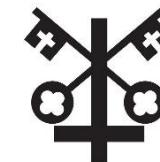


Name of topic: Egyptians

Cycle: A

Term: Spring



Being...

| an artist | a designer | a computer user | a geographer | a historian |
|---|--|---|--|---|
| I know how to: | I know how to: | I know how to: | I know how to: | I know how to: |
| <p>Show facial expressions and body language in sketches and paintings Use marks and lines to show texture in my art Use line, tone, shape and colour to represent figure and forms in movement</p> <p>Sculpt clay and other mouldable materials</p> <p>Explain some of the features of art from historical periods</p> <p>Use sketches to produce a final piece of art Can use a range of brushes to create different effects in painting</p> <p>Recognise when art is from different cultures Recognise when art is from different historical periods</p> | <p>Prove that a design meets some set criteria Follow a step-by-step plan, choosing the right equipment and materials Design a product and make sure that it looks attractive Select the most appropriate tools and techniques for a given task Work accurately to measure, make cuts and make holes</p> | <p>Online safety. recognise the need for a secure password. recognise the need to keep personal information and passwords private. understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying. understand that any personal information they put online can be seen and used by others.</p> | <p>Use the correct geographical words to describe a place</p> <p>Use an atlas by using the index to find places</p> <p>Carry out research to discover features of villages, towns or cities Explain why people may choose to live in one place rather than another</p> | <p>Describe events from the past using dates when things happened</p> <p>Use a timeline within a specific period of history to set the order that things may have happened Use my mathematical knowledge to work out how long ago events happened Use research skills to find answers to specific historical questions Research in order to find similarities and differences between two or more periods of history. Explain how the lives of wealthy people were different from the lives of poorer people Explain how historic items and artefacts can be used to help build up a picture of life in the past Explain how an event from the past has shaped our life today</p> |
| a scientist | a sports person | a musician | an international speaker | |
| I know how to: | I know how to: | I know how to: | I know how to: | |

| | | | | |
|--|---|---|---|--|
| <p>Electricity</p> <p>Identify and name applications that require electricity to function</p> <p>Construct a series circuit</p> <p>Identify and name the components in a series circuit</p> <p>Draw a circuit diagram</p> <p>Predict and test whether a lamp will light within a circuit</p> <p>Describe the function of a switch in a circuit</p> <p>Describe the difference between a conductor and insulators; giving example of each</p> | <p>Throw and catch with control</p> <p>Be aware of space and use it to support team-mates and to cause problems for the opposition</p> <p>Know and use rules fairly</p> <p>Catch with one hand</p> <p>Throw and catch accurately</p> <p>Hit a ball accurately with control</p> <p>Improve freely and translate ideas from a stimulus into movements</p> <p>Share and create phrases with a partner and small group Repeat, remember and perform phrases</p> <p>Take the lead when working with a partner or group</p> <p>Use dance to communicate an idea</p> | <p>Sing songs from memory with accurate pitch in tune</p> <p>Show control in voice and pronounce the words in a song clearly Maintain a simple part within an ensemble</p> <p>Play notes on instruments clearly including steps/leaps in pitch</p> <p>Improvise within a group using 1 or 2 notes</p> <p>Compose and perform melodies using 2 or 3 notes</p> <p>Use sound to create abstract effects</p> <p>Create /improvise repeater patterns/ with a range of instruments</p> <p>Effectively choose, order, combine and control sounds</p> <p>Internalise the pulse in music</p> <p>Know the difference between pulse and rhythm</p> <p>Start to use musical dimensions vocabulary to describe music- duration, timbre, texture, structure</p> <p>Use these words to identify where music works well/needs improving</p> | <p>Count up and down from 0-20</p> <p>Count in steps of two</p> <p>Say the 2x table</p> <p>Understand and use the numbers vingt et un, vingt-deux, vingt-trois, vingt-quatre, vint-cinq</p> <p>Describe days of the week with more confidence</p> <p>Understand and use the numbers vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un</p> | |
|--|---|---|---|--|