

Cycle B Autumn 1 Focus: Patterns and Pictures

Subject	KS1	LKS2	UKS2
Art and D&T	<ul style="list-style-type: none"> - To learn 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. <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</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, architects and designers in history. 	<ul style="list-style-type: none"> - <i>Improve their mastery of art and design techniques, including drawing painting and sculpture with a range of materials</i> - <i>About great artists, architects and designers in history</i>
Computing		We are software developers	<i>We are Artists</i>
Geography & History	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		<ul style="list-style-type: none"> - <i>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</i>
Music	<i>Rolling programme of music by Wickersley</i>		
PE	<ul style="list-style-type: none"> - KS1: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - <i>Essential skills development Y1:</i> <ul style="list-style-type: none"> • To warm up and cool down appropriately • To use space and equipment safely • To know that being active is good for them/can be fun • To describe how they feel when they have worked hard • To talk about the exercise they have done • To talk about the exercise others have done • To begin to identify good techniques (for physical activity) • To discuss how successful they have been and begin to suggest improvements - 	<p>Y3 Football, Dance (Topic related) Y4 Rugby, Dance (Street Dancing)</p>	<p><i>Y5 - Football and Gymnastics</i></p> <p><i>Y6 - Hockey and Gymnastics</i></p>

- *Essential skills development Y2:*
- • To warm up and cool down appropriately
- • To use space and equipment safely
- • To know that being active is good for them/can be fun
- • To describe how they feel when they have worked hard
- • To talk about the exercise they have done
- • To talk about the exercise others have done
- • To begin to identify good techniques (for physical activity)
- • To discuss how successful they have been and begin to suggest improvements
- • Develop their ability
- • Develop their coordination (changing direction, using x2 body parts at once etc)
- • Develop their balance (to support own body weight)
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- **KS1: Perform dances using simple movement patterns.**
- *Dance skills development Y1:*
- • To copy and remember basic gymnastic actions (pike, tuck etc)
- • To move with control
- • To move with some awareness of the space
- • To show contrasts in movements (small/tall, high/low, straight/curved, wide/narrow)
- • To hold a position (balance)
- • To stretch and curve (develop flexibility)
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- *Dance skills development Y2:*
- • To copy and remember moves and positions
- • To repeat and explore movements
- • To move with some control, co-

	<p>ordination and care</p> <ul style="list-style-type: none"> - • To perform dance actions with care and coordination - • To link two or more actions together to make a sequence - • To choose movements to communicate a mood, feeling or idea - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 		
<p>PSHE & SMSC</p>	<ul style="list-style-type: none"> - 1q Identify and respect differences and similarities between people - 1m Recognise that bullying is wrong - 1n List ways to get help in dealing with it - - - Patriotism - Courage - Creativity - Respect for others - Trustworthy 	<p><u>PSHCE</u></p> <p>2t Identify different types of relationships</p> <p>2u Show ways to maintain good relationships</p> <p>2w Describe some of the beliefs and values in society</p> <p>2x Demonstrate respect and tolerance towards people different from themselves</p> <p><u>SMSC</u></p> <p>Patriotism</p> <p>Courage</p> <p>Creativity</p> <p>Loyalty</p> <p>Liberty</p>	<p><u>RRS</u></p> <ul style="list-style-type: none"> • Articles 4, 8, 13, 14, 19, 23 <p><u>SMSC</u></p> <p><i>Patriotism</i></p> <p><i>Courage</i></p> <p><i>Creativity</i></p> <p><i>Loyalty</i></p> <p><i>Liberty</i></p> <p><u>PSHE</u></p> <p>2m <i>List some ways of resisting negative peer pressure around issues affecting their health and wellbeing (VVG link)</i></p> <p>2q <i>Explain how their actions have consequences for themselves and others</i></p> <p>2r <i>Describe the nature and consequences of bullying</i></p>

			<p><i>2s Express ways of responding to bullying</i></p> <p><i>2e Discuss some of the bodily and emotional changes at puberty</i></p> <p><i>(Science link)</i></p> <p><i>2f Demonstrate some way of dealing with these in a positive way</i></p> <p><i>2j Make choices about how to develop a healthy lifestyle</i></p> <p><i>2k Identify some factors that affect emotional health and well being</i></p>
<p>Science</p>	<p>All living things and their habitats **May feature at different points in year linked to Nocturnal animals & SAT preparation.</p> <ul style="list-style-type: none"> - Explore and compare the differences between things that are living, dead, things that have never been alive. - Identify that most living things live in habitats to which they are suited and describe how difference habitats provided for the basic needs of different kinds of animals and plants, and how they depend on each other. - Identify and name a variety of plants animals in their habitats including microhabitats. <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><u>Light</u></p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is in the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. 	<p><u>Properties of Materials</u></p> <ul style="list-style-type: none"> - <i>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> - <i>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</i> - <i>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</i>

			<ul style="list-style-type: none">- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic- demonstrate that dissolving, mixing and changes of state are reversible changes- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
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