



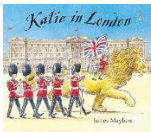




Expressive art and design/Art and design (drawing)			Computing (presentation, programming, e-safety)		
Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>	Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>
<ul style="list-style-type: none"> <li>Picasso was an artist.</li> <li>Pencils can make different marks (including outlines and infilling)</li> <li>A portrait is a picture of a person</li> </ul>	<ul style="list-style-type: none"> <li>Draw big and small pictures</li> <li>Use pencils, felt tips and crayons.</li> <li>Make marks in different ways</li> <li>Use pencils to colour inside the lines</li> <li>Draw my ideas and experiences</li> <li>Draw a self-portrait using pencils</li> </ul>	<ul style="list-style-type: none"> <li>Van Gogh is an artist</li> <li>Van Gogh created self-portraits using paint</li> <li>Using paint and brushes</li> <li>Painting a self-portrait</li> </ul>	<ul style="list-style-type: none"> <li>An algorithm is a list of rules to follow to get something done</li> <li>How to plan and test a simple route (algorithm) in a practical activity</li> <li>How to create a piece of digital art on an iPad using the SketchesSchool app</li> </ul>	<ul style="list-style-type: none"> <li>Begin to talk about what an algorithm is</li> <li>Plan a route to move an object from one place to another</li> <li>Create a picture using the SketchesSchool app</li> </ul>	<ul style="list-style-type: none"> <li>How to stay safe online</li> <li>Using an iPad to create a picture</li> <li>Using an iPad to take a photograph</li> <li>Using an iPad to edit a photograph by cropping</li> <li>Using an iPad to film a short video (Autumn)</li> </ul>
<b>Vocabulary:</b> <b>Drawing:</b> a picture made with a pencil, pen, or crayon rather than paint <b>Infill:</b> fill a space <b>Line:</b> a narrow continuous mark; the edge or contour of a shape. <b>Outline:</b> a line by which an object or figure is or appears to be bordered. <b>Realistic:</b> shows true to life <b>Scale:</b> relative or equal size. <b>Shape:</b> the form of an object defined by outline.		<b>Images:</b> Picasso age 18 		<b>Vocabulary:</b> <b>Algorithm:</b> a precise set of ordered steps that can be followed by a human or a computer to achieve a task. <b>Digital art:</b> artwork created using a piece of hardware e.g. an iPad [N.B. Children to be exposed to vocabulary but no expectation to use as per skills progression]	
		<b>Images:</b> 			



Understanding the World/Geography (UK)			Understanding the World/Science (animals)		
Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>	Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>
<ul style="list-style-type: none"> <li>I live in England</li> <li>London is in England</li> <li>London is different to Huntingdon</li> <li>England is a country (in the UK)</li> <li>There are lots of different countries in the world</li> <li>In England we have different seasons &amp; weather</li> <li>Maps show where places are</li> </ul>	<ul style="list-style-type: none"> <li>Explore what is around me (local environment)</li> <li>Compare my environment with London</li> <li>Answer (simple) questions</li> <li>Observe where things are.</li> <li>Look closely at what is the same</li> <li>Talk about what is different</li> <li>Draw a (simple) map</li> <li>Follow a (simple) map</li> <li>Find England on a map</li> </ul>	<ul style="list-style-type: none"> <li>Exploring my school grounds (autumn).</li> <li>Investigating plants that grow in this area</li> </ul>	<ul style="list-style-type: none"> <li>There are different types of animals</li> <li>Wild animals live on their own (without help from people). A squirrel is a wild animal</li> <li>Domesticated animals are kept by people. Pets are domesticated animals.</li> <li>There are different types of wild animals (e.g. birds)</li> <li>There are wild animals in England (e.g. badger, fox, deer)</li> </ul>	<ul style="list-style-type: none"> <li>Make observations of animals</li> <li>Sort different animals and talk about how I have sorted them</li> <li>Talk about similarities and differences (sorting and classifying of UK animals)</li> </ul>	<ul style="list-style-type: none"> <li>There are lots of stories about animals</li> <li>Humans are animals</li> </ul>
Vocabulary:		Images:	Vocabulary:		Images:
<p><b>Country:</b> an area of land that has its own government</p> <p><b>Globe:</b> model of the earth</p> <p><b>Landmark:</b> human or physical feature which is well known in an area and can represent that place.</p> <p><b>Map:</b> a diagram to show where places are located and features of places.</p> <p><b>UK:</b> United Kingdom (England, Northern Ireland, Scotland and Wales)</p> <p>[N.B. Children to be exposed to vocab but no expectation to use as per skills progression]</p>		  	<p><b>Animal:</b> a living creature</p> <p><b>Aquatic animals:</b> live in water</p> <p><b>Birds:</b> have a beak, wings and feathers. They lay eggs and live on land.</p> <p><b>Pets:</b> a tamed animal kept for companionship or pleasure</p> <p><b>Tame:</b> not dangerous or frightened of people; domesticated</p> <p><b>Terrestrial animals:</b> live on land</p> <p><b>Wild animal:</b> it isn't tame and it lives on its own without any help from people</p> <p>[N.B. Children to be exposed to vocabulary but no expectation to use as per skills progression]</p>		