

# Holy Trinity CE Primary School



Holy Trinity CE Primary School is striving to be a fully inclusive school that serves our local community. Through the love of Jesus Christ, we are preparing our children to be future caring, responsible citizens in a diverse society. Our children will be given every opportunity to grow spiritually, academically, socially and to achieve their full potential within a safe, happy Christian school family.  
'Life in all is fullness' - John 10v10

## Exciting Exploration

(2023-2024) Spring 2

Lead Subjects: **Art** and **Geography**

Theme Week: British Science Week

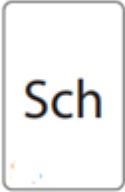
Assessment Week

Comic Relief

International Woman's Day

PSHE: Growing and Changing

<u>Subject</u>	<u>Year Group</u>	<u>Knowledge (Key Learning)</u>	<u>Skills</u>	<u>5 Key Knowledge Facts</u>
Geography Local Area Study	EYFS	<b>Mapping and Fieldwork: Our School</b> <ul style="list-style-type: none"> <li>Talks about the features of their own immediate environment and how environments might vary from one another.</li> <li>Looks closely at similarities, differences, patterns and change in nature.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>Record and creatively represent findings by, e.g. drawing, writing, making a model or photographing, through music, dancing or dressing up.</li> <li>Make sense of different environments.</li> <li>Use the local area for exploring both the built and the natural environment.</li> <li>Observe the local area/school through walks.</li> </ul>	By the end of the unit, pupils should be able to answer: <ul style="list-style-type: none"> <li>Holy Trinity School is in Burnley.</li> <li>Schools are a kind of community.</li> <li>Schools are where children go to learn.</li> <li>Classrooms all have their own layout which can be mapped.</li> <li>Schools have different jobs; teachers, secretary, bursar, lunchtime supervisor.</li> </ul>
	Year 1	<b>Fieldwork: Rosie's Walk</b> <b>Our Journey to School</b>  Our Journey to School Pupils should be taught to: Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	<b>Mapping</b> <ul style="list-style-type: none"> <li>Use a range of maps and globes (including picture maps) at different scales.</li> <li>Use vocabulary such as bigger/smaller, near/far.</li> <li>Know that maps give information about places in the world (where/what?).</li> <li>Locate land and sea on maps.</li> <li>Use large scale maps and aerial photos of the school and local area.</li> <li>Recognise simple features on maps e.g. buildings, roads and fields.</li> </ul>	By the end of the unit, pupils should be able to answer: <ul style="list-style-type: none"> <li>Holy Trinity School is on Raglan Road in Burnley, Lancashire</li> <li>Some features of a school are a playground, high fence, car park, school hall and paths.</li> <li>Classrooms all have their own layout with can be mapped.</li> <li>Our School is connected to everybody's house through a</li> </ul>

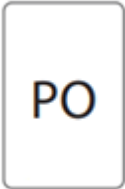


		<p>Human and physical geography  key physical features, including: hill, river, soil, vegetation, season and weather  key human features, including: town, village, factory, farm, house, office and shop</p>	<ul style="list-style-type: none"> <li>• Follow a route on a map starting with a picture map of the school.</li> <li>• Recognise that maps need titles.</li> <li>• Recognise landmarks and basic human features on aerial photos.</li> <li>• Draw a simple map e.g. of a garden, route map, place in a story.</li> <li>• Use and construct basic symbols in a map key.</li> <li>• Know that symbols mean something on maps.</li> <li>• Find a given OS symbol on a map with support</li> <li>• Begin to realise why maps need a key.</li> <li>• Look down on objects and make a plan e.g. of the classroom or playground.</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</li> <li>• Use simple compass directions (NSEW).</li> <li>• Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</li> <li>• Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>	<p>unique route that can be described and mapped.</p> <ul style="list-style-type: none"> <li>• What the given map symbols are:</li> </ul> <div data-bbox="1659 384 1783 576" style="border: 1px solid black; padding: 5px; text-align: center; width: fit-content; margin: 10px auto;">  </div>
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			<p><b>Enquiry &amp; Investigation</b></p> <ul style="list-style-type: none"> <li>• Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</li> <li>• Recognise differences between their own and others' lives.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li> <li>• Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</li> <li>• Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)</li> <li>• Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</li> <li>• Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.</li> </ul> <p><b>Use of ICT/technology</b></p> <ul style="list-style-type: none"> <li>• Use simple electronic globes/maps.</li> <li>• Use programmable toys or sprites to move around a course/screen following simple directional instructions.</li> </ul>	
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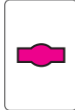



	<p>Year 2</p>	<p><b>Map features/Journey to Church</b>  Pupils should be taught to:  Locational knowledge  name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Place knowledge  understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom  Human and physical geography  key physical features, including: hill, river, soil, vegetation, season and weather  key human features, including: town, village, factory, farm, house, office and shop</p>	<p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>• Use a range of maps and globes (including picture maps) at different scales.</li> <li>• Use vocabulary such as bigger/smaller, near/far.</li> <li>• Know that maps give information about places in the world (where/what?).</li> <li>• Locate land and sea on maps.</li> <li>• Use large scale maps and aerial photos of the school and local area.</li> <li>• Recognise simple features on maps e.g. buildings, roads and fields.</li> <li>• Follow a route on a map starting with a picture map of the school.</li> <li>• Recognise that maps need titles.</li> <li>• Recognise landmarks and basic human features on aerial photos.</li> <li>• Know which direction is North on an OS map.</li> <li>• Draw a simple map e.g. of a garden, route map, place in a story.</li> <li>• Use and construct basic symbols in a map key.</li> <li>• Know that symbols mean something on maps.</li> <li>• Find a given OS symbol on a map with support</li> <li>• Begin to realise why maps need a key.</li> </ul>	<p>By the end of the unit, pupils should be able to answer:  By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> <li>• St Matthew's Church is on St Matthew's Street in Burnley, Lancashire in the North West of England</li> <li>• What the given map symbols are:</li> </ul> <div data-bbox="1675 619 1796 807" data-label="Image"> </div> <ul style="list-style-type: none"> <li>• We can pass different types of houses on our journey to Church (terraced, semi-detached and bungalow).</li> <li>• From School, St. Matthew's Church is south.</li> <li>• We can travel different routes to St. Matthew's Church from School.</li> </ul>





			<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</li> <li>• Use simple compass directions (NSEW).</li> <li>• Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</li> <li>• Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul> <p>Enquiry &amp; Investigation</p> <ul style="list-style-type: none"> <li>• Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</li> <li>• Recognise differences between their own and others' lives.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li> <li>• Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</li> <li>• Use basic geographical vocabulary from the PoS (above) as well as to</li> </ul>	
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			<p>describe specific local geographical features (tube station, canal etc.)</p> <ul style="list-style-type: none"> <li>• Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</li> <li>• Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.</li> </ul> <p>Use of ICT/technology</p> <ul style="list-style-type: none"> <li>• Use simple electronic globes/maps.</li> <li>• Do simple searches within specific geographic software.</li> <li>• Use a postcode to find a place on a digital map.</li> <li>• Add simple labels to a digital map.</li> <li>• Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li> </ul>	
	Year 3	<p><b>Fieldwork: Scott Park</b></p> <p>Pupils should be taught to:</p> <p>Locational knowledge Name and locate counties and cities of the United Kingdom. Place knowledge A region of the United Kingdom.</p>	<p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>• Make and use simple route maps.</li> <li>• Label maps with titles to show their purpose</li> <li>• Create maps of small areas with features in the correct place.</li> <li>• Use plan views.</li> <li>• Recognise some standard OS symbols.</li> <li>• Link features on maps to photos and aerial views.</li> </ul>	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> <li>• Scott Park is on Scott Park Road in Burnley, Lancashire in the North West of England in the United Kingdom</li> <li>• What the given map symbols are:</li> </ul>

			<ul style="list-style-type: none"> <li>• Make a simple scaled drawing e.g. of the park</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass.</li> <li>• Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</li> <li>• Make links between features observed in the environment to those on maps and aerial photos.</li> </ul> <p>Enquiry &amp; Investigation</p> <ul style="list-style-type: none"> <li>• Make comparisons with their own lives and their own situation.</li> </ul> <p><b>Use of ICT/technology</b></p> <ul style="list-style-type: none"> <li>• Draw and follow routes on digital maps.</li> <li>• Use spreadsheets, tables and charts to collect and display geographical data.</li> </ul>	   <ul style="list-style-type: none"> <li>• This urban park is 8 hectares.</li> <li>• Scott Park is named after John Hargreaves Scott, with a monument to Scott, unveiled in the park in 1898.</li> <li>• Within the park there is a meandering stream running from south to north.</li> </ul>
	Year 4	<p><i>Europe - Burnley's Twin Town</i> <i>Vitry-Sur-Seine</i></p> <p><i>Pupils should be taught to:</i> <i>Locational knowledge</i> <i>Name and locate counties and cities of the United Kingdom.</i></p>	<p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</li> <li>• Use maps and town plans.</li> <li>• Use maps at more than one scale.</li> <li>• Recognise that larger scale maps cover less area.</li> </ul>	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> <li>• Vitry-Sur-Seine is the twin town to Burnley and is located in the south</li> </ul>




		<p><i>Place knowledge</i>  <i>A region of the United Kingdom.</i>  <i>A region in a European country</i></p>	<ul style="list-style-type: none"> <li>Recognise patterns on maps and begin to explain what they show.</li> <li>Create maps of small areas with features in the correct place.</li> <li>Use plan views.</li> <li>Recognise some standard OS symbols.</li> <li>Link features on maps to photos and aerial views.</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use the eight points of a compass.</li> <li>Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</li> </ul> <p><b>Enquiry &amp; Investigation</b></p> <ul style="list-style-type: none"> <li>Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes</li> <li>Make comparisons with their own lives and their own situation.</li> <li>Show increasing empathy and describe similarities as well as differences.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Communicate geographical information through a range of methods</li> </ul>	<p>eastern suburbs of Paris in France</p> <ul style="list-style-type: none"> <li>What the given map symbols are:</li> </ul> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"></div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"></div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"></div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"></div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"></div> </div> <ul style="list-style-type: none"> <li>The Seine River flows along Vitry-sur-Seine's eastern border.</li> <li>Vitry-sur-Seine's is connected to Paris by rail (6 miles).</li> <li>The region lies in the centre of the Paris Basin and consists of limestone plains.</li> </ul>
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			<p>including sketch maps, plans, graphs and presentations.</p> <ul style="list-style-type: none"> <li>Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.</li> </ul> <p><b>Use of ICT/technology</b></p> <ul style="list-style-type: none"> <li>Use the zoom facility on digital maps to locate places at different scales.</li> </ul>	
	Year 5	<p><b>Fieldwork: Pendle Hill</b></p> <p>Pupils should be taught to:</p> <p>Locational knowledge Name and locate counties and cities of the United Kingdom. Place knowledge A region of the United Kingdom. A region in a European country</p>	<p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>Relate different maps to each other and to aerial photos.</li> <li>Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</li> <li>Choose the most appropriate map/globe for a specific purpose.</li> <li>Follow routes on maps describing what can be seen.</li> <li>Understand that purpose, scale, symbols and style are related.</li> <li>Recognise different map projections.</li> <li>Identify, describe and interpret relief features on OS maps.</li> <li>Use six figure coordinates.</li> <li>Create sketch maps using symbols and a key.</li> </ul>	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> <li>Pendle Hill is the east of Lancashire, in England near the towns of Burnley, Nelson, Colne, Brierfield, Clitheroe and Padiham.</li> <li>What the given map symbols are:</li> </ul> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 5px; margin: 5px;"></div> <div style="border: 1px solid gray; padding: 5px; margin: 5px;"></div> <div style="border: 1px solid gray; padding: 5px; margin: 5px;"></div> <div style="border: 1px solid gray; padding: 5px; margin: 5px;"></div> </div>

			<ul style="list-style-type: none"> <li>• Use a wider range of OS symbols including 1:50K symbols.</li> <li>• Know that different scale OS maps use some different symbols.</li> <li>• Use models and maps to discuss land shape i.e. contours and slopes.</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use eight cardinal points to give directions and instructions.</li> <li>• Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</li> <li>• Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. coniferous/deciduous forest</li> <li>• Communicate geographical information in a variety of ways including through maps, diagrams numerical and quantitative skills and writing at increasing length.</li> <li>• Develop their views and attitudes to critically evaluate responses to local</li> </ul>	 <p>Pendle Hill is in the North when looking at it from the school playground</p> <ul style="list-style-type: none"> <li>• Pendle Hill is an isolated hill in the Pennines and is approximately 500m above the surrounding towns</li> <li>• Upper and Lower Ogden Reservoirs are <math>\frac{1}{2}</math> mile to the west of the village of Barley and they supply drinking water to the town of Nelson</li> </ul>
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			<p>geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</p> <p><b>Use of ICT/technology</b></p> <ul style="list-style-type: none"> <li>Use appropriate search facilities when locating places on digital/online maps and websites.</li> <li>Start to explain satellite imagery.</li> </ul>	
	Year 6	<p><b>Fieldwork: Gawthorpe Hall</b></p> <p>Pupils should be taught to:</p> <p>Locational knowledge Name and locate counties and cities of the United Kingdom. Place knowledge A region of the United Kingdom. A region in a European country</p>	<p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>Relate different maps to each other and to aerial photos.</li> <li>Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</li> <li>Choose the most appropriate map/globe for a specific purpose.</li> <li>Follow routes on maps describing what can be seen.</li> <li>Understand that purpose, scale, symbols and style are related.</li> <li>Recognise different map projections.</li> <li>Identify, describe and interpret relief features on OS maps.</li> <li>Use six figure coordinates.</li> <li>Create sketch maps using symbols and a key.</li> </ul>	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> <li>Gawthorpe Hall is on the banks of the River Calder, in the Parish of Ightenhill, in the Borough of Burnley, Lancashire</li> <li>What the given map symbols are:</li> </ul>

			<ul style="list-style-type: none"> <li>• Use a wider range of OS symbols including 1:50K symbols.</li> <li>• Know that different scale OS maps use some different symbols.</li> <li>• Use models and maps to discuss land shape i.e. contours and slopes.</li> <li>• Draw measured plans.</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use eight cardinal points to give directions and instructions.</li> <li>• Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</li> <li>• Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. coniferous/deciduous forest</li> <li>• Communicate geographical information in a variety of ways including through maps, diagrams numerical and quantitative skills and writing at increasing length.</li> </ul>	 <ul style="list-style-type: none"> <li>• Gawthorpe Hall is 2.3 miles away from Holy Trinity School in the town of Padiham with a BB12 postcode</li> <li>• The six figure coordinate for Gawthorpe Hall is; SD805340</li> <li>• Gawthorpe Hall is set in over 40 acres of woodland and takes in views across to Pendle Hill</li> </ul>
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			<ul style="list-style-type: none"> <li>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</li> </ul> <p><b>Use of ICT/technology</b></p> <ul style="list-style-type: none"> <li>Use appropriate search facilities when locating places on digital/online maps and websites.</li> <li>Start to explain satellite imagery.</li> </ul>	
<b><u>Subject</u></b>	<b><u>Year Group</u></b>	<b><u>Knowledge (Key Learning)</u></b>	<b><u>Skills</u></b>	<b><u>5 Key Knowledge Facts</u></b>
Art: Artist Study (Fact File about the Artist)	EYFS	Painting: Kandinsky <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Share with children other artists' work that connects with their ideas, interests and experiences.</li> <li>Continues to explore colour and how colours can be changed.</li> <li>Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects based on imagination, observation and experience.</li> <li>Uses various construction materials, e.g. joining pieces, stacking vertically</li> </ul>	Examples of how to support this are: <ul style="list-style-type: none"> <li>Use resources for mixing colours, joining things together and combining materials, supporting where appropriate.</li> <li>To work safely.</li> </ul> Explore artists' work that connects with their ideas, interests and experiences.	By the end of this unit the pupil should: <ul style="list-style-type: none"> <li>Know that Kandinsky was an abstract painter.</li> <li>Know that colours can be changed.</li> <li>Know that materials can be e.g. joined, stacked.</li> <li>Know how important it is to work safely.</li> </ul>

		<p>and horizontally, balancing, making enclosures and creating spaces.</p> <ul style="list-style-type: none"> <li>• Uses tools for a purpose.</li> </ul>		<ul style="list-style-type: none"> <li>• Know that the full name of the artist is Wassily Kandinsky</li> </ul>
	Year 1	<p>Printing: Monet</p> <ul style="list-style-type: none"> <li>• Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.</li> <li>• Make simple marks on rollers and printing palettes.</li> <li>• Take simple prints i.e. mono - Printing.</li> <li>• Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</li> <li>• Build repeating patterns and recognise pattern in the environment.</li> <li>• Create simple printing blocks with press print.</li> <li>• Design more repetitive patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</b></li> <li>• <b>Take simple prints i.e. mono -printing</b></li> <li>• <b>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</b></li> <li>• <b>Build repeating patterns and recognise pattern in the environment</b></li> <li>• <b>Create simple printing blocks with press print Design more repetitive patterns</b></li> </ul>	<ul style="list-style-type: none"> <li>• By the end of this unit the pupils should:</li> <li>• Know how to use different materials including hard and soft for printing.</li> <li>• Know how to take simple prints.</li> <li>• Know that Monet was an Impressionist painter.</li> <li>• Name some of Monet's work. Eg Water Lilies Poppies, Sunrise</li> </ul> <p>Know that rubbings create texture.</p>

		<p>Colour</p> <ul style="list-style-type: none"> <li>Experiment with overprinting motifs and colour.</li> </ul> <p>Texture</p> <ul style="list-style-type: none"> <li>Make rubbings to collect textures and patterns.</li> </ul>	<ul style="list-style-type: none"> <li><b>Colour Experiment with overprinting motifs and colour</b></li> </ul> <p>Make rubbings to collect textures and patterns</p>	
	Year 2	<p>Painting: Jackson Pollock</p> <ul style="list-style-type: none"> <li>Use a variety of tools and techniques including different brush sizes and types.</li> <li>Mix and match colours to artefacts and objects.</li> <li>Work on different scales.</li> <li>Experiment with tools and techniques e.g. layering, mixing media, scrapping through.</li> <li>Name different types of paint and their properties.</li> <li>Colour</li> <li>Identify primary and secondary colours by name.</li> <li>Mix primary shades and tones.</li> <li>Mix secondary colours.</li> <li>Texture</li> <li>Create textured paint by</li> </ul>	<p><b>Use a variety of tools and techniques including different brush sizes, sponges and other tools</b></p> <p><b>Mix and match colours to objects</b></p> <p><b>Work on different scales</b></p> <p><b>Experiment with tools and techniques e.g. layering, mixing media, scrapping</b></p> <p><b>Name different types of paint and their properties - ready mix, watercolour</b></p> <p><b>Colour Identify primary and secondary colours by name</b></p> <p><b>Mix primary shades and tones</b></p> <p><b>Mix secondary colours</b></p> <p><b>Texture</b></p> <p>Create textured paint by adding sand, plaster</p>	<p>By the end of this unit the pupils should:</p> <p>Know that Jackson Pollock was an abstract impressionist painter.</p> <p>Know that Jackson Pollock used the drip technique when painting.</p> <p>Know some of Jackson Pollocks designs. For example, No. 1. Autumn Rhythm, Blue Poles, The Deep.</p> <p>Know how to create texture by adding sand or plaster.</p> <p>Know the primary and secondary colours by name.</p>



		<ul style="list-style-type: none"> <li>• adding sand, plaster.</li> </ul>		
	Year 3	<p>Printing: Andy Warhol</p> <ul style="list-style-type: none"> <li>• Create printing blocks using a relief or impressed method.</li> <li>• Create repeating patterns.</li> </ul> <p>Print with two colour overlays.</p>	<p><b>Colour Experiment with overprinting motifs and colour Texture Make rubbings to collect textures and patterns</b></p> <p><b>Create printing blocks using a relief or impressed method</b></p> <p><b>Create repeating patterns.</b></p> <p><b>Print with two colour overlays</b></p>	<p>By the end of this unit the pupils should:</p> <p>Know that Andy Warhol is an abstract artist famous for his pop art style of painting.</p> <p>Know that some of his iconic paintings include repeating patterns. For example, Campbell's soup cans, Marilyn Monroe, Mickey Mouse.</p> <p>Know that many of his paintings included repeating patterns.</p> <p>Know how to repeat patterns.</p> <p>Know how to use two colour overlays when printing.</p>
	Year 4	<p>Collage: Mondrian</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and</p>	<p><b>Colour Collect, sort, name, match colours appropriate for an image Shape</b></p>	<p>By the end of this unit the pupils should:</p> <p>Know the full name of the artist Piet Mondrian.</p>

		<p>represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	<p><b>Create and arrange shapes appropriately Texture Create, select and use textured paper for an image</b></p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>Know that Mondrian based his work on cubism, originally discovered by Pablo Picasso.</p> <p>Know that Mondrian restricted his form to a basic element using red, yellow and blue.</p> <p>Know how to use collage as a means of collecting ideas.</p> <p>Know how to create a collage in order to build on ideas and visual vocabulary.</p>
	Year 5	<p>Textiles: Gunta Stolzl</p> <p>Use fabrics to create 3D Structures.</p> <p>Use different grades of threads and needles.</p> <p>Experiment with batik Techniques.</p> <p>Experiment with a range of media to overlap and layer creating interesting colours</p>	<p><b>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</b></p> <p><b>Use collage as a means of collecting ideas and information and building a visual vocabulary</b></p> <p><b>Use a variety of techniques, e.g. printing, dyeing, weaving and</b></p>	<p>By the end of this unit the pupils should:</p> <p>Know that Gunta Stolzl was a German Textiler</p> <p>Know that Gunta Stolzl played a fundamental role in the development of the Bauhaus School's weaving workshop.</p> <p>Know that Gunta Stolzl used paper and textiles to create weaving.</p>

		and textures and effects.	<p><b>stitching to create different textural effects</b></p> <p><b>Match the tool to the material</b>  <b>Develop skills in stitching, cutting and joining</b></p>	<p>Know how to use Batik techniques to create a resist on paintings.</p> <p>Know to use a range of collage techniques to create texture.</p>
	Year 6	<ul style="list-style-type: none"> <li>• Painting: L S Lowry</li> <li>• Develop a painting from a drawing.</li> <li>• Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>• Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> <li>• Colour</li> <li>• Mix and match colours to create atmosphere and light effects.</li> <li>• Be able to identify and work with complementary and contrasting colours.</li> </ul>	<p><b>Experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects</b></p> <p><b>Work on a range of scales e.g. thin brush on small picture etc.</b>  <b>Colour Mix colours and know which primary colours make secondary colours Use more specific colour language - e.g. names for different blues Mix and use tints and shades</b></p>	<p>By the end of this unit the pupils should:</p> <p>Know that L S Lowry is an English Artist, who painted scenes from the North West of England.</p> <p>Know that L S Lowry paints industrial scenes.</p> <p>Know that Lowry paints match stick people, which dehumanises and creates loneliness of the characters.</p> <p>Know that by mixing and matching colour you can create atmosphere and light effects.</p> <p>Understand scale and how to use different sized brushes</p>

				to suit the activity you are doing.
Science				
	EYFS	<p>Forces:</p> <p>Floating and Sinking</p> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> </ul> <p>Describe what they see, hear, and feel while inside the classroom and outdoors.</p>		<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> <li>That object float to the top of the water.</li> <li>That objects sink to the bottom.</li> <li>Weight may affect if an object floats or sinks.</li> </ul> <p>That cars can move down ramps but need forces to push them up a ramp.</p>
	Year 1	<p>Seasonal Changes</p> <p><b><u>Light and Astronomy: Seasonal Changes</u></b></p> <p><b>Notes and Guidance (non-statutory):</b></p> <p>Pupils should observe and talk about changes in the weather and the seasons.</p> <p><b>Note:</b></p> <p>Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Observe and describe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length and temperature varies.</li> </ul>	<p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li><b>Making tables and charts</b> about the weather and</li> <li><b>Making displays</b> of what happens in the local area, including day length, as the seasons change.</li> </ul> <p>Additional suggestion from Lancashire for working scientifically opportunities which enhance learning and support using ICT across the curriculum</p> <ul style="list-style-type: none"> <li>This unit provides an ideal opportunity for <b>using data logging equipment to record temperatures</b></li> </ul>	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> <li>The 4 seasons are Spring, Summer, Autumn and Winter.</li> <li>We know it is Autumn if when the leaves are brown, or they have fallen off the tree.</li> <li>We know it is Spring when the blossom appears on the tree or new buds appear.</li> <li>The days are shorter in Autumn and Winter than in Spring and Summer.</li> <li>Explain the different types of weather that we</li> </ul>

				might see in Summer and Winter.
	Year 2	<b>Seasonal Changes</b> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons.</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<b>Pupils might work scientifically by:</b> <ul style="list-style-type: none"> <li><b>Making tables and charts</b> about the weather, rainfall, snowfall and wind.</li> <li><b>Making displays</b> of what happens in the world, including day length, as the seasons change.</li> </ul> <p>Additional suggestion from Lancashire for working scientifically opportunities which enhance learning and support using ICT across the curriculum</p> <ul style="list-style-type: none"> <li>This unit provides an ideal opportunity for <b>using data logging equipment to record temperatures</b></li> </ul>	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> <li>The 4 seasons are, Spring, Summer, Autumn and Winter.</li> <li>That the seasons are associated with the following months:  Spring - March, Autumn, May  Summer - June, July, August  Autumn - September, October, November  Winter - December, January  February.</li> <li>That the temperature in Winter is colder.</li> <li>That daylight hours in some parts of the world are shorter/longer than ours.</li> <li>During winter months some countries have little or no daylight.</li> </ul>
	Year 3	<b>Forces and Magnets</b> Pupils should be taught to: ☐☐ Compare how some things move on different surfaces. ☐☐ Notice that some forces need contact between two objects but magnetic forces can act at a distance.	<b>Pupils might work scientifically by:</b> <ul style="list-style-type: none"> <li><b>Comparing</b> how different things move and grouping them.</li> <li><b>Raising questions and carrying out tests</b> to find out how far things move on different surfaces.</li> <li><b>Gathering and recording data</b> to find answers to their questions.</li> </ul>	<p>By the end of the unit, pupils should be able to explain:</p> <ul style="list-style-type: none"> <li>That magnets have 2 poles.</li> <li>That magnets attract and repel each other</li> </ul>

		<p>☐☐ Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>☐☐ Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>☐☐ Describe magnets as having two poles (like and unlike poles).</p> <p>☐☐ Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Notes and Guidance (non-statutory):</b> Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button, horseshoe).</p>	<ul style="list-style-type: none"> <li>• <b>Exploring</b> the strengths of different magnets and <b>finding a fair way to compare them</b>.</li> <li>• <b>Sorting materials</b> into those that are magnetic and those that are not.</li> <li>• <b>Looking for patterns</b> in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another.</li> <li>• <b>Identifying</b> how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</li> </ul>	<p>depending on which pole is touching.</p> <ul style="list-style-type: none"> <li>• That some materials are magnetic, and some are not.</li> <li>• That surfaces can change the way that objects move.</li> </ul> <p>Some forces need contact between two objects, but magnetic forces can act at a distance.</p>
	Year 4	<p><b>States of Matter – Part 2</b></p> <p><b>Note:</b> Teachers should avoid using materials where heating is associated with chemical change, e.g. through baking or burning.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> <li>• Solids, liquids and gases can be identified by their observable properties.</li> <li>• Solids have a fixed size and shape (the size and shape can be changed but it remains the same after the action).</li> <li>• Liquids can pour and take the shape of the container in which they are put.</li> </ul>	<p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• <b>Grouping and classifying</b> a variety of different materials.</li> <li>• <b>Exploring</b> the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party).</li> <li>• <b>Researching</b> the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid.</li> <li>• <b>Observing</b> and <b>recording</b> evaporation over a period of time, such as a puddle in the playground or washing on a line.</li> <li>• <b>Investigating</b> the effect of temperature on washing drying or snowmen melting.</li> </ul> <p>Additional suggestion from Lancashire for working scientifically opportunities which enhance learning and support using ICT.</p>	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> <li>• Solids have fixed size and shape.</li> <li>• Liquids can be poured.</li> <li>• Liquids take the shape of their container.</li> <li>• That some solids can be poured but form a pool not a pile.</li> </ul> <p>Gases fill the container in which they are put and can escape from a container.</p>

		<ul style="list-style-type: none"> <li>• Liquids form a pool not a pile.</li> <li>• Solids in the form of powders can pour as if they were liquids but make a pile not a pool.</li> <li>• Gases fill the container in which they are put.</li> <li>• Gases escape from an unsealed container.</li> <li>• Gases can be made smaller by squeezing/pressure.</li> <li>☒ Liquids and gases can flow.</li> </ul>	<ul style="list-style-type: none"> <li>• This unit provides an ideal opportunity for <b>using data logging equipment</b> to detect/measure and compare temperatures.</li> </ul>	
	<p><b>Year 5</b></p>	<p><b>Earth and Space</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>☐☐ Describe the movement of the Earth, and other planets, relative to the Sun and each other in the solar system.</li> <li>☐☐ Describe the movement of the Moon relative to the Earth.</li> <li>☐☐ Describe Sun/Earth/Moon as approximately spherical bodies.</li> <li>☐☐ Use the idea of the Earth's rotation to explain day and night.</li> <li>☐☐ The Earth spins once around its own axis in 24 hours, giving day and night.</li> <li>☐☐ The Earth orbits the Sun in one year.</li> <li>☐☐ We can see the Moon because the Sun's light reflects off it.</li> <li>☐☐ The Moon orbits the Earth in approximately 28 days and changes to the appearance of the moon are evidence of this.</li> <li>☐☐ Use the Earth's movement in space to explain the apparent movement of the sun across the sky.</li> <li>☐☐ The Sun appears to move across the sky from East to West and this causes shadows to change during the day.</li> <li>☐☐ Changes to shadow length over a day or changes to sunrise and sunset times over a year are evidence supporting the movement of the Earth.</li> </ul> <p><b>Notes and Guidance (non-statutory):</b></p>	<p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• <b>Comparing</b> the time of day at different places on the Earth through internet links and direct communication.</li> <li>• <b>Creating simple models</b> of the solar system.</li> <li>• <b>Constructing</b> simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day.</li> <li>• <b>Finding out</b> why some people think that structures such as Stonehenge might have been used as astronomical clocks.</li> </ul>	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> <li>• The Earth orbits the Sun in one year.</li> <li>• We can see the moon because the Sun's light reflects off it.</li> <li>• That the sun appears to move across the sky because the Earth is turning on its axis.</li> <li>• The Earth spins once around its own axis in 24 hours, giving day and night.</li> <li>• The Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006)</li> </ul>

		<p>Pupils should be introduced to a model of the Sun and Earth that enables them to explain day and night. Pupils should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).</p> <p><b>Note:</b> Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.</p>		
	Year 6	<p><b>How Light Travels</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>☐☐ Recognise that light appears to travel in straight lines.</li> <li>☐☐ Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>☐☐ Explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes (and represent this in simple diagrammatic form).</li> <li>☐☐ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• Deciding <b>[observe/explore]</b> where to place rear-view mirrors on cars.</li> <li>• <b>Designing and making [Create / Invent / Design]</b> a periscope and using the idea that light appears to travel in straight lines to explain how it works.</li> <li>• <b>Investigating</b> the relationship <b>[looking for patterns]</b> between light sources, objects and shadows by using shadow puppets.</li> <li>• Extend their experience <b>[explore and observe]</b> of light by looking at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</li> </ul>	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines.</li> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>• We see things because the light that travels from light sources to our eyes.</li> </ul>



		<p><b>Notes and Guidance (non-statutory):</b> Pupils should build on the work in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.</p>		<ul style="list-style-type: none"><li>• Represent the light that travels from light sources to our eyes.</li><li>• That objects block the light to create the same shape shadow.</li></ul>