and traditional tales</p> <ul style="list-style-type: none"> <li>Discuss word meanings, linking new meanings to those already known</li> <li>Explore and discuss word families using familiar words to help children in understanding unfamiliar words</li> </ul>	<p>Term 5 – listen to and discuss non-fiction Term 6 – listen to and discuss poetry</p> <ul style="list-style-type: none"> <li>Discuss word meanings, linking new meanings to those already known</li> <li>Explore and discuss word families using familiar words to help children in understanding unfamiliar word</li> </ul>			
<b>Writing – Transcription: Handwriting</b>	<p><b>Readiness for writing:</b></p> <ul style="list-style-type: none"> <li>Maintaining a sitting position on a chair,</li> <li>Sitting at a table correctly</li> <li>Ensuring sufficient hand strength to hold a pencil</li> <li>Hold a pencil comfortably and correctly with an increasingly consistent tripod grip</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Letter ‘families’ in handwriting sessions</li> <li>Forms the digits 0 – 9 with increasing accuracy in handwriting session</li> </ul>	<ul style="list-style-type: none"> <li>Forming all lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Forming capital letters with increasing accuracy</li> <li>Forms the digits 0-9 correctly</li> </ul>	<ul style="list-style-type: none"> <li>Continuing applying skills from previous terms</li> <li>Diagonal and horizontal strokes needed to join some letters (in handwriting sessions)</li> </ul>	<ul style="list-style-type: none"> <li>Diagonal and horizontal strokes needed to join some letters (in handwriting sessions)</li> </ul>	<p>Joining letters using the taught diagonal and horizontal strokes needed to join some letters</p>	

<p><b>Writing - Grammar and Punctuation</b></p>	<p><b>Word:</b></p> <ul style="list-style-type: none"> <li>Nouns</li> <li>Regular plural noun suffixes -s or -es (e.g. pig, pigs; dog, dogs; wish, wishes) – including the effects of these suffixes on the meaning of the noun</li> </ul> <p><b>Sentence:</b></p> <ul style="list-style-type: none"> <li>Combining words to make sentences</li> <li>Join words using ‘and’</li> </ul> <p><b>Text (Grammar):</b></p> <ul style="list-style-type: none"> <li>Sequence words to say a sentence and then write a sentence</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Separation of words with spaces</li> <li>Capital letters and full stops</li> <li>Revise using a capital for personal pronoun I</li> </ul>	<p><b>Word:</b></p> <ul style="list-style-type: none"> <li>Adjectives</li> <li>Adjective suffixes -er and -est (e.g. darker, darkest, grander, grandest, fresher, freshest, quicker, quickest)</li> <li>Using singular and plural nouns</li> </ul> <p><b>Sentence:</b></p> <ul style="list-style-type: none"> <li>Combining words to make sentences</li> <li>Join words using ‘and’ and ‘because’</li> </ul> <p><b>Text (Grammar):</b></p> <ul style="list-style-type: none"> <li>Sequence words to say a sentence and then write a sentence</li> <li>Layout of lists (numbering)</li> <li>Sequence sentences to form short narratives (e.g. two sentences)</li> <li>Questions</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Separation of words with spaces</li> <li>Capital letters and full stops</li> <li>Question marks</li> <li>Capital letters for names and pronoun I</li> </ul>	<p><b>Word:</b></p> <ul style="list-style-type: none"> <li>Verbs</li> <li>Verb suffixes -ing, -ed, and -er that can be added to <b>verbs</b> (where no change is needed in the spelling of root words e.g. -ing, eat, sleep, stick, pick, pour, sing, play, say call; -ed sprint, bang, lick, watch, listen; -er hard, bright, dark, high, deep, quiet)</li> <li>Uses <b>adjectives</b> in writing with increasing independence and accuracy</li> </ul> <p><b>Sentence:</b></p> <ul style="list-style-type: none"> <li>Consistently separates words with spaces in writing</li> <li>Join clauses using and, because with increasing accuracy</li> </ul> <p><b>Text (Grammar):</b></p> <ul style="list-style-type: none"> <li>Sequences sentences to form short narratives</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Application of skills learned in previous terms with consistency and accuracy</li> </ul>	<p><b>Word:</b></p> <ul style="list-style-type: none"> <li>Consolidation of nouns, adjectives and verbs</li> <li>Verb and adjective prefix -un and knows how it changes the meaning of these words by negating something e.g. unkind, undoing, untie</li> </ul> <p><b>Sentence:</b></p> <ul style="list-style-type: none"> <li>Always separates words with spaces in writing</li> <li>Join clauses using and, because with increasing accuracy</li> </ul> <p><b>Text (Grammar):</b></p> <ul style="list-style-type: none"> <li>Sequences sentences to form short narratives</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Application of skills learned in previous terms with independence</li> <li>Exclamation marks</li> </ul>	<p><b>Word:</b></p> <ul style="list-style-type: none"> <li>Consistent application of previous terms learning in writing independently</li> </ul> <p><b>Sentence:</b></p> <ul style="list-style-type: none"> <li>Consistently separates words with spaces in writing</li> <li>Join clauses using and, because</li> </ul> <p><b>Text (Grammar):</b></p> <ul style="list-style-type: none"> <li>Sequences sentences to form short narratives</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Application of skills learned in previous terms with consistency and accuracy</li> </ul>	<p><b>Word:</b></p> <ul style="list-style-type: none"> <li>Knows what a <b>noun, adjective and verb</b> is and can use them in their writing with increasing independence</li> <li>Knows about and is beginning to use the verb and adjective prefix -un and knows how it changes the meaning of these words by negating something e.g. unkind, undoing, untie</li> </ul> <p><b>Sentence:</b></p> <ul style="list-style-type: none"> <li>Consistently separates words with spaces in writing</li> <li>Join clauses using and, because</li> </ul> <p><b>Text (Grammar):</b></p> <ul style="list-style-type: none"> <li>Sequences sentences to form short narratives</li> <li>Reports</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Application of skills learned in previous terms with independence</li> </ul>
<p><b>Writing Tasks</b></p>	<ul style="list-style-type: none"> <li>Narrative Defeating the Baddie Tale – Imitate – including skills focus lessons in effective sentence building/writing, consistent SPAG, story language</li> </ul>	<ul style="list-style-type: none"> <li>Narrative wishing tale – imitate</li> <li>Skills focus – to write a question</li> <li>Writing to inform - instructions for how to catch Santa</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Warning Tale – Imitate and Innovate</li> <li>Writing to inform - fact file</li> </ul>	<ul style="list-style-type: none"> <li>Write a recount – innovate</li> <li>Writing to inform – instructions for a jam sandwich</li> </ul>	<ul style="list-style-type: none"> <li>Write a finding tale – innovate</li> <li>Skills focus lessons - including skills focus lessons on effective sentence building/writing, consistent SPAG, story language</li> </ul>	<ul style="list-style-type: none"> <li>Write a warning tale</li> <li>Writing to inform – a non-chronological report about an animal</li> </ul>

<b>Maths</b>	<b>Daily Counting/ Subitising</b>	<p><b>The importance of counting:</b></p> <ul style="list-style-type: none"> <li>Counting is a child's first experience of number and mathematics</li> <li>Learning to count supports understanding of the number system</li> <li>Counting is one tool for building up calculation strategies</li> <li>Counting backwards is no more difficult than counting forwards</li> <li>Counting must take place every day as part of the maths provision within schools</li> </ul> <p><b>The importance of subitising:</b></p> <p>This is the process whereby we recognise the size of a set at a glance, without 'counting all'. It is seeing its cardinality, from the pattern or structure without having to count the number of objects. For example, recognising within a large number of dots that this larger number is made up of five dots in a group, six dots in a group and three dots in a group. Subitising is an essential skill to acquire and to exercise regularly as it supports children in becoming more efficient mathematicians and in making progress, particularly in calculation.</p> <p><b>Therefore, at Mount Street Academy:</b></p> <p><u>Every day</u> children will spend 5-10 minutes doing whole class daily counting and/or subitising activities (counting linked to the different 5 counting principles as outlined in our counting and calculation policy)</p> <p>This is vital for recall, retrieval and fluency in counting and seeing the cardinality of amounts which underpins all mathematics</p>				
	<b>Objectives</b>	<p><b>Number:</b> Place Value (within 10)</p> <p><b>Number:</b> Addition and Subtraction (within 10)</p> <p><b>Geometry:</b> Shape</p> <p><b>Number:</b> Place Value (within 20)</p>	<p><b>Number:</b> Addition and Subtraction (within 20)</p> <p><b>Number:</b> Place Value (within 50 – including multiples of 2, 5 and 10)</p> <p><b>Measurement:</b> Length and Height</p> <p><b>Measurement:</b> Weight and Volume</p>	<p><b>Number:</b> Addition and Subtraction (within 20)</p> <p><b>Number:</b> Multiplication and Division (including reinforcement of multiples of 2, 5 and 10)</p> <p><b>Number:</b> Fractions</p> <p><b>Geometry:</b> Position and Direction</p> <p><b>Measurement:</b> Time</p> <p><b>Measurement:</b> Money</p>		
<b>Science</b>	<b>Focus</b>	<b>Humans</b>	<b>Seasonal Changes</b>	<b>Everyday Materials</b>	<b>Plants</b>	<b>Animals</b>
	<b>Working Scientifically</b>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul>				
<b>History</b>	<p><b>By the End of Key Stage One children will:</b></p> <ul style="list-style-type: none"> <li>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically- valid questions and create their own structured accounts, including written narratives</li> <li>Begin to understand the methods of historical enquiry and different types of historical evidence (firsthand, second hand and begin to know why contrasting arguments and interpretations of the past have been constructed</li> <li>Begin to gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history and between short- and long-term timescales</li> </ul> <p><b>In order to do this, children will:</b></p> <ul style="list-style-type: none"> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</li> <li>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</li> </ul>					

<p><b>Focus of Study</b></p>	<p><b>Changes within living memory:</b></p> <ul style="list-style-type: none"> <li>Chronology – introduction to timelines</li> </ul> <p><b>Significant individuals in the past:</b> (Real life heroes)</p> <ul style="list-style-type: none"> <li>Florence Nightingale and Mary Seacole comparison</li> <li>Rosa Parks and Emily Davison</li> </ul>	<p><b>Significant events/individuals in history</b></p> <ul style="list-style-type: none"> <li>Guy Fawkes</li> </ul>	<p><b>Significant individuals/events in history –</b></p> <ul style="list-style-type: none"> <li>In depth focus Neil Armstrong (International)</li> <li>Tim Peake (National)</li> <li>Michael Foale (Local)</li> </ul>	<p><b>Changes within and beyond living memory that are significant nationally or globally:</b></p> <ul style="list-style-type: none"> <li>Study of The Victorian era.</li> <li>Local study (MSA)</li> </ul> <p><b>Significant individuals in history:</b></p> <ul style="list-style-type: none"> <li>Queen Victoria</li> </ul>			
<p><b>Geography</b></p>	<p>In KS1 children will grasp:</p> <p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>Name and locate the world’s seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>						
	<p><b>Focus of Study</b></p>		<p><b>Human and physical geography</b></p> <p>Recognise human &amp; physical features on an aerial photograph or simple map: Features of Lincoln and Lincolnshire Local area – human and physical. Map work.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Geography of school and grounds &amp; identify the key human and physical features of surrounding environment: Drawing maps</p>	<p><b>Locational Knowledge:</b></p> <p>Locate the four countries of the United Kingdom on a map. Name the capital cities and basic characteristics of each country.</p> <p><b>Human and physical geography:</b></p> <p>Understand that UK is an island and that it is surrounded by sea – key physical features</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps and globes: Zoom out from Lincoln. Find USA on world map (linked to Neil Armstrong and Space)</p>		<p><b>Place Knowledge:</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Human and physical geography:</b></p> <p><b>** Revisit UK, Capital Cities and Surrounding Seas **</b></p>	
<p><b>Physical Education (PE)</b></p>	<p><b>Focus</b></p>	<p>Gymnastics (Trinity Coach) Dance (Unit 1) (Class Teacher)  Dance (Unit 2) (Class Teacher)</p>	<p>Attack, Defend, Shoot (Unit 1) (Class Teacher)  Dance (Unit 2) (Class Teacher)</p>	<p>Attack, Defend, Shoot (Unit 2) (Class Teacher)  Send and Return (Unit 1) (Class Teacher)</p>	<p>Fencing (Trinity Coach)  Send and Return (unit 2) (Class Teacher)</p>	<p>Athletics/Team Games (Trinity Coach)  Hit, Catch, Run (Unit 1) (Class Teacher)</p>	<p>Athletics (Class Teachers and TA's)  Hit, Catch Run (unit 2) (Class teacher)</p>

<b>Religious Education</b>	<b>Discovery RE</b>	<p><b>Theme:</b> Creation Story <b>Concept:</b> God/Creation (Believing/Behaving) AT1 A – beliefs, teaching and sources AT2 F – Values and Commitments <b>Religion:</b> Christianity</p> <p><b>Humanism Link</b> <b>Theme:</b> How the World Began <b>Concept:</b> Origin of the World (Believing/Behaving) AT1 A- Beliefs, teachings and sources AT2 F - Values and commitments <b>Religion:</b> Humanist</p>	<p><b>Theme:</b> Christmas <b>Concept:</b> Incarnation (Believing/Belonging) AT1 A - Beliefs, teachings and sources AT2 D - Identity, diversity and Belonging <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Jesus as a friend <b>Concept:</b> Incarnation (Believing/Behaving) AT1 A - Beliefs, teachings and sources AT2 D - Identity, diversity and Belonging <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter - Palm Sunday <b>Concept:</b> Salvation (Believing/Behaving) AT1 A - Beliefs, teachings and sources AT1 C - Forms of expressing meaning AT2 E - Meaning, purpose and truth <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Prayer at home <b>Concept:</b> Prayer (Believing/Belonging) AT1 B Practices and ways of life AT1 F Values and commitments <b>Religion:</b> Islam</p>	<p><b>Theme:</b> Places of Worship – Churches <b>Concept:</b> Community and belonging <b>Key Question:</b> (Believing/Belonging) AT1 B - Practices and ways of life AT2 D - Identity, diversity and belonging <b>Religion:</b> Christianity</p>
<b>PSHE</b>	<b>Jigsaw</b>	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Art</b>		<p><b>Drawing Application:</b> Exploring mark making in drawing using different media Expressing marks in response to music/emotion.</p> <p><b>Painting Application:</b> How to use paint effectively including how to hold the brush, how to load it and how to wash it effectively. Name primary colours. Explore Pop Art. <b>Artist Focus:</b> Andy Warhol: Pop Art</p>	<p><b>Painting Application:</b> Mixing primary colours to make secondary colours (colour wheel)</p> <p><b>Sculpture Application:</b> Explore the medium of clay and manipulating for a purpose.</p>	<p><b>Drawing Application:</b> Controlling marks; lighter and darker tones <b>Artist Focus:</b> Van Gogh - Fishing Boats at Saintes-Maries-de-la-Mer 1888</p> <p><b>Printing Application:</b> Relief printing onto paper and clay – explore pattern.</p>	<p><b>Drawing Application:</b> Expanding media – charcoal, chalks. <b>Artist Focus:</b> Lascaux cave drawings – in France (prehistoric 15-20,000 yrs. old)</p> <p><b>Painting Application:</b> Warm and cool colours <b>Artist Focus:</b> Matisse: The Dessert; Harmony in Red (The Red Room) 1908</p>	<p><b>Painting Application:</b> External Graffiti Artist – <b>Urban/street art</b> <b>Artist Focus:</b> Banksy</p> <p><b>Textiles Application:</b> Texture and pattern. Rubbings and natural weaving.</p>	<p><b>Drawing Application:</b> Observational drawings</p> <p><b>Sculpture Application:</b> Developing awareness of form – Plasticine animals. <b>Artist Focus:</b> Niki de Saint Phalle</p>

<b>Design and Technology</b>		<b>Area of Focus:</b> Food and nutrition <b>Application:</b> Preparing fruit and vegetables		<b>Area of Focus:</b> Mechanisms <b>Application:</b> Wheels and Axels	<b>Area of Focus:</b> Structures <b>Application:</b> Freestanding structures		<b>Area of Focus:</b> Mechanisms <b>Application:</b> Sliders and Levers
<b>Music</b>	<b>Music Express Programme</b>	'Ourselves' Exploring sounds (3 lessons)  'Number' Beat (3 lessons)	'Animals' Pitch (3 lessons)  'Weather' Pitch (3 lessons)	'Machines' Beat (3 lessons)  'Seasons' Pitch	'Our School' Exploring Sounds (3 lessons)  'Pattern' Beat	'Story time' Exploring sounds (3 lessons)  Our bodies' Beat (3 lessons)	'Travel' Performance  'Water' Pitch
<b>Computing</b>	<b>Including Purple Mash</b>	Word Processing and presenting skills	Online safety and exploring Purple Mash	Algorithms	Programming	Animated story books	Technology outside school