



## Tigers Class – Autumn 2020 Curriculum Skills Termly Overview



### Art

**Outcome:** Create rainforest themed artwork inspired by Amazonian Indian artists e.g. Nixiwaka Yawanawá.

- Know that different artistic works are made by craftspeople from different cultures and times.
- Represent things observed, remembered or imagined using colour/tools.
- Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.
- Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.
- Know the names of tools, techniques and elements that he/she uses
- Explain what he/she likes or dislikes about their work.

### Music

**Outcome:** To create and perform a piece to represent different rainforest animals.

- Play tuned and un-tuned instruments musically
- Experiment with, create, select and combine sounds using the inter-related dimensions of music
- Improvise and compose music for a range of purposes using the inter-related dimensions of music

### PSHE

- Understand that they belong to a community full of similar and different people.
- Become comfortable with managing their own feelings.
- Understand the feelings of others.
- Become aware of their own strengths and the strengths of others.
- Understand how to behave in different settings.
- Understand how to make their classroom a safe and welcoming place to learn.
- Be able to talk about their learning.

## 'Stewardship'

**How can we take care of ourselves and each other in a changing world? What can we learn from the rainforests of Stewardship of our world?**

### PE

- Confidently perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Use running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics

### Geography

**Outcome:** To create a display about the rainforest and what we can do to help look after it.

- Ask simple geographical questions such as 'What is it like to live in this place?'
- Use simple maps of the local area e.g. large scale print, pictorial, etc.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this Key Stage.
- Understand and use a widening range of geographical terms e.g. specific topic vocabulary such as industry, transport, etc.
- Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.
- Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features.
- Recognise that different people hold different views about an issue and begin to understand why.

### RE

- Identify a story or text that says something about each person being unique and valuable.
- Give an example of a key belief some people find in one of these stories. Eg. that God loves all people.
- Give a clear simple account of what Genesis 1 tells Christians and Jews about the natural world.
- Give an example of how people show that they care for others (e.g. by giving to charity and) link to how to live and ways in which people try to make the world a better place.
- Give examples of how different people can show care for the natural earth.
- Identify some differences in how people put their beliefs into action.
- Raise questions and suggest answers about what difference believing in God makes to how people treat each other and the natural world.
- Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
- Express and explain their own ideas about the ways to make the world a better place, making links with religious ideas studied.

### Science

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores