

Art –sketching designs/creating comic art

Year 1	Year 2	Year 3
<p>I can hold and use drawing tools such as pencils and crayons using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention</p> <p>I can explore tone using different grades of pencil, pastel and chalk Will experiment and investigate</p>	<p>I can draw carefully in line from observation, recording shapes and positioning all marks/features with some care</p> <p>I can use line and tone to represent things seen, remembered or observed</p> <p>I can record ideas, observations and designs in a visual journal to support the development of ideas and skills</p>	<p>I can explore shading, using different media to achieve a range of light and dark tones, black to white</p> <p>I can use a viewfinder to select a view and visual clues in an image, then record what is in the frame</p> <p>I can use a visual journal/ sketchbook to support the development of a design over several stages</p>

Computing: Characters and animation

Year 1	Year 2	Year 3
<p>With support I can record images and sound</p> <p>I understand that information can be presented in different ways including use of computer software</p>	<p>I can record and save pictures and sounds</p> <p>I can retrieve and edit pictures and sounds</p>	<p>I can take and import a still photograph</p> <p>With support, I can add pictures and sound to slides</p>

Design/ Technology: Inventions that have made the world a better place

Year 1	Year 2	Year 3
<p>I can investigate historic designs to find their strengths and weaknesses.</p> <p>I can design products that have a definite function for a particular person</p> <p>I can practice techniques to join and/or strengthen materials eg , gluing and reinforcing card</p>	<p>I can explore the processes used to create products.</p> <p>I can design and make products, modifying the product as the project evolves.</p> <p>I can perform a range of cutting and shaping techniques eg tearing, cutting, folding and curling Bird boxes</p>	<p>I know the work of some recognised designers in all areas of study</p> <p>I can produce designs with a clear purpose having explored needs.</p> <p>I select appropriate techniques to construct products</p>

English: This term pupils will be using stories and information texts based on an inventors theme. For example, Wallace and Gromit, George’s Marvellous Medicine, Charlie and the Chocolate Factory following the age related expectations of the English strand of the National Curriculum. Children will also continue to follow the school’s Read Write Inc and NNS programmes to support their phonics and SPAG development

Maths: This term pupils will be following the Derby Planning programme to support learning and teaching of the Maths strand of the National curriculum. Learning this term will include multiplication, division, fractions, collecting and interpreting data, shape, space and measure and problem solving. Further detailed termly planning and the calculation policy can be found on our website.



Music- Listening and responding (mood and character)

Year 1	Year 2	Year 3
<p>I can order sounds within simple structures.</p> <p>I am beginning to represent sounds with symbols and can recognise some of the musical dimensions.</p> <p>I can recognise mood, character and contrast in pieces.</p>	<p>I can respond to graphic notation for pitch, duration and rhythm</p> <p>I can recognise changes in mood, character and contrasts in pieces.</p>	<p>I am starting to develop rehearsal routines and strategies</p> <p>I can respond to graphic notation for pitch, duration and rhythm</p> <p>I am beginning to compare and contrast different pieces in mood, character and changes.</p>

Geography: Inventions across the world

Year 1	Year 2	Year 3
<p>I can identify the locations of hot and cold places.</p> <p>I can use world maps. Atlases and globes to identify continents..</p> <p>I can create simple picture maps.</p>	<p>I can name and locate the world’s seven continents and five oceans</p> <p>I can refer to maps, atlases and globes to identify all continents and oceans studied</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<p>I Understand how land use changes over time</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries</p> <p>I can describe features studied using geographical vocabulary</p>

History: Inventors through the ages

Year 1	Year 2	Year 3
<p>I can sequence some events in chronological order</p> <p>I can identify key events and people</p> <p>I can use subject related vocabulary and: past, old, new, recent, young, days, months,</p>	<p>I can place historical figures, events and artefacts in order on a given time line, using dates where appropriate</p> <p>I can give reasons why people from the past acted in the ways they did.</p> <p>I can use subject related vocabulary and: recently, before, after, now, later, a long time ago</p>	<p>I can use dates to place events, artefacts and historical figures on a timeline</p> <p>I can describe similarities and differences between people, events and objects over time.</p> <p>I can use subject related vocabulary and: century, decade, BC, AD</p>

Science: Vets and animals

Year 1	Year 2	Year 3
<p>I know there are many different animals with different characteristics.</p> <p>I know that animals have senses to help individuals survive. When animals sense things they are able to respond.</p> <p>I know that animals need a variety of food to help them grow, repair their bodies, be active and stay healthy.</p>	<p>I can understand that exercise keeps animals’ bodies in good condition and increases survival chances.</p> <p>I know that different animals move in different ways to help them survive. I know that animals reproduce new animals when they reach maturity.</p>	<p>I know that movable joints connect bones. I understand how muscles are connected to bones and move them when they contract.</p> <p>I know that many animals have skeletons to support their bodies and protect their vital organs.</p>