



St. Matthew's CE Primary School Integrated Curriculum Map 2022-2023 Year ONE/TWO – CYCLE A

Autumn				Spring				Summer															
To infinity and beyond! KEY QUESTION: How is our planet and the living things on it special?				What's in a toybox? KEY QUESTION: What makes a toy special?				Whatever the Weather!  YEAR 2 GLOBAL ADVOCACY ASSEMBLY KEY QUESTION: How does weather affect people's lives? (Shadrack)				Long Live the Queen KEY QUESTION: What makes us proud?				Growing a picture  YEAR 1 GLOBAL ADVOCACY ASSEMBLY KEY QUESTION: How do we capture beauty?				I've got a sinking feeling! KEY QUESTION: Who should have been first?			
Identity	Diversity	Sacrifice	Failure	Tradition	Dreams	Love	Value	Media	Peace	Weakness	Power	Service	Duty	Loyalty	Pride	Beauty	Resilience	Creativity	Individuality	Class	Trust	Segregation	Truth
7 weeks RE – 1 week linked to School/Church Harvest Celebrations (Week 7)				7 weeks RE – 1 week linked to advent/Christmas Celebrations (Week 7)				6 weeks RE – 1 week linked to creation/Passover (Week 1)				6 weeks RE – 1 week linked to Easter celebrations (Week 6)				6 weeks RE – 1 week linked to what makes things special (Week 1)				7 Weeks RE - 1 week linked to Shabbat/good news (Week 1)			

HISTORY	SCIENCE	FOOD TECH	Geography	SCIENCE	DT	HISTORY		GEOGRAPHY	SCIENCE			DT	HISTORY			SCIENCE	ART			HISTORY	GEOGRAPHY		
Computing	Music	Computing	Music	Computing	Music	Computing	Music	Computing	Music	Computing	Music	Computing	Music	Computing	Music	Computing	Music	Computing	Music	Computing	Music	Computing	Music
PSHE	English	PSHE	English	PSHE	English	PSHE	English	PSHE	English	PSHE	English	PSHE	English	PSHE	English	PSHE	English	PSHE	English	PSHE	English	PSHE	English
Art	PE	Art	PE	Art	PE	Art	PE	Art	PE	Art	PE	Art	PE		PE	Art	PE		PE	Art	PE		PE

<p><u>SPIRITUALITY: SELF</u></p> <p><u>Encounter:</u></p> <ul style="list-style-type: none"> • What makes us special? • How are human beings unique? • Are all living things the same? <p><u>Reflection:</u></p> <ul style="list-style-type: none"> • Does it matter that we are all different from each other? • Can being different from one another cause problems? • Is it okay to make mistakes? 	<p><u>SPIRITUALITY: OTHERS</u></p> <p><u>Encounter</u></p> <p>Some children have toys that I don't have. Can I share?</p> <ul style="list-style-type: none"> • Do some toys have more value than others? <p><u>Reflection:</u></p> <ul style="list-style-type: none"> • Do some toys mean more to some people and why? • Is it important to share? 	<p><u>SPIRITUALITY: OTHERS</u></p> <p><u>Encounter</u></p> <ul style="list-style-type: none"> • What is the weather like where Shadrack lives? • How does the weather affect people's lives? <p><u>Reflection:</u></p> <ul style="list-style-type: none"> • What makes it difficult to live in hot/cold countries? • Can we help make it fair? 	<p><u>SPIRITUALITY: OTHERS</u></p> <p><u>Encounter</u></p> <ul style="list-style-type: none"> • Does the queen have values? • What values might be the most important if you are the Queen? • How do people show that they are proud of their country? <p><u>Reflection:</u></p> <ul style="list-style-type: none"> • Is it important for our Queen to have values and why? • Is it important to be proud of our country and why? 	<p><u>SPIRITUALITY – THE WORLD AND BEAUTY</u></p> <p><u>Encounter</u></p> <ul style="list-style-type: none"> • What is beautiful? • Do we all think the same things are beautiful? • How do people show that something is beautiful in our world? <p><u>Reflection:</u></p> <ul style="list-style-type: none"> • Is there beauty in everything? • What does God see as beauty? 	<p><u>SPIRITUALITY - BEYOND</u></p> <p><u>Encounter</u></p> <ul style="list-style-type: none"> • Is it important to protect people? • Who should protect people? • Should people just protect themselves? <p><u>Reflection:</u></p> <ul style="list-style-type: none"> • Is everyone's life of equal value?
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<ul style="list-style-type: none"> • Are mistakes important? 					
<p>HOOK</p> <ul style="list-style-type: none"> • An alien ship crash lands in our playground! 	<p>HOOK</p> <ul style="list-style-type: none"> • A box of lost toys is delivered to the classroom... <p>CLASS TRIP</p> <ul style="list-style-type: none"> • Milestones Museum (week one) 	<p>HOOK</p> <ul style="list-style-type: none"> • A letter from Shadrack <p>CLASS TRIP</p> <ul style="list-style-type: none"> • OPENBOX theatre Geography: hot and cold 	<p>HOOK</p> <ul style="list-style-type: none"> • A letter arrives from the Queen inviting the children to help her celebrate her 95th birthday on 21st April 2021. 	<p>HOOK</p> <ul style="list-style-type: none"> • An arrival of seeds delivered to the school. • A 'Groundforce' Day. 	<p>HOOK</p> <ul style="list-style-type: none"> • Homework Project (linked to a newscutting that Ms Soal found in an old chest of draws!) <p>CLASS TRIP</p> <ul style="list-style-type: none"> • The Titanic Museum in Southampton
<p>PROJECT OUTCOME</p> <p>Children to invite our Bubble Buddies to come and taste and evaluate our Salsa Dips</p>	<p>PROJECT OUTCOME</p> <ul style="list-style-type: none"> • Paents to come and visit out own Toy Museum showcasing the toys we have made. 	<p>PROJECT OUTCOME</p> <ul style="list-style-type: none"> • Raise money for Shadrack. 	<p>PROJECT OUTCOME</p> <ul style="list-style-type: none"> • A Tea Party for the Queen's Birthday. 	<p>PROJECT OUTCOME</p> <ul style="list-style-type: none"> • An Art Gallery for visitors to come and view our art work. 	<p>PROJECT OUTCOME</p> <ul style="list-style-type: none"> •

<p><u>KEY TEXT DRIVERS:</u></p> <p><u>YEAR ONE:</u></p> <p><u>To entertain (Poetry):</u></p> <p>Space Poems by Gabby Morgan</p> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a counting rhyme about space. <p><u>To describe:</u></p> <p>Welcome to Alien School by Carl Hart and Ed Eaves</p> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a description of a newly discovered alien or planet. <p><u>To entertain:</u></p> <p>Whatever Next by Jill Murphy</p> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> • To write an adventure story about space. 	<p><u>KEY TEXT DRIVERS:</u></p> <p><u>YEAR ONE:</u></p> <p><u>To instruct:</u></p> <p>There's a Monster in Your Book by Tom Fletcher</p> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> • To write an instruction manual as to how to catch a toy (Toy Story toys coming alive). <p><u>To entertain:</u></p> <p>Biscuit Bear by Mini Grey</p> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a narrative about a new toy making friends. 	<p><u>KEY TEXT DRIVERS:</u></p> <p><u>YEAR ONE:</u></p> <p><u>To entertain (Poetry):</u></p> <p>Poetry Paint Box: Weather Poems by John Foster (I left my Footprint in the Rock)</p> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a rhyming poem about weather and emotions (HeartSmart). <p><u>To inform:</u></p> <p>What makes it rain? By Katie Daynes</p> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a poster about hot or cold weather. 	<p><u>KEY TEXT DRIVERS:</u></p> <p><u>YEAR ONE:</u></p> <p><u>To entertain:</u></p> <p>The Queen's Hat by Steve Anthony</p> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a narrative about the Queen's belongings (e.g. Queen's bag, Queen's shoe). <p><u>To instruct:</u></p> <p>Queen Munch and Queen Nibble by Carol Ann Duffy</p> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> • To write instructions as to how to make a headdress for the Queen's Tea Party (D+T). 	<p><u>KEY TEXT DRIVERS:</u></p> <p><u>YEAR ONE:</u></p> <p><u>To entertain (Poetry):</u></p> <p>Don't by Michael Rosen</p> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a poem in the style of 'don't' about how not to plant a seed (e.g. don't plant it in the toilet). <p><u>To entertain:</u></p> <p>Katie and the Sunflowers by James Mayhew</p> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> • An innovated story about going through a different painting (Art). <p><u>To entertain:</u></p> <p>The Day the Crayons Quit by Drew Day Walt and Oliver Jeffers</p> <p><u>Outcome:</u></p>	<p><u>KEY TEXT DRIVERS:</u></p> <p><u>YEAR ONE:</u></p> <p><u>To inform:</u></p> <p>Titanic (I Was There) by Margi McAllister (Diary Entries)</p> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a post card describing what it is like on the Titanic. <p><u>To instruct:</u></p> <p>Things that Float and Things that Don't by Anna Raff</p> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a set of instructions on how to build the best raft.
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				<ul style="list-style-type: none"> To write an apology letter to a chosen colour crayon. 	
<p><u>YEAR TWO:</u></p> <p><u>To Inform:</u></p> <ul style="list-style-type: none"> <u>Beegu: UFO Diary by Alexis Deacon</u> <p><u>Outcome</u></p> <ul style="list-style-type: none"> A letter from Beegu to his family <p><u>To Recount</u></p> <ul style="list-style-type: none"> <u>Man on the Moon by Simon Bartram</u> <p><u>Outcome</u></p> <ul style="list-style-type: none"> A diary entry about his day on the moon 	<p><u>YEAR TWO</u></p> <p><u>To Entertain: (narrative)</u></p> <ul style="list-style-type: none"> <u>Lost in the Toy Museum by David Lucas</u> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> Innovated story about a toy getting lost. <p><u>To Instruct</u></p> <ul style="list-style-type: none"> <u>The Dragon Machine By Helen Ward</u> <p><u>Outcome</u></p> <ul style="list-style-type: none"> A non-chronological report 	<p><u>YEAR TWO</u></p> <p><u>To Report</u></p> <ul style="list-style-type: none"> <u>Float By Daniel Miyares</u> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> A weather forecast for the child in the text. <p><u>To Instruct</u></p> <ul style="list-style-type: none"> <u>Mama Panya's Pancakes By Mary and Rich Chamberlin</u> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> Using the text to help write a recipe for pancakes. 	<p><u>YEAR TWO</u></p> <p><u>To Inform (letter)</u></p> <ul style="list-style-type: none"> <u>The rabbit belongs to Emily Brown by Crissida Cowell</u> <p><u>Outcome</u></p> <ul style="list-style-type: none"> To write a letter to the Queen to persuade her to give back her rabbit. <p><u>To Entertain</u></p> <ul style="list-style-type: none"> <u>The Emperor of Absurdia By Chris Riddell</u> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> An innovative narrative about the Emperor's new hunt. 	<p><u>YEAR TWO</u></p> <p><u>To Instruct</u></p> <ul style="list-style-type: none"> <u>The Flower By John Lloyd</u> <p><u>Outcome</u></p> <ul style="list-style-type: none"> Instructions for a seed packet. <p><u>To Entertain</u></p> <ul style="list-style-type: none"> <u>It starts with a seed By Laura Knowles</u> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> Create poetry showing a natural process, eg the growth of a flower 	<p><u>YEAR TWO</u></p> <p><u>To Inform: (report)</u></p> <ul style="list-style-type: none"> <u>The Story of Titanic for children</u> <p><u>Outcome</u></p> <ul style="list-style-type: none"> To Inform: A non-chronological report about the Titanic. <p><u>To Entertain (Narrative)</u></p> <ul style="list-style-type: none"> <u>Samson's Titanic Journey by Lauren Graham</u> <p><u>Outcome</u></p> <ul style="list-style-type: none"> An innovative story about a journey on the Titanic.

<p><u>To Explain</u></p> <ul style="list-style-type: none"> • <u>How to Catch a Star By Oliver Jeffers</u> <p><u>Outcome</u></p> <ul style="list-style-type: none"> • Explanation on how to catch a star. 	<p><u>To Entertain</u></p> <ul style="list-style-type: none"> • <u>Traction Man is Here By Mini Grey</u> <p><u>Outcome</u></p> <ul style="list-style-type: none"> • Design Traction Man's next adventure in the style of the text (cartoon strip) 	<p><u>To Entertain</u></p> <ul style="list-style-type: none"> • <u>Bringing the Rain to Kapiti Plain</u> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> • A Riddle using 4 sentence styles. 	<p><u>To Describe</u></p> <ul style="list-style-type: none"> • <u>The BFG By Roald Dahl</u> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a speech for the Queen describing the Giants for the Press. 	<p><u>To Describe</u></p> <ul style="list-style-type: none"> • <u>The Night Gardener By The Fan Brothers</u> <p><u>Outcome:</u></p> <ul style="list-style-type: none"> • Write a description of one of the topiaries through the window 	<p><u>To Entertain</u></p> <ul style="list-style-type: none"> • <u>The Lighthouse A 'Literacy Shed' Animation</u> <p><u>Outcome</u></p> <ul style="list-style-type: none"> • To write the narrative to accompany this animation.
<p><u>RELIGIOUS EDUCATION</u></p> <p><u>YEAR ONE</u></p> <ul style="list-style-type: none"> • God <p>What do Christians believe God is like?</p> <p><u>YEAR TWO</u></p> <ul style="list-style-type: none"> • Celebration <p>HARVEST – Christianity SUKKOT – Judaism</p>	<p><u>RELIGIOUS EDUCATION</u></p> <p><u>YEAR ONE:</u></p> <ul style="list-style-type: none"> • Light as a symbol: Hanukah and Advent <p><u>YEAR TWO:</u></p> <ul style="list-style-type: none"> • Incarnation: Why is Christmas important to Christians? 	<p><u>RELIGIOUS EDUCATION</u></p> <p><u>YEAR ONE:</u></p> <ul style="list-style-type: none"> • Creation: Who made the world? <p><u>YEAR TWO:</u></p> <ul style="list-style-type: none"> • Remembering: Passover 	<p><u>RELIGIOUS EDUCATION</u></p> <p><u>YEAR ONE:</u></p> <ul style="list-style-type: none"> • Welcoming: Easter and Palm Sunday <p><u>YEAR TWO:</u></p> <ul style="list-style-type: none"> • Salvation: Why does Easter matter to Christians? 	<p><u>RELIGIOUS EDUCATION</u></p> <p><u>YEAR ONE:</u></p> <ul style="list-style-type: none"> • Specialness: Special Books for Christians and Jews <p><u>YEAR TWO:</u></p> <p>Special Places</p> <ul style="list-style-type: none"> • Christianity – Church Judaism - Synagogue 	<p><u>RELIGIOUS EDUCATION</u></p> <p><u>YEAR ONE:</u></p> <ul style="list-style-type: none"> • Remembering: Shabbat, What do Jews remember when they celebrate Shabbat? <p><u>YEAR TWO:</u></p> <ul style="list-style-type: none"> • Gospel What is the good news that Jesus brings?
<p><u>SCIENCE :</u></p> <p><u>Variation and Evolution</u></p> <ul style="list-style-type: none"> • There is variation between all living things. • Different animals and plants live in different places. 	<p><u>SCIENCE</u></p> <p><u>Forces</u></p> <ul style="list-style-type: none"> • Larger masses take bigger pushes and pulls to move or stop them • Bigger pushes and pulls have bigger effects. 	<p><u>SCIENCE</u></p> <p><u>Animals</u></p> <ul style="list-style-type: none"> • Exercise keeps animals' bodies in good condition and increases survival chances. 		<p><u>SCIENCE:</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> • Plants eventually die, they make seeds to reproduce and make more plants. Some plants die after producing seeds and 	

	<ul style="list-style-type: none"> • Pushing and pulling can make things move faster or slower. • Pushing and pulling can change the shape of things. • Pushing and pulling can make things move or stop. • Things can move in different ways. 	<ul style="list-style-type: none"> • Animals move in order to survive. • Different animals move in different ways to help them survive. • Animals need food to survive. • Animals need a variety of food to help them grow, repair their bodies, be active and stay healthy. • There are many different animals with different characteristics. <p><u>Variation and Evolution</u></p> <ul style="list-style-type: none"> • Living things are adapted to survive in different habitats. • Environmental changes can affect the plants and animals that live there. 		<p>others live for many generations</p> <ul style="list-style-type: none"> • Plants need warmth, light and water to grow. • Plants usually grow from seeds and bulbs <p><u>Variation and Evolution</u></p> <ul style="list-style-type: none"> • Different animals and plants live in different places. • Some things are living, some were once living but now dead and some things have never lived. 	
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SCIENCE (Longitudinal Study) Studying plants and animals in their habitat over a year.

Variation and Evolution

- Seasonal Changes and/or Environmental changes and how these affect the organisms that live in that habitat
- How organisms change with the seasons.
- The affects of human induced environmental change.

- The effect of short-term changes like drought or cold.
- The effect of growing plants under glass/poly tunnels.

<p>HISTORY <u>Neil Armstrong and Tim Peaks</u></p> <ul style="list-style-type: none"> • Changes within living memory (change in national life). • The lives of significant individuals who have contributed to national and international achievements. 	<p>HISTORY <u>Old Fashioned Toys (Mini topic)</u></p>		<p>HISTORY <u>Queen Elizabeth II</u></p> <ul style="list-style-type: none"> • Explore changes within living memory (where possible be used to reveal aspects of change in national life). • Explore changes in puppets from the start of the Queen's Regim to present day) and consider why these changes have taken place. (DT) • To know where people and events fit chronological framework to periods already studied. • The lives of significant individuals who have contributed to national and international achievements. 		<p>HISTORY <u>The Titanic</u></p> <ul style="list-style-type: none"> • To research events beyond living memory that are significant nationally or globally. • significant historical events, people and places in their own locality.
<p>GEOGRAPHY <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Name and locate the world seven 		<p>GEOGRAPHY <u>Locational Knowledge</u></p>	<p>GEOGRAPHY <u>Locational Knowledge</u></p>	<p>GEOGRAPHY <u>Human and Physical</u></p>	<p>GEOGRAPHY <u>Skills and Fieldwork</u></p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to

<p>continents and five oceans (briefly)</p> <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> • Use basic geographical vocab to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Use basic geographical vocab to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Skills and Fieldwork</u></p> <ul style="list-style-type: none"> • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. • Devise a simple map • Use and construct basic symbols on a key 		<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (Kenya/Shadrack/Blackmoor) <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> • Use basic geographical vocab to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Use basic geographical vocab to refer to key physical features including: city, town, village, 	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK. 	<p>identify the UK and its countries.</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. • Use simple compass directions (north, south, east, west) to describe the location of features and routes on a map. • Use locational and directional language (near, far, left, right) to describe the location of features and routes on a map.
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		<p>factory, farm, house, office, port, harbour and shop</p> <ul style="list-style-type: none">• Identify seasonal and daily weather patterns in the UK• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p><u>Skills and Fieldwork</u></p> <ul style="list-style-type: none">• Use world maps, atlases and globes to identify the UK and its countries, as well as the continents and oceans.• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.			
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<p><u>FOOD TECHNOLOGY</u></p> <p><u>Preparing fruit and vegetables</u></p> <ul style="list-style-type: none"> • Design, make and evaluate a food product made from vegetables in our garden to show aliens how we prepare and use our plants (and living things) to keep us healthy. 	<p><u>DESIGN TECHNOLOGY</u></p> <p><u>Sliders and levers</u></p> <ul style="list-style-type: none"> • Explore books and products that have moving parts. • Exploring different uses of levers and sliders. • Working with paper and card to make simple hinges and flaps. • Design, make and Evaluate their own sliders/levers 		<p><u>DESIGN TECHNOLOGY</u></p> <p><u>Templates and joining techniques</u></p> <ul style="list-style-type: none"> • Explore cutting and joining a range of fabrics. • Design a functional and appealing product for a chosen user and purpose, based on a simple design criteria (a puppet for a puppet show for the Queen’s Tea Party) 		<ul style="list-style-type: none"> •
<p><u>MUSIC</u></p> <p><u>Timbre and Texture</u></p> <p>Use planning for ‘Man on the Moon’.</p> <ul style="list-style-type: none"> • identify the way sounds are made (vocalised, shaken, struck, scraped, plucked, strummed, blown or produced electronically) • Recongise and respond to the different layers of sounds used in music. 	<p><u>MUSIC</u></p> <p><u>Dynamics</u></p> <ul style="list-style-type: none"> • 	<p><u>MUSIC</u></p> <p><u>Dynamics</u></p> <ul style="list-style-type: none"> • 	<p><u>MUSIC</u></p> <p><u>Timbre</u></p> <ul style="list-style-type: none"> • 	<p><u>MUSIC</u></p> <p><u>Timbre and Texture</u></p>	<ul style="list-style-type: none"> •
<p><u>ART</u></p>	<p><u>ART</u></p>	<p><u>ART</u></p>	<p><u>ART</u></p>	<p><u>ART</u></p>	<p><u>ART</u></p>

<ul style="list-style-type: none"> to use <u>drawing and painting</u> to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of <u>artists</u>, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Examples of Artists:</u></p> <ul style="list-style-type: none"> <i>The Starry Night painted in 1889 by Vincent Van Gogh</i> <i>Café Terrace at night by Van Gogh.</i> <i>Robert T McCall</i> 	<p><u>Focus:</u> Light (RE/Christmas Link)</p>	<p><u>Focus:</u> Weather</p> <p><u>Examples of Artists:</u></p> <ul style="list-style-type: none"> Kaylee Rooklidge (ink on brown paper– rain) Timothy Reins (heat) Heather Blanchard (winter trees – perspective) 	<p><u>Focus:</u> Portraits (link to different portraits of QE II)</p> <p><u>Examples of Artists:</u></p> <ul style="list-style-type: none"> Lucian Freud Andy Warhol Dan Llywelyn Chinwe Chukwuogo-Roy George Condo - 	<ul style="list-style-type: none"> to use drawing, painting and <u>sculpture</u> to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of <u>artists, craft makers and designers</u> describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Examples of Artists:</u></p> <ul style="list-style-type: none"> Van Gough’s Sunflowers Claude Monet Georgia O’Keeffe Gunjan • 	
<p><u>COMPUTING</u></p> <p><u>YEAR ONE</u></p> <p>Multi-media and word processing</p>	<p><u>COMPUTING</u></p> <p><u>YEAR ONE</u></p> <p>Digital media</p> <p><u>YEAR TWO</u></p>	<p><u>COMPUTING</u></p> <p><u>YEAR ONE</u></p> <p>Programming</p> <p><u>YEAR TWO</u></p>	<p><u>COMPUTING</u></p> <p><u>YEAR ONE</u></p> <p>Communication and collaboration</p>	<p><u>COMPUTING</u></p> <p><u>YEAR ONE</u></p> <p>Data</p> <p><u>YEAR TWO</u></p>	<p><u>COMPUTING</u></p> <p><u>YEAR ONE</u></p> <p>E-safety</p> <p><u>YEAR TWO</u></p>

<u>YEAR TWO</u> Multi-media and word processing	Digital media	Communication and collaboration	<u>YEAR TWO</u> Programming	Data	E-safety
<u>HEARTSMART/PSHE</u> • Let's get Heart Smart	<u>HEARTSMART/PSHE</u> • Don't forget to let love in	<u>HEARTSMART/PSHE</u> • Too Much Selfie isn't Healthy!	<u>HEARTSMART/PSHE</u> • Don't Rub it in, Rub it Out!	<u>HEARTSMART/PSHE</u> • Fake is a mistake	<u>HEARTSMART/PSHE</u> • No way through isn't true

Subjects:	Eng	Ma	Sci	D&T	Comp	His	Geo	Art	Mus	PE	RE	PSHE	P4C
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