

This is Me!		
Subject	Skills and objectives	
Combined outcome(s)		
Science Developing Experts	Animals including Humans- About Me Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells. Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study.	
Teach Computing	Creating Media: Digital Painting – To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper	Computing systems and networks: Technology around us - To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly
Art	<i>Recap FS2 - To hold drawing medium (pencil, chalk etc.) with increasing control, using a consistent grip. (Full grip of three-fingered grip.</i> <i>Recap FS2 -To create lines and shapes that more clearly reference a given shape or concept.</i> <i>Recap FS2 -To use drawing apparatus, they can create basic shapes that represent objects</i> To name the primary and secondary colours To record and explore ideas from first hand observation, experience and imagination.	Use lines that follow basic outlines of shapes from observation. Refine lines to make them more accurate by sketching lightly with a pencil To use a wide variety of media, Inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. To begin to use line, shape and colour to create moods To use an artist to influence their drawing To explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

Pupils will focus on themselves and their personal history. They will look at how they have changed since birth and learn the different parts of the body and the role each part has. They will look at the work of Picasso, Gores and other portrait artists. Using early sketching skills, pupils will begin to draw portraits of their own, paying attention to proportion of features. To finish, each pupil will then create their own (self) portrait in collage form, showing influence from the artists and pieces they have looked at. They will also create digital self-portraits to compare to the painted art they have made. They will then focus on the world around them, the local area comparing it now to the past. By the end of 'This is Me!' the pupils will have a stronger

Year 1

	Can begin to apply different tones (dark, mid and light) by utilising change in pressure.	To ask and answer questions about the starting points for their work, and develop their ideas.	understanding of how we develop, what makes us all special and celebrate the wonderful area we live in.
History	Chronological Understanding – To sequence events in their life To sequence 3 or 4 artefacts from distinctly different periods in history To match objects to people of different ages To use words and phrases: old, new, young and past Historical Enquiry- To answer simple questions about the past from sources of information	Historical Knowledge and interpretation – To recognise the difference between past and present in their own and other's lives To appreciate that some famous people have helped our lives be better today To recognise we celebrate certain events because of what happened a long time ago To recount parts of stories and memories about the past	
Geography	Human Geography – To know their address To use basic geographical vocabulary to describe the local area: town, house, shop, factory Map and Atlas Work: Using – To use a simple picture map to navigate around school To use directional language (such as near, far, up, down, left, right, forward, backward)	Fieldwork - To make observations and comment on what they see and draw simple features (buildings, roads, canals, trees) To ask simple geographical questions (<i>such as: What is in our local area?</i>) To create simple plans and draw the features of their local area To add labels on to their sketch, a given map or photograph Map and Atlas Work: Making - To draw a simple picture map to represent a place To use photographs and maps to identify features to include in their own maps	