Art and design

Knowledge *I know...*	Skills *I can...*	Links back to *I remember...*
• Pablo Picasso was a Spanish artist. • He is not alive now. • Picasso changed his style. • He began with realistic drawings (e.g. Picasso when he was 18 and 25). • Pencils and charcoal can make different marks (stipple and blend).	• Use a pencil on a range of scales. • Use charcoal and pencils. • Use stippling and blending. • Vary tone through blending. • Use drawing to share my ideas and experiences • Infill a shape with a solid, even infill • Link my own work to Pablo Picasso • Describe similarities and differences e.g. Picasso at 18 and 25.	• Vincent Van Gogh was a Dutch artist. • He is not alive now. • Painting Van Gogh's Starry Night. • Red, yellow and blue are primary colours. • Orange, purple and green are secondary colours. • You add black to shade and white to tint.

Computing

Knowledge *I know...*	Skills *I can...*	Links back to *I remember...*
• An algorithm is a precise set of ordered steps. • A program is a set of ordered commands that can be run by a computer to achieve a task. • Debugging is finding and fixing a problem. • A sequence needs a start and an outcome. • Changing blocks in a program will change the outcome. • To follow our HIS Golden Rules online. • Who to ask for help if I am worried about something I see/receive online.	• Identify the start of a sequence and run my program. • Predict the outcome of a sequence of commands • Change the sequence of commands and change the outcome. • Create and change a program with a given design. • Create a program of my own design. • Select the correct tools. • Say what I would change about my program to improve it.	• Programming a Beebot with support • How to stay safe online • Using an iPad to create a picture

Vocabulary:

Blending: mixing two colours so the join is gradual.
Drawing: a picture made with a pencil, pen, or crayon rather than paint
Infill: fill a space
Line: a narrow continuous mark; the edge or contour of a shape.
Outline: a line by which an object or figure is or appears to be bordered.
Pattern: a decorative design, repeated or related parts.
Realistic: shows true to life
Scale: relative or equal size.
Shape: the form of an object defined by outline.
Stippling: tiny dots built up
Tone: the variations of a colour or gradations between black and white (lighter and darker).

Images:

Picasso age 90

STIPPLING | BLENDING

Vocabulary:

Algorithm: a precise set of ordered steps that can be followed by a human or a computer to achieve a task.
Beebot: a programable robot
Block: a movement
Debugging: finding and fixing a problem with a program.
Program: a set of ordered commands that can be run by a computer to complete a task.
Code: The commands a computer can run.
Command: a single instruction that can be used in a program to control a computer.
Retrieve: find information stored in a computer.
Run: to action the commands in a program.
Tool: a device used to carry out a particular job.
Save: store for future use.
Sequence: the order in which commands are performed to achieve a task.
Sprite: the main characters of the project.
Value: the way to change a variable in a block.

Images:

Geography			Science		
Knowledge *I know...*	**Skills** *I can...*	**Links back to** *I remember...*	**Knowledge** *I know...*	**Skills** *I can...*	**Links back to** *I remember...*
• London is the capital city of England. • Cardiff is the capital city of wales. • Edinburgh is the capital city of Scotland. • Belfast is the capital city of Northern Ireland. • The UK is made up of 4 countries (England, Northern Ireland, Scotland and Wales). • The surrounding seas of the UK (North Sea, North Atlantic Ocean, English Channel). • Some characteristics of each country e.g. Giant's causeway, Buckingham Palace, Edinburgh castle, Snowdon	• Ask and answer simple geographical questions • Make observations about where things are. • Use a map, atlas and globe to locate the UK • Use aerial photographs to recognise landmarks and human and physical features. • Compare human and physical features of different places. • Explore similarities and differences between the human and physical geography of Huntingdon and London.	• Investigating my school grounds (Reception). • Walking to the library in Huntingdon and local area walk (Y1). • Making a simple map (Y1) • Huntingdon is a town in England (Autumn).	• That living things – move, reproduce, grow, breathe (respire), excrete, gets nutrients • Dead things were once alive (and no longer do the above). • Some things have never been alive. • Most UK animals live in habitats to which they are suited. • That UK animals and plants depend on each other. • How UK animals obtain their food.	• Compare differences between living, dead and never been alive. • Describe how different UK habitats provide basic needs for UK animals. • Use a simple food chain. • Identify and classify different UK animals. • Group and classify in different ways.	• What a fish, bird, reptile, mammal and amphibian is (Y1). • What a herbivore, carnivore, omnivore eats (Y1). • Labelling the parts of common animals (Y1). • The life-cycle of a chick (Y1).

Vocabulary:	Images:	Vocabulary:	Images:
Atlas: a collection of maps, usually in a book. **Capital:** a city or town where the central government of the country is **City:** a place that is larger than a town **Country:** an area of land that has its own government **Globe:** model of the earth **Landmark:** human or physical feature which is well known in an area and can represent that place. **Map:** a diagram to show where places are located and features of places. **Town:** a built up area **UK:** United Kingdom (England, Northern Ireland, Scotland and Wales)		**Dead:** Dead things were once alive and no longer move, reproduce, grow, breath (respire), excrete, get nutrients, **Excretion:** getting rid of waste from the body. **Food chain:** a series of organisms each dependent on the next as a source of food **Habitat:** where an organism lives. **Nutrients:** a substance that provides nourishment. **Reproduce:** making a new generation – animals have babies, new plants grow from seeds. **Respire:** using oxygen to turn food into energy	