The Wider Curriculum & Curriculum Enhancement

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# Friendship, Faith, Future

School values and worship foci

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| CYCLE A | | |
| Autumn | Spring | Summer |
| **School value:** Respect (core value)  Black history month  **Anti-**bullying week  Diwali  Advent & Christmas | **School value:** Generosity  MLK day & HMD day  Chinese New Year  Lent & Easter | **School value:** Truthfulness  GRT heritage month  Courageous advocacy |
| **CYCLE B CYCLE B** | | |
| **Autumn** | **Spring** | **Summer** |
| **School value:** Respect (Core value)  Trust  Black history month  **Anti-**bullying week  Diwali  Advent & Christmas | **School value:** Justice  MLK day & HMD day  Chinese New Year  Lent & Easter | **School value:** Service  GRT heritage month  Courageous advocacy |
| **CYCLE C CYCLE B** | | |
| **Autumn** | **Spring** | **Summer** |
| **School value:** Perseverance  Black history month  **Anti-**bullying week  Diwali  Advent & Christmas | **School value:** Thankfulness  MLK day & HMD day  Chinese New Year  Lent & Easter | **School value:** Compassion  GRT heritage month  Courageous advocacy |

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|  | **Curriculum Enrichment** **Cycle A 2023-24** | | | |
|  | **Learning Focus** | **Visits/visitors** | **Community** | **Charity/Courageous Advocacy** |
| **Willows** | Me, Myself, I  Heroes  On the Move  Shipley and beyond | Visit to Theatre: Stick Man  Visit from The Dog’s Trust  Farm visit  Pantomime: Dick Whittington  Amberley Museum  Wheels Show  Knepp Estate | Harvest Festival  Remembrance day  Christmas Concert & Christingle with scouts  Knepp Estate  Easter service  Wheels Show | Jeans for Genes  British Legion  Children in Need  Save the Children  Comic Relief |
| **Oaks** | Bonfires & fireworks: The Gunpowder Plot  Wings & Wheels  Shipley and beyond | Visit to Theatre: Stick Man  Visit from The Dog’s Trust  Pantomime: Dick Whittington  Farm visit  Amberley Museum  Wheels Show  Knepp Estate | Harvest Festival  Remembrance day  Christmas Concert & Christingle with scouts  Knepp Estate  Easter service  Wheels Show | Jeans for Genes  British Legion  Children in Need  Save the Children  Comic Relief |
| **Ash** | World War 1  Wings & Wheels  Shipley and beyond | Horsham museum workshop  Visit to WW1 Memorial Trench  Visit from The Dog’s Trust  Pantomime: Dick Whittington  Farm visit  Amberley Museum  Wheels Show  Knepp Estate | Harvest Festival  Remembrance day  Christmas Concert & Christingle with scouts  Easter Service  Knepp Estate  Wheels Show | Jeans for Genes  British Legion  Children in Need  Save the Children  Comic Relief |
| **Sycamores** | World War 1  Wings & Wheels  Shipley and beyond | Horsham museum workshop  Visit to WW1 Memorial Trench  Visit from The Dog’s Trust  Pantomime: Dick Whittington  Farm visit  Amberley Museum  Knepp Estate  Wheels Show  Little Lifesavers: First Aid training  Bikeability cycle training | Billingshurst Lions ROAR project  Harvest Festival  Remembrance day  Christmas Concert & Christingle with scouts  Knepp Estate  Y6 leavers service  Gatwick STEM project  Wheels Show | Jeans for Genes  British Legion  Children in Need  Save the Children  Comic Relief |

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|  | **Curriculum Enrichment** **Cycle B 2023-25** | | | |
|  | **Learning Focus** | **Visits/visitors** | **Community** | **Charity/Courageous Advocary** |
| **Willows** | Me, Myself, I  Dinosaurs  On the Move  By the seaside | Visit to Southwater Country park  Pantomime/theatre visit  Coastal visit  South Downs national park visit | Harvest Festival  Remembrance day  Christmas Concert & Christingle  Easter service | Jeans for Genes  British Legion  Children in Need  Save the Children  Sport Relief |
| **Oaks** | History: Toys & Games  Great Fire of London  Map Masters | Visit to the toy museum  Fire Brigade visit  Pantomime/theatre visit  Coastal visit  South Downs national park visit | Harvest Festival  Remembrance day  Christmas Concert & Christingle  Easter service | Jeans for Genes  British Legion  Children in Need  Save the Children  Sport Relief |
| **Ash** | Ancient Romans: Swords & Sandals  The Indus valley  Mountains & Rivers | Bignor Roman villa  Pottery workshop/ Archaeologist visit  Pantomime/theatre visit  South Downs national park visit | Harvest Festival  Remembrance day  Christmas Concert & Christingle  Easter Service | Jeans for Genes  British Legion  Children in Need  Save the Children  Sport Relief |
| **Sycamores** | Anglo Saxons & Vikings  The Mayans/South America  Earth Matters | Anglo Saxon experience, Winchester  Archaeologist visit  Pantomime/theatre visit  South Downs national park visit | Harvest Festival  Remembrance day  Christmas Concert & Christingle  Y6 leavers service | Jeans for Genes  British Legion  Children in Need  Save the Children  Sport Relief |

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|  | **Curriculum Enrichment** **Cycle C 2025-26** | | | |
|  | **Learning Focus** | **Visits/visitors** | **Community** | **Charity/Courageous Advocary** |
| **Willows** | Me. Myself, I  Victorian Shipley – 150th anniversary of Shipley School  On the Move  By the seaside | Knepp visit | Harvest Festival  Remembrance day  Christmas Concert & Christingle  Knepp Estate  Easter service | Jeans for Genes  British Legion  Children in Need  Save the Children  Comic Relief |
| **Oaks** | Victorian Shipley – 150th anniversary of Shipley School | Rainbow Theatre workshop  Knepp visit | Harvest Festival  Remembrance day  Christmas Concert & Christingle  Knepp Estate  Easter service | Jeans for Genes  British Legion  Children in Need  Save the Children  Comic Relief |
| **Ash** | Victorian Shipley – 150th anniversary of Shipley School | Rainbow Theatre workshop  Knepp visit | Harvest Festival  Remembrance day  Christmas Concert & Christingle  Easter Service  Knepp Estate | Jeans for Genes  British Legion  Children in Need  Save the Children  Comic Relief |
| **Sycamores** | Victorian Shipley – 150th anniversary of Shipley School | Rainbow Theatre workshop  Knepp visit | Harvest Festival  Remembrance day  Christmas Concert & Christingle  Knepp Estate  Y6 leavers service | Jeans for Genes  British Legion  Children in Need  Save the Children  Comic Relief |

Curriculum Overview and Skills Progression Year B

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| **B** | Acorns Class | Oak Class | | Maple Class | | Elder Class | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Early Reading | Following the ReadWriteInc Scheme of Learning (including intervention work for pupils beyond Key Stage 1 who require it) | | | | | | |
| Reading | Following the school’s English Overview. See this for progression. | | | | | | |
| Writing | Following the school’s English Overview. See this for progression. | | | | | | |
| Handwriting | Following the Pen Pals Scheme of Learning. See overview for skills progression. | | | | | | |
| SPaG | Following the school’s English Overview. See this for progression. | | | | | | |
| Maths | Following the Whiterose Scheme of Learning. See the individual year group schemes for overviews of termly skills progression. | | | | | | |
| Science | Can explain why leaves change colour and fall in Autumn.  Can use words to describe the weather. Can draw a recognisable animal.  Can draw a recognisable plant. Know why an object is melting.  Can sort objects into magnetic and non- magnetic.  Can sort objects into ones that sink and ones that float  Can explore and talk about light and shadows  Know what helps a plant to grow. Can order the life cycle of a frog/caterpillar.  Know how a tree changes over the four seasons.  Can talk about how foods change when they are cooked  Know what happens to some animals during winter using the terminology migrate and hibernate | Identify things that are living, dead and never lived. Know the basic needs of a living thing.  Identify and name a variety of plants and animals that live in different habitats. Name a variety of animals including fish, amphibians, reptiles, birds and mammals. Classify and name animals by what they eat (carnivore, herbivore and omnivore).  Sort animals into categories (including fish, amphibians, reptiles, birds and mammals). Know the body parts of some animals.  Explain how an animal is structured. Name the basic parts of the human body.  Know which part of the body is linked to each sense. Match the adult animals to their babies.  Order the stages of human life cycle.  Know what an animal and human needs to survive. Know the importance of a balanced diet.  Identify foods which are healthy and unhealthy. Know that exercise is important to keep healthy.  Explain how and why we need to keep our bodies clean.  Name different materials and tell you what is made form wood, plastic, glass, metal, water and rock.  Use words such as hard/soft, shiny/dull to describe physical properties of everyday materials.  Know how to group everyday materials and explain why I have grouped them in that way. | | Understand the functions of different parts of flowering plants and trees. Investigate and describe the needs of different plants for their survival. Know and can explain how water is transported in plants.  Know how the plant life cycle works. Know that I need light to see things. Know that dark is the absence of light.  Know and can explain which surfaces reflect light. Explain how mirrors work in reflecting light.  Know that light from the sun can be dangerous to our eyes. Explain how we can protect our eyes from the dangers of the sun. Know how a shadow is formed.  Explain which is the best material to block light to form shadows. Explain how the size of shadows change.  Describe how sound is made.  Explain how sound travels from a source to our ears. Explain the place of vibration in hearing.  Know how the feature of an object can change the pitch of a sound.  Find patterns between the volume of the sound and the strength of the vibrations that produced it.  Understand how sound travels over distance. Explain how distance affects the sounds we hear.  Know the three different types of naturally formed rock.  Know how to group together different kinds of rocks. I can do this using their appearance and physical properties.  Know how fossils are formed.  Know that soil is made from rocks and organic matter.  Can identify and name appliances that need electricity to work. Know how to make a series circuit.  Can name the basic parts of the circuit.  Know that I need a complete circuit for a bulb to light. Know that a switch open and closes a circuit.  Understand that when the circuit is closed the bulb will light. Can name some conductors and insulators.  Can group materials together to show if they are solids, liquids or gases.  Can explain what happens to some materials when they are heated or cooled. Understand that temperature affects what happens to some materials.  Can explain how the water cycle works. | | Describe the life cycles of different living things: mammal, amphibian, insect and bird. Can describe the process of reproduction in plants.  Can identify the parts of a flower  Can describe the process of reproduction in animals.  Know about the work of Sir David Attenborough – the naturalist. Can classify living things into groups according to characteristics.  Know what the difference is between an invertebrate and vertebrate.  Know how to classify plants and animals into different groups according to their characteristics.  Can identify and name the main parts of the human circulatory system. Can describe the function of the heart, blood vessels and blood.  Know the positive and negative impact of diet, exercise, drugs and lifestyle on the way my body functions.  Can describe in detail the ways in which nutrients and water are transported in animals including humans.  Can describe the changes as humans develop to old age. Know that living things have changed overtime.  Can explain what gravity is and its impact on our lives. Can identify and explain the effect of air resistance. Can identify and explain the effect of water resistance. Can identify and explain the effect of friction.  Can explain how levers, pulleys and gears allow a smaller force to have a greater effect. Can describe and explain the movement of the Earth and other planets relative to the Sun.  Can describe and explain the movement of the Moon relative to the Earth. Can explain and demonstrate how night and day are created.  Can describe the Sun, Earth and Moon (using the term spherical). | |
| Computing | Learn how to type letters quickly and correctly using a keyboard.  Explore combining painting tools to make digital art.  Complete a simple program on a computer.  Use ICT hardware to interact with age appropriate computer  Navigate around websites with guidance. Know where to go for help or support when online.  Recognise that a range of technology is used in places such as homes and schools. Identify the main parts of a computer. | Following the NCCE Scheme of Learning for Computing and Evolve for Online Safety:  Identify technology  Identify a computer and its main parts Use a mouse in different ways  Use a keyboard to type on a computer Use the keyboard to edit text  Create rules for using technology responsibly  Make careful choices when painting a digital picture  Combine forwards and backwards commands to make a sequence Combine four direction commands to make sequences  Plan a simple program Use a computer to write  Add and remove text on a computer  Identify that the look of text can be changed on a computer Make careful choices when changing text  Use a simple algorithm to create a program | | Following the NCCE Scheme of Learning for Computing and Evolve for Online Safety:  Explain how digital devices function Identify input and output devices  Recognise how digital devices can change the way we work Explain how a computer network can be used to share information Explore how digital devices can be connected  Recognise the physical components of a network  Explain that animation is a sequence of drawings or photographs Relate animated movement with a sequence of images  Identify that commands have an outcome Explain that a program has a start  Recognise that a sequence of commands can have an order To identify that commands have an outcome.  To explain that a program has a start.  To recognise that a sequence of commands can have an order. Recognise that text and layout can be edited  Consider how different layouts can suit different purposes Consider the benefits of desktop publishing  Create a program to move a sprite in four directions Adapt a program to a new context  Identify and fix bugs in a program  Design and create a maze-based challenge | | Following the NCCE Scheme of Learning for Computing and Evolve for Online Safety:  Explain that computers can be connected together to form systems Recognise the role of computer systems in our lives  Experiment with search engines  Describe how search engines select results Explain how search results are ranked  Recognise why the order of results is important, and to whom Explain what makes a video effective  Identify digital devices that can record video Capture video using a range of techniques  Identify that video can be improved through reshooting and editing Consider the impact of the choices made when making and sharing a video Control a simple circuit connected to a computer  Write a program that includes count-controlled loops Create a program that controls a physical computing project Design a form to record information  Compare paper and computer-based databases  Outline how you can answer questions by grouping and then sorting data Explain that tools can be used to select specific data  Explain that computer programs can be used to compare data visually Use a real-world database to answer questions  Identify that drawing tools can be used to produce different outcomes Create a vector drawing by combining shapes  Explain how selection is used in computer programs Design, create and evaluate a program which uses selection | |
| Geography | Identify different places in the local area. Visit different parts of the local area.  Talk about the people in the local area and  what they do. | Distinguish between human and physical features of a small area (e.g. the school) and provide examples.  Use basic Geographical vocabulary to describe physical features of the school, grounds  and surrounding environment. | | Name and locate countries and cities of the United Kingdom. Locate geographical regions of the UK that we are studying. Locate areas of higher ground in the UK.  Use a map to find and describe key features of mountains. | | Describe and understand key aspects of: physical geography, including: climate zones, biomes ad vegetation belts, volcanoes and earthquakes.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe  features studies. | |

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|  | Compare different places in the local area. Look at and talk about simple maps and pictures of the local area.  Compare climates in other countries to our own  Describe the physical features of different places, e.g: beach, forest, hill, and river. | Describe the location of features and routes on maps. (UK). Devise simple picture maps (e.g. school grounds).  Use photographs to recognise landmarks and basic human and physical features (in the UK).  Use simple fieldwork and observational skills to study the geography of their school and its grounds.  Understand geographical similarities and differences of human and physical geography of Thakeham and a small area in a non-European country.  Use 4 point compass directions (north, south, east and west) and simple locational language to describe features of landscapes (e.g. near and far).  Describe the location of features and routes on a map using compass directions. Devise a simple map, including basic symbols in a key (e.g. part of Thakeham). Describe land use and the key human and physical features of the school’s surrounding areas using observation and fieldwork.  Accurately use basic geographical vocabulary to describe physical and human features of places e.g. town, village, river and mountains.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. | Describe the key features of a mountain range.  Understand how different types of UK mountains are formed and change over time. Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Locate countries of the world using maps.  Identify the position and significance of, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and the time zones (including day and night). |
| History | Identifying that things from the past might be different from today – technology, cars, houses etc.  Identifying that things have happened in the past, relating to themselves and within living memory.  Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents.  Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.  Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.  Understanding that some events and people from history are important because they have achieved something or had an effect.  Starting to ask simple questions about people or events from within living memory.  Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event.  Simple words to describe the passing of time – e.g. ‘past’ ‘before’ ‘now’ ‘then’ | Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – The Wright brothers first flight changing the face of West Sussex and Samuel Pepys observations of the Great Fire of London.  Identifying that the past is remembered or ‘constructed’ in different ways across the world.  Identifying that the past can be commemorated each year at specific times  Identifying and comparing people from different periods of time – The Wright brothers and Samuel Pepys.  Identifying how periods of time can impact on individuals and events.  Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – ‘The Wright brothers developed the first flight because they began to wonder how a pilot might balance an aircraft in the air, just as a cyclist balances his bicycle on the road.’  Identifying that changes throughout history have had important consequences – development of flight by the Wright brothers, recording of observations by Samuel Pepys.  Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.  Identifying that certain events and individuals have had major consequences in history – The Wright brothers extended our ability to see he world, some of his maps are still used today etc.  Identifying how events from history are so significant that they are remembered each year – International Nurses Day.  Identifying specific causes and effects from different periods and beginning to establish links between them – the development of the motte and bailey castle (Year A) and the development of flight as a means of protection (Year B).  Identifying why certain people/events are significant in the wider context of history – The Wright brothers’ flights and their impact on the rest of the world etc.  Identifying that certain individuals and events have had an impact locally, nationally and internationally.  Understanding the difference between primary and secondary sources.  Make reasoned interpretations about individuals and events by using a small selection of focused sources.  Using phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’ Using words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’ ‘significant’ ‘primary source’ ‘impact’ ‘explorer’ ‘pioneer’. | Building an understanding of post-1066 Britain through the Victorians and their impact on today’s world by comparison of:   * achievements, * housing, * society, * food, * entertainment, * beliefs   Building a coherent knowledge of Victorian Brighton by focusing on:   * achievements * society * impact   And by drawing comparisons to KS1 topics such as Stephenson and Victorian Seaside Holidays.  Deeper understanding of concurrent civilisations around the world and their impact on later civilisations.  Placing previously learnt periods into context and identifying their impact – Stephenson’s railways linked to Victorian seaside holidays; holidays linked to local economy and growth of settlements.  Identifying the continuity and change from Victorian Britain to the modern day through comparison of:   * housing, * society, * education * entertainment   Identifying why Victorian inventors created so many inventions that are still around today.  Identifying the effect of Victorian inventions on today’s world as either positive or negative.  Identifying the significance of Victorian achievements and their impact on today. Understanding why others might choose alternative achievements.  Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now – who felt more of their impact, us or them?  Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence.  Conducting an enquiry about the greatest impact of the Victorians on today – using sources as evidence in a debate.  Using phrases and words to describe the passing of time - e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’ ‘during this time’ ‘previously’ ‘compared to’.  Using words and phrases to describe events and people from the past – e.g. ‘empire’  ‘emperor’ ‘migration’ ‘conquest’ ‘cause’ ‘effect’ ‘peasant’ ‘rebellion’ ‘reliable’. | Comparing Viking Britain with the Maya civilisation through: achievements, housing, society, food, entertainment, beliefs and understanding the reasoning for similarities/differences between each civilisation.  Identifying the impact of the Ancient Greeks’ on the western world and their chronological place in the context of world history.  Placing the Ancient Greeks into the wider context of historical chronology.  Placing Ancient Maya into chronological context and in direct comparison with Vikings and the Ancient Greeks.  Continued development of concurrent civilisations around the world and their impact on later civilisations.  Identifying the continuities and changes of Greek achievements and inventions from then to now through: democracy, society, entertainment, beliefs.  Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of: housing, society, food, entertainment, beliefs.  Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.  Identifying the cause and effect of Spanish explorers on the Maya – positive or negative? Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance – which achievements were more impressive?  Conducting an enquiry about the impact of the Battle of Britain on today – using sources as evidence in a debate.  Identify the effectiveness of sources as evidence. Use sources of evidence as the basis for an opinion.  Begin to make references to evidence as justification.  Using phrases and words to describe the passing of time and context of civilisations -  e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’ ‘chronology’ ‘context’ ‘the duration of…’ ‘the narrative of history’.  Using words and phrases to describe events and people from the past – e.g. ‘significance’ ‘discovery’ ‘invention’ ‘prosperity’ ‘causation’ ‘diversity’ ‘progression’. |
| DT | Begin to use the language of designing, e.g: build, join and shape.  Think of an idea and then make it better. Learn to construct something.  Select tools to help make something. Begin to talk about changes that have been made to a project.  Learn to use a range of tools: scissors, hole-punches, rolling pins, pastry cutters. Learn about everyday objects by dismantling them.  Begin to learn some simply cooking techniques and hygiene principles. | Introduce the concept of: design, make, evaluate.  Design products to meet a basic design brief that have a definite function for a particular person.  Practice techniques to join and/or strengthen materials eg , gluing and reinforcing card. Perform a range of cutting and shaping techniques eg tearing, cutting, folding and curling.  Investigate historic designs to find their strengths and weaknesses. Design and make products, modifying the product as the project evolves. Demonstrate safe use of a given tool. (saw).  Use a range of joining techniques eg gluing, hinges or combining materials to strengthen. Select from and use ingredients according to their characteristics.  Safely cut, peel or grate ingredients in a hygienic manner (fruit salad). Combine ingredients to produce food. | Embed the concept of: design, make, evaluate.  Produce designs with a clear purpose having explored needs. Select materials carefully to suit the design and use.  Refine methods and design as work progresses, constantly reassessing design. Select appropriate techniques to construct products/  Make improvements to established designs and be able to explain why. Disassemble designs to discover how they work.  Know the work of some recognised designers in all areas of study. Use computer packages to design and model products.  Construct series and parallel circuits.  Apply understanding of forces to select a suitable mechanism eg levers, winding mechanism, pulleys and gears.  Use suitable cutting and shaping techniques. Choose suitable joining techniques.  Use correct utensils to hygienically prepare food.  Combine seasonal ingredients and cook a meal. | Ensure pupils understand the concept of: design, make, evaluate. Start with existing designs and invent improved ones.  Design by considering the user, prioritising good function before profit. Produce several prototypes each building upon the previous to optimise design. Combine designs from several significant designers explaining the selections.  Produce a good quality finish to products using art techniques  Include design processes such as prototypes, cross-sectional diagrams and CAD. Understand how to store and handle food ingredients properly.  Invent and modify own recipes including ingredients, methods, cooking times and temperatures.  Select appropriate tools to cut and shape a particular type of material.  Evaluate the design of products and identify possible further changes to improve its performance. |
| Art | Choose colours for a purpose.  Create simple representations. | Be able to mix secondary colours and match colours.  Paint familiar objects applying mixing and matching skills. | Design and make own print block based on patterns.  Print using two colours. | Design and make own press print block using polystyrene and wood.  Be able to line up and overlay print block to build up image using several colours. |

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|  | Represent own ideas through art.  Explore colours and how they can change. Experiment with colour and texture.  Explore a variety of drawing tools. Mark make in a range of media. Create simple observation drawings. Explore light and shade.  Explore a variety of painting techniques. Use everyday objects to print.  Know primary colours and experiment. Explore a range of textiles and materials. Engage in some simple weaving methods. Explore a range of modelling techniques. Explore a range of printing techniques. | Make a clean print and print a repeated pattern.  Be able to choose materials to print own picture and explain reasons for their choices. Create shapes and an effective collage with torn paper and paste.  Use a range of techniques to create different textures.  Learn a range of dry materials: pencils, pastels, chalk and charcoal. Show pattern, lines and textures in my drawing.  Show different tones using pencils. Use basic weaving techniques. | Be able to adapt and improve designs and prints. Mix secondary / tertiary colours and tones.  Understand how to use light pencil marks, then a wash and then adding layers and detail. Be able to experiment with and explore brush strokes.  Sketch lines and shapes from first hand observation.  Understand how to consider and design a model from 3D perspective. Use slabbing technique and dragging clay to join  Learn how to pinch out and pull out clay Explore the properties and use of charcoal.  Learn how to mix and match colours using dry materials eg blending, layering colour. Record patterns and colours from first hand observation.  Choose colours and textures for effect and suitable for the purpose. | Be able to make a precise pattern by cutting accurate print blocks. Be able to make several clean prints.  Be able to colour match accurately.  Be able to mix a full range of secondary, tertiary colours, tints and tones.  Understand how to use light pencil marks, then a wash, before adding layers and detail. Be able to use a range of brush strokes to achieve different effects.  Be able to maintain a tidy and organised work station.  To create an Escher inspired sculpture by reapplying knowledge of clay techniques, such as: rolling and pulling out clay.  Use knowledge of pattern and texture to impress designs into clay sculptures. Revise knowledge of dragging clay to join.  Learn the technique of cross hatch and slip for joining clay.  Understand how to use a range of techniques to mix dry materials and match colour eg blending, layering.  Recognise/understand the difference between marks to represent texture and marks to portray light and dark.  Be able to record accurately from first hand observation.  Use imagination to apply skills by designing and drawing their own imaginary creature. |
| Music | Following the Thakeham Primary Music Scheme. See the overview for details of activities and progression. | | | |
| PE | Following STRIVER programme | | | |
| MFL | Taught in class: Numbers one to ten. | Taught in class:  Numbers one to ten.  Basic introductions. | Taught by French Teacher using school plan:  Use the verb, ‘aller’.  Locate and name key cities in France. Use the conjunctions: quand, car and et.  Manipulate simple and compound sentences. Locate key rivers in France.  Know and use four preferences: j’adore, j’aime, je n’aime and je deteste. Conjunctions: et and mais.  Days of the week.  Begin to appreciate songs in French. | Taught by French Teacher using school plan:  Learn and use the vocabulary for family members. Use the determiners: le, les, mon, ma, mes.  Introduce yourself and your family members. Describe family members using adjectives. Use bilingual dictionaries.  Use ‘comme un’ and ‘comme une’ to make comparisons.  Use adjectives, nouns and preferences vocabulary to describe items, e.g: favourite painting. |
| RE | Following the West Sussex Agreed Syllabus for RE. Refer to the Curriculum Overview for the WSCC RE Agreed Syllabus for skills progression. | | | |
| PSHE / RSHE | Following the JigSaw Scheme of Learning. See the Curriculum Overview for JigSaw for skills progression. | | | |