CYCLE 1 – AUTUMN 1 - Coverage

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| SUBJECT | YEAR 3/4 | SUBJECT | YEAR 5/6 |
| HISTORYTOPIC: Stone Age |

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| Y31 | describe events and periods using the words: BC, AD and decade, ancient and century and use dates when things happened |
| 2 | use a timeline within a specific time in history to set out the order things may have happened |
| 3 | use their mathematical knowledge to work out how long ago events would have happened |
| 4 | appreciate that the early Brits would not have communicated  |
| 7 | recognise the part that archaeologists have had in helping us understand more about what happened in the past |
| 8 | use various sources of evidence to answer questions and piece together information about a period in history |
| Y41 | they plot recent history on a timeline using centuries |
| 2 | place periods of history on a timeline showing periods of time |
| 3 | use their mathematical skills to round up time differences into centuries |
| 4 | explain how events from the past have helped shape our lives |
| 6 | know that people in the past cooked and travelled differently and used different weapons from ours |
| 8 | know that items found belonging to the past help us to build up an accurate picture of how people lived in the past |
| 10 | they research what it was like for a child in a period from the past |
| 11 | they give more than one reason to support an historical argument |

 | GEOGRAPHYTopic:Brazil |

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| --- | --- |
| Y5 – 1 | collect information about a place and use it in a report |
| 2 | map land use |
| 3 | find possible answers to their own geographical questions |
| 4 | make detailed sketches and plans; improving accuracy later |
| 6 | explain why many cities of the world are situated by rivers |
| 7 | explain how a location fits into its wider geographical location; with reference to physical features |
| 10 | explain why people are attracted to live by rivers |
| 11 | explain how a location fits into its wider location (human and economical features) |
| 13 | name and locate many of the world’s major rivers on maps |
| 14 | name and locate many of the world’s most famous mountain regions on maps |
| 16 | locate and name the main countries in South America on a world map and atlas |
| Y6 – 5 | use maps, aerial photos, plans and web resources to describe what a locality might be like |
| 6 | give extended descriptions of the physical features of different places around the world |
| 7 | describe how some places are similar and others are different in relation to their human features |
| 10 | give an extended description of the human features of different places around the world |
| 11 | map land use with their own criteria |
| 12 | describe how some places are similar and others are different in relation to their physical features |

 |
| MUSICStone Age song |

|  |  |
| --- | --- |
| 1 | sing a tune with expression |
| 2 | sing songs from memory with accurate pitch |
| 4 | perform a simple part rhythmically |
| 5 | use different elements in my composition |
| 6 | create repeated patterns with different instruments |
| 7 | improvise using repeated patterns |
| 12 | use notation to record compositions in a small group or on my own |
| 13 | use musical words to describe a piece of music and compositions |
| 14 | use musical words to describe what I like and what I do not like about a piece of music |

 | D/TFavella’sand Carnival Masks |

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| --- | --- |
| 3 | produce a detailed, step-by-step plan |
| 5 | follow and refine my plans |
| 8 | show that I consider culture and society in my plans and designs |
| 12 | evaluate appearance and function against original criteria |
| 13 | test and evaluate my products |
| 14 | evaluate my product against clear criteria |

 |
| ArtCave paintings |

|  |  |
| --- | --- |
| 11 | use sketches to produce a final piece of art |
| 12 | use line, tone, shape and colour to represent figure and forms in movement |
| 13 | use marks and lines to show texture in my art |
| 15 | identify the techniques used by different artists |
| 16 | compare the work of different artists |
| 17 | experiment with the styles used by other artists |
| 18 | recognise when art is from different cultures |
| 19 | recognise when art is from different historical periods |
| 20 | explain some of the features of art from historical features |
| 21 | collect my ideas and observations together to use as inspiration for my art work |

 | ARTRomero Britton |

|  |  |
| --- | --- |
| 5 | identify and draw objects and use marks and lines to create texture |
| 6 | organise line, tone, shape and colour to represent figures and forms in movement |
| 9 | express emotion in my art |
| 10 | explain why I have chosen specific techniques to create my art |
| 12 | research the work of an artist and use their work to replicate a style |
| 13 | explain the style of my work and how it has been influenced by a famous artist |
| 14 | use feedback to make amendments and improvements to my art |
| 15 | develop my artistic style by recording my observations and using them to review and revisit ideas |

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CYCLE 1 – AUTUMN 2

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| --- | --- | --- | --- |
| SUBJECT | YEAR 3/4 | SUBJECT | YEAR 5/6 |
| HistoryTopic:Bronze Age and Iron Age |

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| Y3 – 1 | describe events and periods using the words: BC, AD and decade, ancient and century and use dates when things happened |
| 2 | use a timeline within a specific time in history to set out the order things may have happened |
| 3 | use their mathematical knowledge to work out how long ago events would have happened |
| 4 | appreciate that the early Brits would not have communicated  |
| 7 | recognise the part that archaeologists have had in helping us understand more about what happened in the past |
| 8 | use various sources of evidence to answer questions and piece together information about a period in history |
| 10 | identify similarities and differences between given periods in history |
| Y4 – 1 | they plot recent history on a timeline using centuries |
| 2 | place periods of history on a timeline showing periods of time |
| 3 | use their mathematical skills to round up time differences into centuries |
| 4 | explain how events from the past have helped shape our lives |
| 6 | know that people in the past cooked and travelled differently and used different weapons from ours |
| 8 | know that items found belonging to the past help us to build up an accurate picture of how people lived in the past |
| 10 | they research what it was like for a child in a period from the past |
| 11 | they give more than one reason to support an historical argument |

 | GEOGRAPHYTopic: Tropical Rainforests(Focus on The Amazon) |

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| --- | --- |
| Y5 – 1 | collect information about a place and use it in a report |
| 3 | find possible answers to their own geographical questions |
| 7 | explain how a location fits into its wider geographical location; with reference to physical features |
| 11 | explain how a location fits into its wider location (human and economical features |
| 12 | they explain what a place might be like in the future (issues impacting on human features |
| Y6 – 6 | give extended descriptions of the physical features of different places around the world |
| 7 | describe how some places are similar and others are different in relation to their human features |
| 10 | give an extended description of the human features of different places around the world |
| 12 | describe how some places are similar and others are different in relation to their physical features |

 |
| MUSICChristmas Play |

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| --- | --- |
| 1 | sing a tune with expression  |
| 2 | sing songs from memory with accurate pitch  |

 | D/T Christmas Fayre |

|  |  |
| --- | --- |
| 1 | come up with a range of ideas after collecting information from different sources  |
| 2 | use market research to inform my plans and ideas  |
| 3 | produce a detailed, step-by-step plan  |
| 4 | suggest alternative plans; outlining the positive features and drawbacks  |
| 5 | follow and refine my plans |
| 6 | explain how a product will appeal to a specific audience |
| 8 | show that I consider culture and society in my plans and designs |
| 9 | use a range of tools and equipment competently |
| 11 | work within a budget |
| 12 | evaluate appearance and function against original criteria |
| 13 | show that I can test and evaluate my products  |
| 14 | evaluate my product against clear criteria  |

 |
| ARTRemembrance |

|  |  |
| --- | --- |
| 5  | sculpt clay and other mouldable materials |

 | ARTCollage – layers of the rainforest |

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| 10 | explain why I have chosen specific techniques to create my art |
| 14 | use feedback to make amendments and improvements to my art |
| 15 | develop my artistic style by recording my observations and using them to review and revisit ideas |

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| D/TChristmas StockingRemembrance |

|  |  |
| --- | --- |
| 1 | design a product and make sure it looks attractive  |
| 2 | use ideas from other people when I am designing  |
| 3 | produce a plan and explain it  |
| 4 | follow a step-by-step plan, choosing the right equipment and tools  |
| 5 | choose a textile for both its suitability and its appearance  |
| 6 | select the most appropriate tools and techniques for a given task  |
| 8 | present a product in an interesting way  |
| 9 | work accurately to measure, make cuts and make holes  |
| 10 | measure accurately  |
| 12 | evaluate products for both their purpose and appearance  |
| 13 | evaluate and suggest improvements for my designs  |

|  |  |
| --- | --- |
| 1 | design a product and make sure it looks attractive  |
| 3 | produce a plan and explain it  |
| 4 | follow a step-by-step plan, choosing the right equipment and tools  |
| 6 | select the most appropriate tools and techniques for a given task  |
| 9 | work accurately to measure, make cuts and make holes  |
| 11 | I can prove that my design meets some set criteria |
| 12 | evaluate products for both their purpose and appearance  |
| 13 | evaluate and suggest improvements for my designs  |
| 14 | I can persevere and adapt my work when my original ideas do not work  |
| 15 | I can explain how I have improved my original design  |

 | MUSICBody percussion sounds of the rainforestSamba Day |

|  |  |
| --- | --- |
| 3 | maintain my part whilst others are performing their part |
| 4 | perform parts from memory  |
| 5 | take the lead in a performance  |
| 7 | choose the most appropriate tempo for a piece of music when playing |
| 8 | can change sounds or organise them differently to change the effect  |
| 9 |  compose music which meets specific criteria  |
| 11 | use my music diary to record aspects of the composition process  |
| 12 | choose the most appropriate tempo for a piece of music when composing  |
| 14 | describe, compare and evaluate music using musical vocabulary  |
| 15 | explain why I think music is successful or unsuccessful  |
| 16 | analyse features within different pieces of music  |
| 18 | contrast the work of a famous composer and explain my preferences  |
| 19 | compare and contrast the impact that different composers from different times have had on people of that time  |
| 20 | suggest improvements to my own work and that of others |

|  |  |
| --- | --- |
| 3 | maintain my part whilst others are performing their part  |
| 4 | perform parts from memory  |
| 5 | take the lead in a performance  |
| 9 | compose music which meets specific criteria |

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CYCLE 1 – SPRING 1

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| SUBJECT | YEAR 3/4 | SUBJECT | YEAR 5/6 |
| GEOGRAPHYTopic: Natural Disasters |

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| Y3 – 1 | use correct geographical words to describe places and events |
| 2 | identify key features using a map |
| 4 | plot North, South, East and West accurately on a map |
| 6 | use maps and atlases using contents and indexes |
| 7 | describe how volcanoes are created |
| 8 | describe how earthquakes are created |
| 9 | describe physical features around them |
| 10 | recognise the 8 points of the compass |
| 11 | describe how volcanoes have an impact on people’s lives |
| 15 | name a number of countries in the northern hemisphere |
| 16 | locate famous landmarks  |

 | HistoryTopic: Anglo-SaxonsIncluding timelinesGeographyMaps |

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| --- | --- |
| Y5 - 1 | use dates and historical language in their work |
| 2 | draw a timeline with different time periods outlined which show different information, e.g periods of history, when famous people lived  |
| 3 | use their mathematical skills to work out exact time scales and differences as need be |
| 4 | describe historical events from different periods they are/have studied |
| 6 | explain the role that Britain has had in spreading Christian values across the world |
| 8 | appreciate that significant events in history have helped shape the country we have today |
| 9 | have a good understanding as to how crime and punishment has changed over the years |
| 10 | test out a hypothesis in order to answer a question |
| 11 | appreciate how historical artefacts have helped us understand more about British lives in the present and the past |
| Y6- 1 | say where a period of history fits on a timeline |
| 2 | place a specific event on a timeline by decade |
| 3 | place features of historical events and people from past societies and periods in a chronological framework |
| 4 | summarise the main events from a specific period in history, explaining the order in which key events happened |
| 7 | recognise and describe differences and similarities/changes and continuity between different periods of history |
| 10 | describe a key event from Britian’s past using a range of evidence from different sources |

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| --- | --- |
| 1 | collect information about a place and use it in a report |

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| ArtArt day – Escape to Pompeii |

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| --- | --- |
| 11 | use sketches to produce a final piece of art |
| 12 | use line, tone, shape and colour to represent figure and forms in movement |
| 13 | use marks and lines to show texture in my art |
| 15 | identify the techniques used by different artists |
| 17 | experiment with the styles used by other artists |
| 20 | explain some of the features of art from historical features |
| 21 | collect my ideas and observations together to use as inspiration for my artwork |

 | ART |

|  |  |
| --- | --- |
| 5 | identify and draw objects and use marks and lines to create texture  |
| 6 | organise line, tone, shape and colour to represent figures and forms in movement  |
| 7 |  use shading to create mood and feeling  |
| 8 | can successfully use shading to create mood and feeling  |
| 9 |  express emotion in my art  |
| 10 |  explain why I have chosen specific techniques to create my art  |
| 12 | can research the work of an artist and use their work to replicate a style  |
| 13 |  explain the style of my work and how it has been influenced by a famous artist  |
| 14 | use feedback to make amendments and improvements to my art |

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CYCLE 1 – SPRING 2

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| --- | --- | --- | --- |
| SUBJECT | YEAR 3/4 | SUBJECT | YEAR 5/6 |
| GEOGRAPHYLocal Area (Skegby) |

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| --- | --- |
| Y3 – 2 | identify key features using a map |
| 5 | use some basic OS map symbols |
| 12 | describe human features around them? |
| 13 | explain why a place is like it is |
| Y4 – 12 | explain how a locality has changed over time (refer to human features?) |
| 13 | find views about an environmental issue (what is their view?) |
| 14 | suggest different ways a locality may be changed and improved |

 | HISTORYTopic: VikingsViking Day |

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| --- | --- |
| Y5 – 1 | use dates and historical language in their work |
| 4 | describe historical events from different periods they are/have studied |
| 5 | make comparisons between historical periods; explaining things that have changed and things which have stayed the same |
| Y6 – 1 | say where a period of history fits on a timeline |
| 3 | place features of historical events and people from past societies and periods in a chronological framework |
| 4 | summarise the main events from a specific period in history, explaining the order in which key events happened |
| 6 | describe features of historical events and people from past societies and periods they have studied |
| 7 | recognise and describe differences and similarities/changes and continuity between different periods of history |

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| Y5 – 4 | describe historical events from different periods they are/have studied |
| 8 | appreciate that significant events in history have helped shape the country we have today |
| 11 | appreciate how historical artefacts have helped us understand more about British lives in the present and the past |
| Y6 – 4 | summarise the main events from a specific period in history, explaining the order in which key events happened |
| 6 | describe features of historical events and people from past societies and periods they have studied |

 |
| HistoryVictorians |

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| Y3 – 8 | use various sources of evidence to answer questions and piece together information about a period in history |
| 10 | identify similarities and differences between given periods in history |
| Y4 – 4 | explain how events from the past have helped shape our lives |
| 10 | research what it was like for a child in a period from the past |
| 11 | give more than one reason to support an historical argument |
| 12 | communicate knowledge and understand orally and in writing and offer points of view based upon what they have found out |

 | D/TCreating shields3D modelling in computing |

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| --- | --- |
| 4 | suggest alternative plans; outlining the positive features and drawbacks |
| 5 | follow and refine my plans  |
| 6 | I can explain how a product will appeal to a specific audience |
| 7 | justify my plans in a convincing way  |
| 8 | show that I consider culture and society in my plans and designs  |
| 9 | use a range of tools and equipment competently |
| 14 | evaluate my product against clear criteria |

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| --- | --- |
| 10 | make a prototype before making a final version |

 |
| D/TScience Daycarousels |

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| --- | --- |
| 1 | design a product and make sure it looks attractive  |
| 2 | use ideas from other people when I am designing  |
| 3 | produce a plan and explain it  |
| 4 | follow a step-by-step plan, choosing the right equipment and tools |
| 6 | select the most appropriate tools and techniques for a given task |
| 7 | make a product which uses both electrical and mechanical components  |
| 8 | present a product in an interesting way  |
| 9 | work accurately to measure, make cuts and make holes  |
| 10 | measure accurately  |
| 11 | prove that my design meets some set criteria  |
| 12 | evaluate products for both their purpose and appearance  |
| 13 | evaluate and suggest improvements for my designs  |
| 14 | persevere and adapt my work when my original ideas do not work  |
| 15 | explain how I have improved my original design  |

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| ARTL.S Lowry |

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| --- | --- |
| 1 | use different grades of pencil to shade and to show different tones and textures |
| 3 | create a background using a wash |
| 10 | show facial expressions and body language in sketches and paintings |
| 11 | use sketches to produce a final piece of art  |
| 12 | use line, tone, shape and colour to represent figure and forms in movement  |
| 13 | use marks and lines to show texture in my art  |
| 15 | identify the techniques used by different artists |
| 17 | experiment with the styles used by other artists |
| 19 | recognise when art is from different historical periods |
| 21 | collect my ideas and observations together to use as inspiration for my artwork  |

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CYCLE 1 – SUMMER 1

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| --- | --- | --- | --- |
| SUBJECT | YEAR 3/4 | SUBJECT | YEAR 5/6 |
| GEOGRAPHYTopic: Mediterranean |

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| --- | --- |
| Y3 - 1 | use correct geographical words to describe places and events |
| 14 | explain how the lives of people living in a different country would be different from their own |
| 17 | name and locate some European countries |
| Y4 – 10 | explain why people are attracted to live in cities |
| 11 | explain why people may live in a village rather than a city |

 | HISTORYTOPIC: Vikings Historical Enquiry: Were the Vikings Vicious?GEOGRAPHYMAPS |

|  |  |
| --- | --- |
| Y5 – 1 | use dates and historical language in their work |
| 4 | describe historical events from different periods they are/have studied |
| 8 | appreciate that significant events in history have helped shape the country we have today |
| 10 | test out a hypothesis in order to answer a question |
| 11 | appreciate how historical artefacts have helped us understand more about British lives in the present and the past |
| Y6 – 3 | place features of historical events and people from past societies and periods in a chronological framework |
| 4 | summarise the main events from a specific period in history, explaining the order in which key events happened |
| 6 | describe features of historical events and people from past societies and periods they have studied |
| 10 | describe a key event from Britian’s past using a range of evidence from different sources |

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| Y5 – 7 | explain how a location fits into its wider geographical location; with reference to physical features |
| 11 | explain how a location fits into its wider location (human and economical features |
| Y6 - 6 | give extended descriptions of the physical features of different places around the world |

 |
| MUSIC |

|  |  |
| --- | --- |
| 8 | compose melodies and songs |
| 10 | combine different sounds to create a specific mood or feeling |
| 11 | use notation to record and interpret sequences of pitches. |
| 12 | use notation to record compositions in a small group or on my own |
| 13 | use musical words to describe a piece of music and compositions |
| 14 | use musical words to describe what I like and what I do not like about a piece of music |
| 15 | explain why silence is often needed in music and explain what effect it has |
| 16 | identify and describe the character in a piece of music |
| 17 | identify and describe the different purposes of music |

 | MUSICComposing about gods and goddesses with singing and instruments |

|  |  |
| --- | --- |
| 1 | breathe in the correct place when singing  |
| 2 |  sing in harmony confidently and accurately  |
| 3 |  maintain my part whilst others are performing their part  |
| 4 |  perform parts from memory  |
| 5 |  take the lead in a performance |
| 6 |  improvise within a group using melodic and rhythmic phrases  |
| 7 |  choose the most appropriate tempo for a piece of music when playing  |
| 8 | change sounds or organise them differently to change the effect  |
| 9 |  compose music which meets specific criteria  |
| 11 | record aspects of the composition process  |
| 12 |  choose the most appropriate tempo for a piece of music when composing  |
| 13 |  use a variety of different musical devices in my composition (including melody, rhythms and chords) |
| 14 | describe, compare and evaluate music using musical vocabulary  |
| 15 |  explain why I think music is successful or unsuccessful  |
| 16 |  analyse features within different pieces of music  |
| 20 | suggest improvements to my own work and that of others |

 |
| D/TMediterranean food for showcase |

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| --- | --- |
| 16 | describe how food ingredients come together  |
| 17 | I know how to be both hygienic and safe when using food  |

 | D/TSalt doughJewellery |

|  |  |
| --- | --- |
| 1 | come up with a range of ideas after collecting information from different sources |
| 3 | produce a detailed, step-by-step plan |
| 4 | suggest alternative plans; outlining the positive features and drawbacks |
| 5 | follow and refine my plans  |
| 6 | explain how a product will appeal to a specific audience  |
| 7 | justify my plans in a convincing way  |
| 8 | show that I consider culture and society in my plans and designs  |
| 9 | use a range of tools and equipment competently |
| 12 | evaluate appearance and function against original criteria |
| 14 | evaluate my product against clear criteria |

 |
| ART |

|  |  |
| --- | --- |
| 3 | create a background using a wash |
| 11 | use sketches to produce a final piece of art  |
| 12 | use line, tone, shape and colour to represent figure and forms in movement  |
| 15 | identify the techniques used by different artists |
| 17 | experiment with the styles used by other artists |
| 18 | recognise when art is from different cultures |
| 21 | collect my ideas and observations together to use as inspiration for my artwork |

 | ART |  |

CYCLE 1 – SUMMER 2

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| --- | --- | --- | --- |
| SUBJECT | YEAR 3/4 | SUBJECT | YEAR 5/6 |
| GEOGRAPHYTopic: Greece |

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| --- | --- |
| Y3 – 1 | they use correct geographical words to describe places and events |
| 2 | identify key features using a map |
| 4 | they plot North, South, East and West accurately on a map |
| 6 | use maps and atlases using contents and indexes |
| 14 | explain why a place is like it is |
| 15 | name a number of countries in the northern hemisphere |
| 16 | locate famous landmarks |
| 17 | name and locate some European countries |
| Y4 – 2 | find the same place on a globe and in an atlas |
| 15 | locate the Tropic of Cancer and Capricorn |
| 17 | know the countries that make up the European Union |

 | HISTORYTopic: Mayans |

|  |  |
| --- | --- |
| Y5 – 1 | use dates and historical language in their work |
| 2 | draw a timeline with different time periods outlined which show different information, e.g periods of history, when famous people lived |
| 4 | describe historical events from different periods they are/have studied |
| 5 | make comparisons between historical periods; explaining things that have changed and things which have stayed the same |
| 6 | explain the role that Britain has had in spreading Christian values across the world |
| 10 | test out a hypothesis in order to answer a question |
| Y6 – 1 | say where a period of history fits on a timeline |
| 3 | place features of historical events and people from past societies and periods in a chronological framework |
| 4 | summarise the main events from a specific period in history, explaining the order in which key events happened |
| 6 | describe features of historical events and people from past societies and periods they have studied |
| 7 | recognise and describe differences and similarities/changes and continuity between different periods of history |
| 8 | look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint |

 |
| MUSICxylophones |

|  |  |
| --- | --- |
| 3 | can play clear notes on an instrument  |
| 4 |  perform a simple part rhythmically |
| 5 |  use different elements in my composition  |
| 6 |  create repeated patterns with different instruments  |
| 7 |  improvise using repeated patterns  |
| 8 | compose melodies and songs and create accompaniments for melodies and songs  |
| 10 | can combine different sounds to create a specific mood or feeling  |
| 11 |  use notation to record and interpret sequences of pitches  |
| 12 |  use notation to record compositions in a small group or on my own  |
| 13 | use musical words to describe a piece of music and compositions  |
| 14 | use musical words to describe what I like and what I do not like about a piece of music  |
| 15 | explain why silence is often needed in music and explain what effect it has  |
| 20 | improve my work; explaining how it has been improved |

 | D/THot ChocolateWorry dolls |

|  |  |
| --- | --- |
| 1 | come up with a range of ideas after collecting information from different sources |
| 2 | use market research to inform my plans and ideas |
| 3 | produce a detailed, step-by-step plan  |
| 4 |  suggest alternative plans; outlining the positive features and drawbacks  |
| 5 |  follow and refine my plans  |
| 6 |  explain how a product will appeal to a specific audience  |
| 8 | show that I consider culture and society in my plans and designs |
| 13 | test and evaluate my products  |
| 14 |  evaluate my product against clear criteria  |
| 15 | be hygienic and safe in the kitchen  |
| 16 | explain how products should be stored and give reasons  |

|  |  |
| --- | --- |
| 1 | come up with a range of ideas after collecting information from different sources |
| 2 | use market research to inform my plans and ideas |
| 3 | produce a detailed, step-by-step plan  |
| 4 | suggest alternative plans; outlining the positive features and drawbacks |
| 14 |  evaluate my product against clear criteria  |
| 15 | be hygienic and safe in the kitchen  |

 |
| ARTPrint acropolis and draw reflection |

|  |  |
| --- | --- |
| 2 | use a range of brushes to create different effects in painting (Y3).  |
| 3 | create a background using a wash  |
| 11 | use sketches to produce a final piece of art |
| 12 | use line, tone, shape and colour to represent figure and forms in movement |
| 14 | show reflections in my art |

 | ArtPrinting |

|  |  |
| --- | --- |
| 1 | explain why I have used different tools to create art |
| 2 |  create an accurate print design following criteria |
| 3 |  over print to create different patterns  |
| 4 |  use images which I have created, scanned and found; altering them where necessary to create art  |
| 14 | use feedback to make amendments and improvements to my art  |
| 15 |  develop my artistic style by recording my observations and using them to review and revisit ideas  |

 |