



St Ursula's Catholic Primary School

CLC National Curriculum Targets 2020-21

Nursery	National Curriculum targets
Autumn Term 1	<u>Art</u> Expressive Arts and Design- Being Imaginative 1. Developing preferences for forms of expression. 10. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
Autumn Term 2	
Spring Term 1	<u>DT</u> Expressive Arts and Design- Media and Materials 9. Beginning to be interested in and describe the texture of things. 10. Uses various construction materials. 11. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. 12. Joins construction pieces together to build and balance. 13. Realises tools can be used for a purpose.
Spring Term 2	
Summer Term 1	
Summer Term 2	<u>Geography</u> Understanding the world- The world 1. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 2. Can talk about some of the things they have observed such as plants, animals, natural and found objects. 3. Talks about why things happen and how things work. 4. Developing an understanding of growth, decay and changes over time. 5. Shows care and concern for living things and the environment. <u>History</u> People and communities 2. Remembers and talks about significant events in their own experience.

Reception	National Curriculum targets
Autumn Term 1	<u>Art</u> <p style="text-align: center;">Expressive Arts and Design- Being Imaginative</p>
Autumn Term 2	<ol style="list-style-type: none"> 1. Create simple representations of events, people and objects. 2. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 3. Chooses particular colours to use for a purpose.
Spring Term 1	<u>DT</u> <p style="text-align: center;">Expressive Arts and Design- Media and Materials</p>
Spring Term 2	<ol style="list-style-type: none"> 6. Manipulates materials to achieve a planned effect. 7. Constructs with a purpose in mind, using a variety of resources. 8. Uses simple tools and techniques competently and appropriately. 9. Selects appropriate resources and adapts work where necessary. 10. Selects tools and techniques needed to shape, assemble and join materials they are using. <u>Geography</u> <p>Understanding the world- The world</p> <ol style="list-style-type: none"> 1. Looks closely at similarities, differences, patterns and change.
Summer Term 1	<u>Art</u> <p style="text-align: center;">Expressive Arts and Design- Being Imaginative</p>
Summer Term 2	<ol style="list-style-type: none"> 1. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. 2. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <u>DT</u> <p style="text-align: center;">Expressive Arts and Design- Media and Materials</p> <ol style="list-style-type: none"> 2. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p style="text-align: center;">Expressive Arts and Design-Being Imaginative</p> <ol style="list-style-type: none"> 1. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. 2. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <u>Geography</u> <p>Understanding the world- The world</p>

1. Children know about similarities and differences in relation to places, objects, materials and living things.
2. They talk about the features of their own immediate environment and how environments might vary from one another.

History

Understanding the world- People and Communities

1. Children talk about past and present events in their own lives and in the lives of family members.

Year 1	National Curriculum targets
Autumn Term 1	<p><u>History</u></p> <p>To know where people and events fit within a chronological framework</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time.(Events beyond living memory)</p> <p>To identify similarities and differences between ways of life in different periods.</p> <p>To recognise changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><u>Art</u></p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing and painting to develop and share their ideas, experiences and imagination</p> <p><u>DT</u></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing.</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate their ideas and products against design criteria</p> <p>Explore and use mechanisms, in their products. (e.g – levers)</p>

Autumn Term 2

Geography

- To develop knowledge of the significant places in the context of the children's own locality
- To use simple observation/fieldwork skills to study the immediate surroundings in the context of the children's own locality
- To use simple observation/fieldwork skills to study the immediate surroundings
- To understand sense of place in relation to home and school (in the context of the children's own locality)
- To use simple fieldwork to study the location of the school
- To devise a simple map and use basic symbols in a key

Art

- To use drawing and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Spring Term 1

History

- To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements
- To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life during different periods.

Art

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

DT

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Technical Knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms, in their products. (e.g – levers)

Spring Term 2

Geography

- To understand geographical similarities and differences through studying the human and physical geography in the context of the UK.
- To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

	<p><u>Art</u> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>
<p>Summer Term 1</p>	<p><u>History</u> To develop an awareness of the past through finding out about changes within living memory. To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing a source to show that they know and understand key features of events. To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><u>Art</u> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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> <p><u>DT</u> Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing,</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms, in their products. (e.g -wheels axles)</p>
<p>Summer Term 2</p>	<p><u>Geography</u> To identify daily weather patterns To understand seasonal weather patterns To identify daily weather patterns in the UK (Weather forecasting) To identify daily weather patterns (adverse/dangerous weather) To identify the location of hot and cold countries of the world in relation to the Equator and North and South Pole. To understand the human/physical geography of a cold area of the world.</p> <p><u>Art</u> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>

Year 2	National Curriculum targets
Autumn Term 1	<p><u>Geography</u></p> <p>To recognise human and physical features</p> <p>To use simple observation and fieldwork to study the surrounding environment</p> <p>To develop knowledge about children’s locality (jobs- human features)</p> <p>To use basic geographical vocabulary to refer to key human/physical features</p> <p><u>Art</u></p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>
Autumn Term 2	<p><u>History</u></p> <p>To develop an awareness of the past (in the context of comparing present day London to the London that existed in 1666)</p> <p>To identify similarities and differences between ways of life in different periods</p> <p>To know and understand key features of an event beyond living memory that are nationally significant</p> <p>To understand key features of events, choosing and using parts of the stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire.</p> <p>To understand key features of events, choosing and using parts of stories and asking and answering questions</p> <p><u>Art</u></p> <p>To use drawing to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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 work.</p> <p>(Compare work of George Seurat – Pointilism – with Monet’s cityscapes).</p> <p><u>DT</u></p> <p>Design</p>

DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria

DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

DT1/1.2a select from and use a range of tools and equipment to perform practical tasks

DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

DT1/1.3a explore and evaluate a range of existing products

DT1/1.3b evaluate their ideas and products against design criteria

Spring Term 1

History

To know about the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods

Art

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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.

DT

Design

DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria

DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

DT1/1.2a select from and use a range of tools and equipment to perform practical tasks

DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

DT1/1.3a explore and evaluate a range of existing products

DT1/1.3b evaluate their ideas and products against design criteria

Spring Term 2

Geography

To devise simple maps and to use and construct basic symbols in a key

To use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features and routes on a map

To use atlases and globes to identify the UK and its countries

To name and locate the world's seven continents and five oceans

To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

To 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.

To use basic geographical vocabulary to describe human and physical features.

Art

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Summer Term 1

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
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.

History

To develop an awareness of the past, knowing where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.

To have a knowledge of the lives of significant individuals in the past who have contributed to national and international achievements

To develop an awareness of the past and identify similarities and differences between ways of life in different periods.

Art

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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.

DT

Design

DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria

DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

DT1/1.2a select from and use a range of tools and equipment to perform practical tasks

DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

DT1/1.3a explore and evaluate a range of existing products

DT1/1.3b evaluate their ideas and products against design criteria

DT1/1.4 Technical Knowledge

DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable

DT1/1.4b explore and use [mechanisms](#), in their products. (e.g - levers, sliders, wheels axles)

Summer Term 2

Geography

To name and locate the World's seven continents and five oceans (in the context of Kenya)

To use world maps, atlases and globes to identify the countries studied (in the context of Kenya)

To devise simple maps

To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and contrasting with a small area in a contrasting non-European country (in the context of Kenya)

To use basic geographical vocabulary to refer to key physical and human features

To use simple compass directions (North, East, South, West) and locational and directional language to describe the location of features and routes on a map

Art

To use drawing to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Year 3	National Curriculum targets
Autumn Term 1	<p><u>Where do I live?</u></p> <p>HISTORY A study over time tracing how London has changed through history.</p> <p>GEOGRAPHY Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and use land patterns; and understand how some of these aspects have changed over time. Understand and use the 8 points of the compass, grid references, symbols and key. Use maps, atlases, globes and digital/computer mapping to locate local countries and describe features.</p> <p>ART To use shape and line to create silhouettes of the London skyline. Learning about great artists, architects and designers in history.</p> <p>DT Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>MUSIC To create a piece of music, using a variety of instruments.</p> <p>Additional School Curriculum targets: To be independent learners and researchers.</p>
Autumn Term 2	<p><u>How did Bronze Age people live?</u></p> <p>GEOGRAPHY Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Complete a study of human and physical geography of a region of the United Kingdom.</p> <p>ART To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g., pencil, charcoal, paint, clay) Know about great artists, architects and designers in history.</p> <p>DT Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>HISTORY Know and understand the history of these islands as a coherent, chronological narrative, from ancient times to the present.</p>

	<p>Understand the lifestyle of Neolithic hunter-gatherers and early farmers e.g. Skara Brae. To study Bronze Age religion, technology and travel, for example, Stonehenge. Explain the importance of Iron Age hill forts: tribal kingdoms, farming, art and culture. <u>Additional School Curriculum targets:</u> Be able to speak confidently in front of an audience.</p>
<p>Spring Term 1</p>	<p><u>Let's Go Fly A Kite</u> <u>HISTORY</u> Explain how key events and individuals in design and technology have helped shape the world. Explain about Homan Walsh and the story of how he used a kite to help build the Niagara Falls Bridge. <u>GEOGRAPHY</u> Consider the need for bridges and the impact the Niagara Falls bridge had on America and Canada. <u>DT</u> Explain how key events and individuals in design and technology have helped shape the world. Select from and use a wider range of tools and equipment to perform practical tasks accurately. Investigate and analyse a range of existing products. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <u>MUSIC</u> To learn the song 'Let's Go Fly a Kite' from Mary Poppins. <u>ART</u> Produce creative work, exploring their ideas and recording their experiences. <u>Additional School Curriculum targets:</u> To be confident in presenting my design ideas to the rest of my class.</p>
<p>Spring Term 2</p>	<p><u>Oceans and Mountains</u> <u>GEOGRAPHY</u> Use maps, atlases and digital/computer mapping to locate mountains and oceans across the world and describe their key features. Describe a mountainous climate and the risks associated. Explain how different types of mountains are formed. Name the 5 oceans and 7 continents of the world and locate them on a map, understanding that the UK lies in the Atlantic Ocean. Understand what causes waves in the sea and what effect waves have on beaches and coastlines. To know how the oceans and seas were formed and know that rivers flow into seas and oceans and make them salty. Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of the Ordnance Survey Maps) to build their knowledge of the UK and the wider world.</p>

ART

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
To create a collage from paper strips and other imagery, using scissors to carefully cut around elements within the collage.

MUSIC

Listen with attention to detail and recall sounds with increasing aural memory

Additional School Curriculum targets:

Through drama and public speaking present findings to an audience

Summer Term 1

Who were the Ancient Greeks?

HISTORY

Understand the nature of ancient civilizations such as the Greeks and the expansion and dissolution of empires and cultures.
A study of Greek life and achievements and their influence on the western world.

The nature of ancient civilizations such as the Greeks and the expansion and dissolution of empires and cultures.

Understand the legacy of Greek art, architecture, literature, sport on later periods of British history including the present day.

GEOGRAPHY

Use a map of Europe, atlas and globe to locate Greece and UK

Explain geographical similarities and differences of physical geography of UK and Greece.

MUSIC

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

DRAMA

Through drama and public speaking present findings to an audience.

ART

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)

Know about great artists, architects and designers in history.

Create sculpture showing understanding of cultural development of Greek art forms

DT

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Additional School Curriculum targets:

Through drama and public speaking present findings to an audience.

Summer Term 2

Where did the Romans go?

GEOGRAPHY

Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and use land patterns; and understand how some of these aspects have changed over time

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

HISTORY

Learn about 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Understand the development of The Roman Empire by AD42 and the power of its army.

Learn about British resistance, for example, Boudicca and Julius Caesar's attempted invasion in 55-54 BC

Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius.

Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman roads.

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about the resistance of Queen Boudicca and understanding different perspectives.

DT

Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

ART

Improve mastery of drawing and painting techniques by creating a detailed portrait of Julius Caesar

Additional School Curriculum targets:

To be confident in presenting work in front of an audience.

Year 4	National Curriculum targets
Autumn Term 1	<p><u>What was it like to be a dinosaur?</u></p> <p>GEOGRAPHY Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied-Continental Drift To understand how the world works beyond our limited modern experience.</p> <p>HISTORY Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Continue to develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>DT Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately – Habitat boxes Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>ART To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Produce creative work, exploring their ideas and recording their experiences.</p> <p>MUSIC Explore the impact of tone, pitch and volume.</p> <p><u>Additional School Curriculum targets:</u> To understand how the world works beyond our limited modern experience.</p>
Autumn Term 2	<p><u>Who was tougher - Vikings or Anglo-Saxons?</u></p> <p>GEOGRAPHY Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>DT Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>MUSIC Develop an understanding of the history of music</p> <p>ART Improve mastery of art and design techniques Know about great artists</p> <p>History Anglo Saxons invasions, settlements and kingdoms: place names and village life Study the methods of Vikings raids and invasion in the British Isles- long term effects Discuss the Anglo Saxon laws and justice Resistance by Alfred the Great and Athelstan, first king of England</p>

	<p><u>Additional School Curriculum targets:</u> To understand what it means to be British and how our past has shaped our modern lives.</p>
<p>Spring Term 1</p>	<p><u>How did the Normans change England?</u> <u>GEOGRAPHY</u> Locate the world's countries, using maps to focus on Europe, concentrating on named counties and cities Use maps, atlases, to describe features studied <u>HISTORY</u> A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 The changing of monarchs A significant turning point in British history A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <u>ART</u> To improve their mastery of art and design technology techniques, including drawing. <u>DT</u> Identifying healthy diets. <u>MUSIC</u> Explore the impact of tone, pitch and volume. <u>Additional School Curriculum targets:</u> To develop skills that make us life-long learners.</p>
<p>Spring Term 2</p>	<p><u>What makes British wildlife unique?</u> <u>GEOGRAPHY</u> Use field work to observe, measure, record and present physical features in the local area using a range of methods Use the eight points of a compass and four and six-figure grid references and understand symbols and keys on a map. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Describe and understand key aspects of physical geography. Human geography, including: types of settlement and land use <u>DT</u> Use research and develop design criteria of innovative, functional, appealing products that are fit for purpose. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Investigate and analyse a range of existing products and create design criteria for a product. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <u>ART</u> Produce creative work, exploring their ideas and recording their experiences. To improve their mastery of art and design techniques including printing <u>MUSIC</u> Improvise and compose music and listen with attention to detail and recall sounds with increasing aural memory <u>Additional School Curriculum targets:</u> To gain an appreciation and value of God's gift of this planet to us.</p>

Summer Term 1

Can we explore Canada?

GEOGRAPHY

Geographical regions and identifying human characteristics

Physical geography, including climates zones, mountains etc.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

HISTORY

Continue to develop a chronologically secure knowledge and understanding of world history

ART

Know about great artists, architects and designers in history

DT

Understand and apply the principles of a healthy and varied diet

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Select from and use a wider range of tools and equipment to perform practical tasks accurately.

Additional School Curriculum targets:

To grow up fit and healthy and make positive life-choices.

Summer Term 2

Do you Samba in Brazil?

GEOGRAPHY

Locate the world's countries, using maps to focus on Europe, concentrating on named regions –South America

Understand geographical similarities and differences through the study of human and physical geography of a region

Human geography, economic activity including trade links, and the distribution of natural resources

MUSIC

To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions such as drumming workshop

To develop an understanding of the history of music.

DT

To prepare and cook a variety of dishes using a range of cooking techniques

ART

To become proficient in drawing and painting using a range of materials.

Produce creative work, exploring their ideas and recording their experiences.

Additional School Curriculum targets:

To have practical experiences and visits to events and sites of interest.

Year 5	National Curriculum targets
Autumn Term 1	<p><u>Who were the Tudors and Stewarts?</u></p> <p><u>HISTORY</u></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British and local history, the changing power of monarchs using case studies such as the Tudors and Stewarts. How Britain has influenced and been influenced by the wider world. Understanding of abstract terms such as 'empire', 'civilization' Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends and frame historically valid questions. Create their own structured accounts, including written narratives and analyses Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national.</p> <p><u>GEOGRAPHY</u></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>ART</u></p> <p>Become proficient in drawing, painting. Know about great artists.</p> <p><u>MUSIC</u></p> <p>Develop an understanding of the history of music.</p> <p><u>Additional School Curriculum targets:</u></p> <p>To explore what it means to be British.</p>
Autumn Term 2	<p><u>What was it like to live in Ancient China?</u></p> <p><u>GEOGRAPHY</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Physical geography, including mountains, volcanoes and earthquakes.</p> <p><u>ART</u></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Produce creative work, exploring their ideas and recording their experiences.</p> <p><u>MUSIC</u></p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.</p> <p><u>HISTORY</u></p> <p>Know and understand significant aspects of the history of the wider world: The Shang Dynasty. the nature of ancient civilizations; the expansion and dissolution of empires; Characteristic features of past non-European societies; achievements and follies of humankind.</p>

Additional School Curriculum targets:

To have developed wider knowledge of cultures other than our own.

Spring Term 1

Can we make St Ursula's the movie?

COMPUTING

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Use technology safely, respectfully and responsibly.

DT

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Investigate and analyse a range of existing products.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Select from and use a wider range of tools and equipment to perform practical tasks accurately.

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

ART

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Produce creative work, exploring their ideas and recording their experiences.

MUSIC

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Additional School Curriculum targets:

To express ourselves creatively and find out what makes us unique.

Spring Term 2

What can we find out about Egypt?

GEOGRAPHY

Physical geography, including climate zones, biomes and vegetation belts, rivers and the water cycle.

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

HISTORY

Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between, cultural, national and international history;

ART

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, 3D work)

Evaluate and analyse creative works using the language of art, craft and design

DT

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

MUSIC

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.

Additional School Curriculum targets:

To develop skills that make us life-long learners and prepare us for the future.

Summer Term 1

Why does engineering matter?

COMPUTING

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

DT

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Understand how key events and individuals in design and technology have helped shape the world.

Apply their understanding of how to strengthen, stiffen and reinforce structures that are more complex.

Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.

ART

Know about great artists, architects and designers in history.

Additional School Curriculum targets:

To have practical and challenging experience outside of our 'comfort' zone.

Summer Term 2

Year 5 CLC: Can we go on a Safari?

GEOGRAPHY

Physical geography, including: climate zones, biomes and vegetation belts,

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.

MUSIC

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.

Develop an understanding of the history of music.

ART

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
Produce creative work, exploring their ideas and recording their experiences.

DT

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

HISTORY

Gain historical perspective by placing growing knowledge into different contexts, understanding connections between, cultural, national and international history;

Additional School Curriculum targets:

To expand our experience of the wider world and the people in it.

Year 6	National Curriculum targets
Autumn Term 1	<p><u>Where shall we sail?</u></p> <p>GEOGRAPHY Locate the worlds countries using maps and Atlases Identify the position and significance of longitude, latitude, equator north and south hemispheres, the tropics...and time zones Use maps, atlases, globes and digital mapping to locate countries and describe features studied. Understand geographical similarities and differences through the study of another country.</p> <p>ART To improve mastery of art techniques including drawing and painting using pencil or paint</p> <p>MUSIC Appreciate a wide range of recorded music drawn from different traditions and from great composers and musicians</p> <p>DT Prepare and cook a variety of predominantly and savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><u>Additional School Curriculum targets:</u> To independently present and prepare a stall showcasing foods, facts and culture of a specific country.</p>
Autumn Term 2	<p><u>How can we heal the world's conflicts?</u></p> <p>GEOGRAPHY To explore human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use the eight points of a compass and four and six figure grid references, to build their knowledge of the united kingdom and the wider world.</p> <p>MUSIC Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>ART To create a sketch-book to record their observations and use them to review and revisit their ideas. To improve mastery of art techniques including drawing with a range of materials including charcoal.</p> <p>DT Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

HISTORY

A non-European society that provides contrast with British history (Ethiopian Eritrean)

Additional School Curriculum targets:

To have knowledge of different cultures and peoples.

Spring Term 1

How did Londoners survive the Blitz?

HISTORY

Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II.

Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II.

A local history study of an aspect of history dating from a period beyond 1066 that is significant in the locality.

A study of an aspect or theme in British history that is a significant turning point for example the Battle of Britain.

Know relevant historical information by learning about the importance and significance of the role of women during World War II.

GEOGRAPHY

Name and locate countries and cities of the United Kingdom.

Understand how land use patterns have changed over time.

Locate major cities key topographical features including coasts, rivers...ports and industrial areas.

Describe trade links and distributions of natural resources (British empire to the British isles)

MUSIC

Develop an understanding of the history of music.

Play and perform in solo in ensemble context using their voices.

DT

Understand seasonality and know where and how varieties of ingredients are grown.

ART

To learn about artists and designers who created propaganda posters and to recreate this style of art.

Additional School Curriculum targets:

To understand what it is to be British through our history.

Spring Term 2

Where did the Mayans and Aztecs go?

GEOGRAPHY

Locate the world's countries, including those in south America. Contrasting their environmental regions, key human and physical features.

To identify the position and significance of the southern hemisphere, the tropics, longitude and latitude and the equator.

Understand geographical similarities and differences within the region of south America.

Describe climate zones, biomes and vegetation belts, rivers and mountains and distribution of natural

ART

To improve mastery of art techniques including drawing and painting using pencil or paint

DT

Use research and develop design criteria to create functional and appealing products that are fit for purpose.

Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].

HISTORY

	<p>The achievements of the earliest civilizations (such as the Aztecs) Study a non-European society that provides contrast with British history for example Mayan civilization. <u>Additional School Curriculum targets:</u> To be independent learners and promote lifelong learning</p>
<p>Summer Term 1</p>	<p><u>How has our idea of what Art is changed?</u> <u>HISTORY</u> To study European and non-European cultures. <u>ART</u> To learn about great artists, architects and designers in history. 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] To create a sketchbook to record observations <u>Additional School Curriculum targets:</u> To express ourselves creatively and research independently.</p>
<p>Summer Term 2</p>	<p><u>All the World's A Stage!</u> <u>HISTORY</u> Continue to develop a chronologically secure knowledge and understanding of British, local and world history. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <u>MUSIC</u> Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music. Play and perform using musical instruments. <u>ART</u> Research great artists, architects and designers in history. 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] <u>DT</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <u>Additional School Curriculum targets:</u> To be able to express ourselves creatively and explore our unique talents.</p>