



# Autumn 1 Curriculum Coverage

## Subject

## Objectives

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Art

- To look and create their own work in the style of Brazilian artist Romero Britto
- To use drawing 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 artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- To use a range of materials creatively to design and make products.

DT

- Slippers**
- To design purposeful, functional, appealing products for themselves and other users based on design criteria.
- To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Make**
- To select from and use a range of tools and equipment to perform practical tasks
- To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- Evaluate**
- To explore and evaluate a range of existing products.
- To evaluate their ideas and products against design criteria

Computing

- Safety Online and debugging**
- To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies
- To create and debug simple programmes.

Geography

- Similarities and differences between Norwich and Brazil*
- Location Knowledge**
- To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.
- Place Knowledge**
- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country



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RE

#### What does it mean to be a good friend? Jesus and Zaccheaus

To describe their own response to concepts.

To describe examples of how their responses are or can be applied to their own lives and lives of others.

To describe ways in which these concepts are expressed in the context of practices of the religions studied.

To describe the value of concepts to believers and identify and describe an issue raised.

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PSHE

#### **Fear and what it would be like to live elsewhere**

Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.

Children can make choices about how to develop healthy Lifestyles.

Children can explain how their actions have consequences for themselves and others.

MUSIC

Ourselves (music for expression)

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Keep a steady beat whilst singing a simple song. Sing a song loudly and quietly. Sing songs with verse and chorus. Echo games/patterns on two notes. Match the shape of a tune showing pitch.

PE

Experiment with actions, dynamics, directions and levels.

Remember and repeat dance phrases.

I show patience and support others, listening to them about our work. I am happy to show and tell them about my ideas.

I can perform and repeat longer sequences with clear shapes and controlled movement.

I can select and apply a range of skills with good control and consistency.

I know where I am with my learning and I have begun to challenge myself.