



## Art

1- Using the book 'The boy, the mole, the fox and the horse' as a stimulus, can you create your own poignant lessons?

**Outcome: Create personal poignant lessons using pen and ink**

2- What makes our school special?

**Outcome: Collaborative art mural on the wall on the playground depicting The Clinton School as a very special place.**

Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas (Yr 3)

Explain what he/she likes or dislikes about their work (Yr 3)

Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork (Yr 4)

Use taught technical skills to adapt and improve his/her work (Yr 4)

Develop different ideas which can be used and explain his/her choices for the materials and techniques used (Yr 5)

Evaluate his/her work against their intended outcome (Yr 5)

Adapt his/her own final work following feedback or discussion based on their preparatory ideas (Yr 6)

Follow a design brief to achieve an effect for a particular function (Yr 6)

## **'Stewardship of Ourselves'**

Values: love, nurture, learning and excellence

### **Autumn 2020**

**What makes me special?**

**Why is it important to look after myself?**

**How can I help myself when things get too much?**

## Design and Technology

*What makes you individual? What makes you special?*

**Outcome: Design and create a personal square for our class quilt**

Complete a plan that shows the order and also what equipment and tools he/she needs (Yr 3)

Explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality (Yr 3)

Explain how his/her choices of materials and components have contributed to the aesthetic qualities of his/her finished product (Yr 4)

Generate alternative plans and expound on the good points and drawbacks of his/her original design (Yr 4)

Evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work (Yr 5)

Create prototypes to show his/her ideas (Yr 5)

Make modifications to the original design as he/she proceeds (Yr 6)

Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and pattern pieces (Yr 6)

## ICT

*What makes you individual? What makes you special?*

**Outcome: Design and create a PowerPoint presentation about themselves**

Use simple search technologies (Yr 3)

With support select, use and combine a variety of software on a range of digital devices to accomplish given goals (Yr 4)

Understand how results are selected and ranked by search engines (Yr 4)

Independently select and use appropriate software for a task (Yr 5)

Independently select, use and combine a variety of software to design and create content for a given audience (Yr 5)

Use filters in search technologies effectively (Yr 5)

Use filters in search technologies effectively and appreciate how results are selected and ranked (Yr 5)

Use technology respectfully and responsibly (Yr 6)

Use filters in search technologies effectively and is discerning when evaluating digital content (Yr 6)

## PE- Long rope skipping

Develop flexibility, strength, technique, control and balance (All years)

Take part in outdoor and adventurous activity challenges individually (All years)



## Science

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Yr 3)

Identify that humans and some other animals have skeletons and muscles for support, protection and movement (Yr 3)

Describe the simple functions of the basic parts of the digestive system in humans (Yr 4)

Identify the different types of teeth in humans and their simple functions (Yr 4)

Construct and interpret a variety of food chains, identifying producers, predators and prey (Yr 4)

Describe the changes as humans develop to old age (Yr 5)

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Yr 6)

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Yr 6)

Describe the ways in which nutrients and water are transported within animals, including humans (Yr 6)

## Outdoor Learning

*How can being outdoors support our mental wellbeing?*

Nature art  
Moments to pause  
Gardening  
Exercise  
Wide games

## PSHE- Good to be me/New Beginnings

Can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions)

Can respond appropriately to a wider range of feelings in others

Can discuss strategies for keeping physically and emotionally safe (road safety, social media, mobile phones)

They can identify positive ways to face new challenges

They can recognise some strong emotions and identify ways of managing these emotions positively

Recognise when and how to ask for help

Recognise that they may experience conflicting emotions when they might need to listen to their emotions to overcome them

Reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth

## RE

*What do Christians learn from the Creation story?*

Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.

Make clear links between Genesis 1 and what Christians believe about God and Creation.

Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)

Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.



## Swallows Class – Key Stage Two – Curriculum Skills Termly Overview – Living Our Vision