




# Year 1 Big Ideas

## Long Term Planning 2022-2023



**Asfordby  
Captain's Close**  
Primary School

Year 1 Planning Overview			
	Autumn	Spring	Summer
Topic title	<b>This is me!</b>	<b>Secret Garden</b>	<b>Whatever the Weather</b>
Drivers (past present future)	<b>Past:</b> What was I like as a baby? Where did I live? <b>Present:</b> How have I changed? How has where I live changed? <b>Future:</b> What does my future look like?	<b>Past:</b> What were our grandparents' gardens like? (flowers, veg patch, minibeasts etc) <b>Present:</b> What does my garden look like? What is happening to our wildlife in our garden? <b>Future:</b> How can we make sure that the wildlife in our gardens has a place to live?	<b>Past:</b> Why was the weather so important to people in the past? <b>Present:</b> How have the seasons changed in this country? <b>Future:</b> How can we use the weather to help us?
Global themes covered	<b>Aspiration</b> – What do I want to be when I am older? <b>Being Healthy</b> – How can I take care of my mind and body?	<b>Environment</b> – What is your local environment like? <b>Human Rights</b> – Should everyone have the right to a green space?	<b>Technology</b> – wind, sun, water power (overview – recovered later) <b>Equity and Diversity</b> – how can we help people who are affected by the weather?
Charity Link	<i>Personalised by school</i>		
Visit/ experience linked to the topic	E.g Local Walk	E.g. Garden Centre Botanical Gardens (Leicester)	E.g Green screen for weather report
Hook	<i>Personalised by school</i>		
Overall outcome for topic (showcase)	Example- Oracy: present to a friend in their partner school about what they are like, where they live and what they want to be when they are older	Example- Create a small world mini garden for a fairy/ pixie/ gnome with a parent	Example- Use their subject outcomes to play the game 'Guess the Season' with their partner class
Key Text suggestions	<ul style="list-style-type: none"> <li>• Three Little Pigs</li> <li>• Rapunzel</li> <li>• Goldilocks and the Three bears</li> <li>• Jolly Postman at Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• There's a Tiger in my Garden</li> <li>• The Tiny Seed</li> <li>• The Big book of Blooms</li> <li>• Oliver's Vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Once upon a Raindrop</li> <li>• Little Cloud</li> <li>• The Gingerbread Man</li> </ul>

English/Phonics examples	<ul style="list-style-type: none"> <li>• RWI phonics</li> <li>• Get writing format lessons (not get writing books)</li> <li>• Topic application write once per week</li> <li>• Colourful Semantics</li> </ul>	<ul style="list-style-type: none"> <li>• T4W units</li> <li>• Phonics</li> <li>• Colourful Semantics</li> </ul>			
Purposes for writing	 Writing to entertain  Writing to inform				
Mathematics					
Focus Subjects	<p style="text-align: center;"><b>Block 1</b></p>		<p><b>History</b></p> <p><u>National Curriculum Objectives</u></p> <p>Pupils should be taught to:</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 use a wide vocabulary of everyday historical terms</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</li> </ul> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally</li> </ul> <p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know words like: old, new and a long time ago</li> <li>• I can use words and phrases like: old, new and a long time ago</li> <li>• I can recognise that some objects belonged to the past</li> <li>• I can spot old and new things in a picture</li> <li>• I can find out things about the past by talking to an older person</li> <li>• I can ask and answer questions about old and new objects</li> <li>• I can explain what an object from the past might have been used for</li> <li>• I can explain how I have changed since I was born</li> <li>• I can give examples of things that were different when my grandparents were children</li> <li>• I can explain how some people have helped us to have better lives</li> </ul>	<p><b>Science Animals</b></p> <p><u>National Curriculum Objectives</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> <p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> <li>• I can name a variety of animals including fish, amphibians, reptiles birds and mammals</li> <li>• I know that a trout is an example of a fish; a frog is an example of an amphibian; a lizard is an example of a reptile; a robin is an example of a bird; a rabbit and a human are examples of a mammal and explore further examples of each animal type</li> <li>• I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• I can classify animals by what they eat (carnivore, herbivore and omnivore)</li> <li>• I know that herbivorous animals eat plants; carnivorous animals eat other animals; omnivorous animals eat both animals and plants</li> </ul>	<p><b>Geography</b></p> <p><u>National Curriculum Objectives</u></p> <p>Pupils should be taught:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Human and physical geography</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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries</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><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know that I live in the United Kingdom</li> <li>• I can name the four countries in the United Kingdom and locate them on a map</li> <li>• I can name the capital cities of England, Wales, Scotland and Ireland</li> <li>• I can find where I live on a map of the United Kingdom</li> <li>• I know that there are different types of weather and that it changes</li> <li>• I can keep a weather chart and answer questions about the weather</li> <li>• I can explain some of the main things that are in hot and cold places</li> <li>• I can explain the clothes that I would wear in hot and cold places</li> <li>• I can explain how the weather changes throughout the year and name the seasons</li> </ul>

	<ul style="list-style-type: none"> <li>I know some of the national changes that have taken place in my lifetime – (locally)</li> <li>I can talk about events that have taken place in my lifetime (locally)</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>Can they ask relevant questions using a range of historical sources provided?</li> <li>Can they state appropriate reasons why an event occurred in the past and its impact on their lives?</li> </ul>	<ul style="list-style-type: none"> <li>I know that a cat is an example of a carnivore; that a rabbit is an example of a herbivore; know that many humans are examples of omnivores (though not vegetarians)</li> <li>I can name and compare the bodies of different animals</li> <li>I know that reptiles are different to other animals in that they breathe air and have scaly skin.</li> <li>I know that birds are different to other animals in that they have feathers and wings</li> <li>I know that mammals are different to other animals in that they have fur/hair and they feed milk to their young</li> <li>I know that fish, amphibians, reptiles, birds and mammals are similar in that they have internal skeletons and organs; these are known as vertebrates, which means they are animals that have a backbone</li> <li>I know that fish are different to other animals in having gills so that they can breathe underwater and scaly skin</li> <li>I know that amphibians are different to other animals in that they begin their lives with gills but then develop lungs and breathe on land</li> <li>I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals)</li> <li>I know that communicator scientists help the world to understand about science</li> <li>I know that David Attenborough is a famous communicator scientist who has created and presented some of the most famous television programmes ever made about plants and animals</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>I can say why certain animals have certain characteristics</li> <li>I can name a range of wild animals</li> <li>I can convince someone that the following statement “only birds lay eggs” is false using scientific examples</li> </ul>	<ul style="list-style-type: none"> <li>I know the compass directions of North, South, West and East</li> <li>I can use locational and directional language such as near, far, left and right to describe the location of features and routes on a map</li> <li>I can identify seasonal weather patterns in the UK</li> <li>I can name the seasons</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>I can ask relevant geographical questions using a range of sources provided</li> <li>I can show empathy towards a geographical event or issue and explain the impact on people or place</li> </ul>
<p><b>Subject outcome 1</b></p>	<p><i>Personalised by school</i>  <b>Example- Children can sort from a range of objects and create a timeline to show their understanding of old and new</b></p>	<p><i>Personalised by school</i>  <b>Example- Create a poster/ double page spread for a class book native to UK (fish, bird, reptilian or mammal)</b></p>	<p><i>Personalised by school</i>  <b>Example- I can track the weather over a week and produce a weatherman-style video to show what the weather is like across the UK</b></p>

<b>Block 2</b>	<p><b>Geography</b>  <u>National Curriculum Objectives</u>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: 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 simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul> <p><u>Granular Knowledge:</u></p> <ul style="list-style-type: none"> <li>I can know where I live and tell someone my address</li> <li>I can make observations about my environment</li> <li>I can observe the human and physical features of our local area</li> <li>I can use fieldwork and observational skills to study the local area</li> <li>I can use geographical vocabulary when referring to human features and describing places, such as city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>I can make observations about my environment</li> </ul> <p><u>Greater Depth</u></p> <ul style="list-style-type: none"> <li>I can make connections between changes over time to consider what our local environment might be like in 10 years time</li> </ul>	<p><b>Science – Plants</b>  <u>National Curriculum Objectives</u>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> <li>I can name a variety of common wild and garden plants – know a rose bush, a sunflower and a dandelion by sight</li> <li>I know an oak tree, a birch tree and a horse chestnut tree by sight</li> <li>I know that evergreen trees maintain their leaves throughout the year and that deciduous trees shed their leaves in autumn</li> <li>I know that flowering plants consist of roots, stem, leaves and flowers and that a tree’s stem is called a trunk</li> <li>I can name the petals, stem, leaf and root of a plant</li> <li>I can name the roots, trunk, branches and leaves of a tree</li> </ul> <p><u>Greater Depth</u></p> <ul style="list-style-type: none"> <li>I can begin to classify animals according to a number of given criteria</li> <li>I can begin to describe what each part of a plant does (e.g. roots, stem, leaves, petals, pollen) on a range of plants</li> <li>I can point out differences between living things and non-living things</li> </ul>	<p><b>Science - Physics Seasonal Changes</b>  <u>National Curriculum Objectives</u>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> <li>I know what the weather is</li> <li>I can suggest the type of weather in each season</li> <li>I can name the seasons</li> <li>I can observe and comment on changes in the seasons</li> <li>I know that weather changes through the year, getting hotter in the summer and colder in the winter</li> <li>I know that the four seasons are spring, summer, autumn and winter and know the order of the cycle</li> </ul> <p>I know that the winter is likely to bring ice on the ground when water freezes due to the cold</p> <p><u>Greater Depth</u></p> <ul style="list-style-type: none"> <li>I can observe and describe how day length varies</li> <li>I can observe four seasons</li> <li>I can name the four seasons in order</li> <li>I can observe and describe weather associated with the seasons</li> <li>I know that the Earth orbits the Sun with one orbit constituting a year of roughly 365 days</li> </ul>
	<b>Subject outcome 2</b>	<p><i>Personalised by school</i>  Example- <b>Create the front of a postcard that accurately represents the village that they live in ready for school to use</b></p>	<p><i>Personalised by school</i>  Example- <b>Create a diagram with real parts of flowers to accurately represent a flower: petal, stem, root, leaf and photograph it</b></p>

<b>Block 3</b>	<p><b>Science (Humans)</b>  <u>National Curriculum Objectives</u>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> <li>I can name the parts of the human body that I can see</li> <li>I know that feet, legs, arms, hands, torso, head, skin, ears, eyes, nose, mouth and tongue are parts of the body and identify them</li> <li>I can discuss what I can see, touch, smell, hear or taste</li> <li>I know that eyes are associated with sight, ears with sound, nose with smell, tongue with taste and skin with touch</li> <li>I can sort living and non-living things</li> <li>I know that Ibn Sina (known also as Avicenna) was a scientific genius during early Islamic civilisation</li> <li>I know that he wrote books about medicine and healing people</li> <li>I know that he helped guide the modern world towards the idea of using evidence in medicine</li> <li>I know that he also made major contributions to other areas of science, mathematics and philosophy</li> </ul> <p><u>Greater Depth</u></p> <ul style="list-style-type: none"> <li>I can name some parts of the human body that cannot be seen</li> <li>I can think about what would happen if I lost one of my senses</li> <li>I can think about how modern medicine has helped us - Covid Vaccine</li> </ul>	<p style="text-align: center;"><b>PSHE Unit</b></p> <p><u>How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help</u></p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  R14. that sometimes people may behave differently online, including by pretending to be someone they are not  R15. how to respond safely to adults they don't know  R16. about how to respond if physical contact makes them feel uncomfortable or unsafe  R17. about knowing there are situations when they should ask for permission and also when their permission should be sought  R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)  R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe  R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p style="text-align: center;"><b>PSHE Unit</b></p> <p><u>What can we do with money? Where money comes from; spending; saving; keeping money safe</u></p> <p>L10. what money is; forms that money comes in; that money comes from different sources  L11. that people make different choices about how to save and spend money  L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want  L13. that money needs to be looked after; different ways of doing this</p> <p><u>What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that every</u></p> <p>H21. to recognise what makes them special  H22. to recognise the ways in which we are all unique  H23. to identify what they are good at, what they like and dislike  H24. how to manage when finding things difficult  H26. about growing and changing from young to old and how people's needs change  H27. about preparing to move to a new class/year group</p>
	<b>Subject outcome 3</b>	Personalised by school <i>Example - To create human body using pipe cleaners and craft items</i>	

**Block 4**

**Music**  
National Curriculum Objectives  
Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically

Granular Knowledge

- I can use my voice to speak, sing and chant
- I can make a sequence of sounds
- I can use instruments to perform
- I can clap short rhythmic patterns
- I can make different sounds with my voice
- I can repeat short rhythmic and melodic patterns
- I can follow instructions about when to play and sing

Greater Depth

- I can perform a rhythm to a steady pulse

**Science – Everyday Materials**  
National Curriculum Objectives  
Pupils should be taught to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Granular Knowledge

- I know what a material is
- I know that materials can be hard, soft, strong, weak, absorbent, heavy, light, solid and runny, smooth and rough; these descriptions denote the properties of a material
- I can describe the properties of everyday materials
- I can name wood, plastic, glass, metal, water and rock
- I can explain the materials that an object is made from
- I can group objects based on the materials they are made from
- I know that science is a way to understand our world by carefully thinking about it and testing our guesses with observations and experiments (retrieval)
- I know that an object is made from/of a material and know some examples of materials in the real world  
I can distinguish between materials made of wood, plastic, glass, metal, water, rock from my observations

Greater Depth

- I can distinguish between an object and the material from which it is made
- I can describe materials using my senses, using specific scientific words
- I can explain why a material might be useful for a specific job
- I can name some different everyday materials e.g wood, plastic, metal, water and rock
- I can sort materials into groups by a given criteria
- I can explain how solid shapes can be changed by squashing, bending, twisting and stretching
- I know that matter (stuff) is made from tiny building blocks

**Music**  
National Curriculum Objectives  
Pupils should be taught to:

- listen with concentration and understanding to a range of high-quality live and recorded music

Granular Knowledge

- I can make a sequence of sounds
- I can use instruments to perform
- I can make different sounds with instruments
- I can respond to different moods in music
- I can say whether I like or dislike a piece of music
- I can choose sounds to represent different things

Greater Depth

- I can identify texture - listening for whether there is more than one sound at the same time
- I can identify musical structure in a piece of music (verse, chorus etc)
- I can give a reason for choosing an instrument

	Subject outcome 4	<p style="text-align: center;"><i>Personalised by school</i></p> <p><b>Example-</b> <i>create body percussion rhythm for partner to copy</i></p>	<p style="text-align: center;"><i>Personalised by school</i></p> <p><b>Example -</b> <i>Use their knowledge from sorting materials to decide which would be the most suitable protection for an egg.</i></p>	<p style="text-align: center;"><i>Personalised by school</i></p> <p><b>Example-</b> <i>after listening to Vivaldi's 4 Seasons, recreate their own '4 seasons piece' with percussion instruments</i></p>
	<b>Block 5</b>	<p style="text-align: center;"><b>PSHE Unit</b> Zones of regulation</p> <p><u>Understanding different emotions Using a range of strategies to regulate emotions</u></p> <p style="text-align: center;"><u>How do we decide how to behave?</u></p> <p><u>Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt</u></p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives  R2. to identify the people who love and care for them and what they do to help them feel cared for  R3. about different types of families including those that may be different to their own  R4. to identify common features of family life  R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried  R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do  R8. simple strategies to resolve arguments between friends positively  R9. how to ask for help if a friendship is making them feel unhappy  L1. about what rules are, why they are needed, and why different rules are needed for different situations  L2. how people and other living things have different needs; about the responsibilities of caring for them  L3. about things they can do to help look after their environment</p>	<p><b>Project:</b></p> <p><b>What should we plant in the school grounds to make it better?</b></p> <p>Consolation of key skills:</p>	<p><b>Project:</b></p> <p>How can we use the weather to help us?</p> <p>Consolation of key skills:</p>
	Subject outcome 5	<p style="text-align: center;"><i>Personalised by school</i></p> <p><b>Example-</b> <i>create body percussion rhythm for a partner to copy</i></p>	<p style="text-align: center;"><i>Personalised by school</i></p> <p><b>Example -</b> <i>What should we plant in the school grounds to make it better?</i></p>	<p style="text-align: center;"><i>Personalised by school</i></p> <p><b>Example -</b> <i>How can we use the weather to help us?</i></p>
<b>RE</b>	Who is a Christian and what do they believe?	How and why do we celebrate special and sacred times? (Id ul fitr)	How should we care for others and the world, and why does it matter? (love—marriage)	

<p style="text-align: center;"><b>ART Unit</b> (covered by expert teacher)</p>	<p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> <li>Know and understand the terms portrait and self-portrait</li> <li>Have knowledge of the style of famous portrait artists in particular Pablo Picasso and Julian Opie and create self-portraits inspired by them</li> <li>Know how to create tints, tones and shades to use for skin</li> <li>Know how to draw a portrait/self-portrait with knowledge of facial proportions</li> <li>Draw carefully through observation, observing details and representing them in their artwork</li> <li>Create their own self-portraits in different styles</li> </ul> <p><u>Greater Depth</u></p> <ul style="list-style-type: none"> <li>I can make links between my own artwork and other artists</li> <li>I can evaluate my own and others' artwork and make suggestions for improvement</li> <li>I can comment how an artist/designer has used colour, pattern and shape</li> <li>I can plan my art using a range of techniques e.g sketches, discussion</li> </ul>	<p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> <li>Describe what they see and give a justified opinion on the work of an artist</li> <li>Have knowledge of the style of the artist Claude Monet and know some facts about his life</li> <li>Learn some oil pastel techniques such as blending, smudging, stippling (one of Monet's preferred mark making tools)</li> <li>Know the names of both primary and secondary colours</li> <li>Know which primary colours mix to make each secondary colour</li> <li>Know how to combine different media to create a finished piece</li> </ul> <p><u>Greater Depth</u></p> <ul style="list-style-type: none"> <li>I can make links between my own artwork and other artists</li> <li>I can evaluate my own and others' artwork and make suggestions for improvement</li> <li>I can comment how an artist/designer has used colour, pattern and shape</li> <li>I can plan my art using a range of techniques e.g sketches, discussion</li> </ul>	<p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> <li>Draw straight and curved lines with control</li> <li>Discuss and use warm and cool colours</li> <li>Use wax crayons and wax candles as drawing tools</li> <li>Understand the process of wax resist painting</li> <li>Explore the use of watercolours (liquid or tablet)</li> <li>Begin to understand perspective when drawing</li> <li>I can describe what I can see and give an opinion about the work of an artist</li> </ul> <p><u>Greater Depth</u></p> <ul style="list-style-type: none"> <li>I can make links between my own artwork and other artists</li> <li>I can evaluate my own and others' artwork and make suggestions for improvement</li> <li>I can comment how an artist/designer has used colour, pattern and shape</li> <li>I can plan my art using a range of techniques e.g sketches, discussion</li> </ul>
	<p style="text-align: center;"><b>Art Project outcomes</b></p>	<p><b><u>This is me! Art Project</u></b></p> <ul style="list-style-type: none"> <li>An art learning journey in sketchbooks demonstrating research and experimentation.</li> <li>A pencil self-portrait using accurate facial proportions</li> <li>A painted self-portrait using self-mixed skin tones</li> <li>Self-portraits in the styles of Pablo Picasso and Julian Opie</li> </ul> <p><b><u>Bodies and Bones Art Project</u></b></p> <ul style="list-style-type: none"> <li>An art learning journey in sketchbooks demonstrating research and experimentation.</li> <li>A pencil skull sketch drawn from observation</li> <li>A mixed media skull using printing ink and rollers, charcoal, chalk and coffee as paint</li> <li>A large scale skeleton study using oil pastel and paint</li> <li>Knowledge of the anatomical drawings of Leonardo Da Vinci</li> </ul>	<p><b><u>Monet's Secret Garden</u></b></p> <ul style="list-style-type: none"> <li>An art learning journey in sketchbooks demonstrating research and experimentation.</li> <li>Conversations with teachers and peers about Monet's bridge painting</li> <li>A finger paint colour mixing representation of Monet's flower garden</li> <li>A mixed media piece of artwork inspired by <i>Bridge over a Pond of Water Lillies</i> – tissue paper collage and oil pastel</li> <li>Knowledge of the life and works of Claude Monet</li> </ul> <p><b><u>Paper Craft- Art Project</u></b></p> <ul style="list-style-type: none"> <li>An art learning journey in sketchbooks demonstrating research and experimentation.</li> <li>A experimental artwork showing exploration of paper manipulation</li> <li>Knowledge of some paper sculpture artwork and artists</li> <li>A vase of flowers artwork using collage, paint and paper folding techniques</li> </ul>



<p style="text-align: center;"><b>Computing (covered by expert teacher)</b></p>	<p><b>Computing Systems and Networks – Technology Around Us - Unit 1 Year 1</b> Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or their online technologies.</p> <p><b>Creating Media – Digital Painting – Unit 2 Year 1</b> Pupils should be taught to use technology purposefully to create, organise and manipulate digital content Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</p>	<p><b>Creating Media – Digital Writing – Unit 3 Year 1</b> Pupils should be taught to use technology purposefully to create, organise and manipulate digital content Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</p> <p><b>Data and Information – Grouping Data - Unit 4 Year 1</b> Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</p>	<p><b>Programming A – Moving a Robot – Unit 5 Year 1</b> Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs</p> <p><b>Programming B – Programming Animations Unit 6 Year 1</b> Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs</p>
<p style="text-align: center;"><b>Computing Outcomes</b></p>	<p><b>Computing Systems and Networks – Technology Around Us - Unit 1 Year 1</b> Developing keyboard and mouse skills consider how to use technology responsibly.</p> <p><b>Creating Media – Digital Painting – Unit 2 Year 1</b> Create their own digital paintings, while gaining inspiration from a range of artists’ work.</p>	<p><b>Creating Media – Digital Writing – Unit 3 Year 1</b> Use a computer to create and manipulate text</p> <p><b>Data and Information – Grouping Data - Unit 4 Year 1</b> demonstrate how computers are able to group and present data</p>	<p><b>Programming A – Moving a Robot – Unit 5 Year 1</b> Use the early stages of program design through algorithms.</p> <p><b>Programming B – Programming Animations Unit 6 Year 1</b> Use the early stages of program design through the introduction of algorithms.</p>