

## Skipper (Year 1)

### Curriculum

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Superheroes	Arctic adventures	Animals are amazing!
British values/ learning, perseverance and manners	British values/ learning, perseverance and manners	British values/ learning, perseverance and manners
<p>Learning, perseverance and manners are central to all that we do at Three Legged Cross First and Nursery school.</p> <p>We teach mutual respect, tolerance, democracy, rule of law and individual liberty through assemblies and progressive tailored learning throughout our curriculum. Opportunities for you to engage and celebrate your child/ children's learning, perseverance and manners are offered during the year and can be found on our school calendar.  <a href="https://3lxschool.com/calendar/">https://3lxschool.com/calendar/</a></p>		
Phonics	Phonics	Phonics
<p><u>Phase 4 &amp; 5 of the 3LX Letters and Sounds scheme.</u></p> <ul style="list-style-type: none"> <li>• Respond with the correct sound to graphemes for all 40+ phonemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPC's (grapheme. phoneme. correspondence.)               <ul style="list-style-type: none"> <li>• Read common exception words from Year 1 list.</li> </ul> </li> </ul> <p>We will continue to progress with our phonics learning, as well as revisiting the phonemes (smallest units of sound) and graphemes (phonemes when written down) taught in reception.</p> <p>Below are some websites you may find useful in order to support your child with this element of Year 1 learning:</p> <p style="text-align: center;"><a href="http://www.letters-and-sounds.com">http://www.letters-and-sounds.com</a> - for information about each of the phases.</p> <p style="text-align: center;"><a href="https://www.phonicsplay.co.uk/index.htm">https://www.phonicsplay.co.uk/index.htm</a> - this website has a range of free games for each phase.</p> <p style="text-align: center;"><a href="https://www.teachyourmonstertoread.com">https://www.teachyourmonstertoread.com</a> - a free game to support your child with their reading.</p>		
Reading comprehension	Reading comprehension	Reading comprehension

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After discussion with the teacher the pupil can:

- Develop; pleasure in reading, motivation to read, vocabulary and understanding by becoming familiar with a range of genres.
  - They can retell what they have read or heard and the characteristics of that genre.
    - Check the text makes sense as they read; correcting inaccurate reading.
    - They can predict what might happen based on what they have read so far.

Writing

Writing

Writing

After discussion with the teacher, the pupil can write sentences that are sequenced to form a short narrative:

- Beginning to form lower case letters in the correct direction starting and finishing in the correct place
- Beginning to punctuate sentences with capital letters and full stops, question marks or exclamation marks
  - Using a capital letter for names of people, places, days of the week and I
  - Spelling words containing the 40+ phonemes already taught
- Adding suffixes to spell many words correctly with –s or –es as plural nouns and the third person singular for verbs
  - Adding suffixes to spell many words correctly with –ing, -ed, -er and -est  
where no change is necessary in the spelling of the root word
    - Using spaces between words
    - Sequencing sentences to form short narratives

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- Spelling many common exception words for Year 1

- Using letter names to distinguish between alternative spellings of the same sound

- Joining words and joining clauses using 'and'

We follow the national curriculum for our English learning. More information can found below.

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#year-1-programme-of-study>

Maths	Maths	Maths
<p><u>Inspire Maths</u> Please follow the link bellow for useful information for parents <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#year-1-programme-of-study">././Documents/Inspire_Maths_Parent_info.pdf</a></p>	<p><u>Inspire Maths</u> Please follow the link bellow for useful information for parents <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#year-1-programme-of-study">././Documents/Inspire_Maths_Parent_info.pdf</a></p>	<p><u>Inspire Maths</u> Please follow the link bellow for useful information for parents <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#year-1-programme-of-study">././Documents/Inspire_Maths_Parent_info.pdf</a></p>
Science	Science	Science
<p><u>Everyday materials</u></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials.</li> </ul> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>• Performing simple tests</li> </ul>	<p><u>Everyday materials</u></p> <ul style="list-style-type: none"> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>• Observing closely using simple equipment</li> </ul>	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>• Using their observations to compare and contrast</li> <li>• Identifying and classifying</li> </ul>
PE	PE	PE
<p>Gymnastics</p> <ul style="list-style-type: none"> <li>• Perform a movement sequence.</li> <li>• Travel in different ways.</li> </ul>	<p>Multi-skills</p> <ul style="list-style-type: none"> <li>• Participate in team games.</li> <li>• Throw over and underarm and catch a ball.</li> </ul>	<p>Athletics</p> <ul style="list-style-type: none"> <li>• Run with varied speed with a basic technique.</li> <li>• Perform different types of jumps, including for</li> </ul>

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<ul style="list-style-type: none"> <li>• Hold shapes and still balances.</li> <li>• Carry out a range of simple jumps.</li> <li>• Perform using a range of actions and body parts with some coordination.</li> </ul>	<ul style="list-style-type: none"> <li>• Run at different speeds.</li> <li>• Develop simple defensive and attacking skills</li> <li>• Follow simple rules to play games, including team games</li> <li>• Engage in competitive activities and team games</li> </ul>	<p>height or distance.</p> <ul style="list-style-type: none"> <li>• Throw under and over arm with increasing accuracy and for different purposes.</li> </ul>
<b>History</b>	<b>History</b>	<b>History</b>
<ul style="list-style-type: none"> <li>• Learn about events beyond living memory that are significant nationally or globally. (The development of flight, significant changes in hospitals in the Victorian era, slavery.)</li> <li>• Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> <li>• To find out about the lives of heroic explorers and adventures.</li> </ul>	<p>We will further embed previous learning focusing on the following objectives...</p> <ul style="list-style-type: none"> <li>• To find out about the lives of heroic explorers and adventures.</li> <li>• Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul>	<p>We will further embed previous learning focusing on the key historical vocabulary we have learnt this year.</p>
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<ul style="list-style-type: none"> <li>• To name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• To locate the poles and describe the features of cold environments.</li> <li>• To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<ul style="list-style-type: none"> <li>• To revisit the Arctic circle and the North and South Poles and their climates.</li> <li>• To explore the animals living in the Arctic.</li> </ul>

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Computing	Computing	Computing
<ul style="list-style-type: none"> <li>Using technology safely and learning where to go for help and support when they have concerns</li> <li>Learning to use capital letters on a keyboard.</li> <li>Becoming familiar with the keyboard and learning to type words</li> </ul>	<ul style="list-style-type: none"> <li>Learning the the importance of balancing screen time</li> <li>Internet safety- learning about being safe online and the importance of using age appropriate web sites and games.</li> <li>Internet safety- the importance of being kind online</li> </ul>	<p><u>Simple inputs</u></p> <p>Learn to combine start and input events to create more advanced apps and programs using precise instructions.</p>
RE	RE	RE
<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Exploring the Genesis creation story</li> <li>Learn about how Christians give thanks and praise God and about what a prayer is</li> <li>Learn about how Christians celebrate Harvest Festival</li> <li>Exploring what stewardship is and how to Christians try to do this]</li> </ul> <p>Reflection- continuous</p> <ul style="list-style-type: none"> <li>Children will have the opportunity to be reflective about their own beliefs and perspective</li> </ul>	<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>Learn about who Buddha was</li> <li>Learn about The story of Siddhartha Gautama</li> <li>Learn about where and how Buddhists worship</li> <li>Talking about images of Buddha and Buddhist shrines</li> <li>Understanding what Karuna is and why it is important to Buddhists</li> </ul> <p>Reflection- continuous</p> <p>Children will have the opportunity to be reflective about their own beliefs and perspective</p>	<p><b>Christianity/ Buddhism</b></p> <ul style="list-style-type: none"> <li>Learn the significance and meaning of 'Jonah and the Whale' to Christians</li> <li>Retell the story of the Lost Sheep</li> <li>Understanding Buddhist beliefs about animals through the story of 'Siddhartha and the Swan'</li> <li>Learning about what Buddhists believe we learn from The story of The Monkey King</li> </ul> <p>Reflection- continuous</p> <p>Children will have the opportunity to be reflective about their own beliefs and perspective</p>
MFL	MFL	MFL
<ul style="list-style-type: none"> <li>Listen to and understand simple greetings in French</li> <li>Understand simple praise words in French</li> </ul>	<ul style="list-style-type: none"> <li>Copy and use simple greetings in French</li> <li>Begin to use simple praise words in French</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise the written simple words and phrases in French learnt, noticing they may not be phonetically decodable.</li> </ul>
PSHE	PSHE	PSHE
<p>Our curriculum has integrated cross-curricular opportunities for children to develop their PSHE. We base our PSHE lessons on the SEAL scheme, which has built it progression for each year group. Our themes for each term are shown below.</p>		
New beginnings	Going for goals	Relationships

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<b>Forest</b>	<b>Forest</b>	<b>Forest</b>
Forest safety: Children are more able to explain basic forest safety. (Boundaries, fire circle, washing hands, mushroom safety). Tool skills: Children have a growing independence of hammer skills.	Den building: Construction of simple tripod structures with adult support	Tool skills: With 1:1 adult support use the large bow saw. Listening and attention: introduce follow leader/blind caterpillar game.
<b>Music</b>	<b>Music</b>	<b>Music</b>
Begin to play tuned and untuned instruments musically.	Begin to play tuned and untuned instruments musically.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
<b>Art</b>	<b>Art</b>	<b>Art</b>
<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using line and pattern.</li> <li>Learn about the work of a range of artists.</li> </ul>	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques including colour.</li> </ul>	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using line, colour and pattern.</li> <li>Learn about the work of a range of artists.</li> </ul>
<b>Design and technology</b>	<b>Design and technology</b>	<b>Design and technology</b>
Use the basic principles of a healthy and varied diet to prepare dishes	Use the basic principles of a healthy and varied diet to prepare dishes	Use the basic principles of a healthy and varied diet to prepare dishes
Air inc transport and travel	Nearby inc castles	Green for growth
<b>British values/ learning, perseverance and manners</b>	<b>British values/ learning, perseverance and manners</b>	<b>British values/ learning, perseverance and manners</b>
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<b>Phonics</b>	<b>Phonics</b>	<b>Phonics</b>

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### Phase 4 & 5 of the 3LX Letters and Sounds scheme.

- Respond with the correct sound to graphemes for all 40+ phonemes.
- Read accurately by blending sounds in unfamiliar words containing GPC's (grapheme. phoneme. correspondence.)
  - Read common exception words from Year 1 list.

We will continue to progress with our phonics learning, as well as revisiting the phonemes (smallest units of sound) and graphemes (phonemes when written down) taught in reception.

Below are some websites you may find useful in order to support your child with this element of Year 1 learning:

<http://www.letters-and-sounds.com> - for information about each of the phases.

<https://www.phonicsplay.co.uk/index.htm> - this website has a range of free games for each phase.

<https://www.teachyourmonstertoread.com> - a free game to support your child with their reading.

Reading comprehension

Reading comprehension

Reading comprehension

After discussion with the teacher the pupil can:

- Develop; pleasure in reading, motivation to read, vocabulary and understanding by becoming familiar with a range of genres.
  - They can retell what they have read or heard and the characteristics of that genre.
    - Check the text makes sense as they read; correcting inaccurate reading.
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Writing

Writing

Writing

After discussion with the teacher, the pupil can write sentences that are sequenced to form a short narrative:

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- Beginning to form lower case letters in the correct direction starting and finishing in the correct place
- Beginning to punctuate sentences with capital letters and full stops, question marks or exclamation marks
  - Using a capital letter for names of people, places, days of the week and I
  - Spelling words containing the 40+ phonemes already taught
- Adding suffixes to spell many words correctly with –s or –es as plural nouns and the third person singular for verbs
  - Adding suffixes to spell many words correctly with –ing, -ed, -er and -est  
where no change is necessary in the spelling of the root word
    - Using spaces between words
    - Sequencing sentences to form short narratives
    - Spelling many common exception words for Year 1
  - Using letter names to distinguish between alternative spellings of the same sound
    - Joining words and joining clauses using 'and'

We follow the national curriculum for our English learning. More information can found below.

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Maths	Maths	Maths
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Science	Science	Science
<p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>Recording data</li> </ul>	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li></li> </ul> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>Observing closely using simple equipment</li> <li>Performing simple tests</li> <li>Describing how they are able to identify and classify</li> <li>Gathering and recording data</li> </ul>
PE	PE	PE
<p>Dance</p> <p>Put a simple sequence of actions together.</p> <p>Perform movement patterns.</p>	<p>Games</p> <p>Participate in team games.</p> <p>Thro over and underarm and catch a ball.</p> <p>Run at different speeds.</p> <p>Develop simple defensive and attacking skills</p> <p>Follow simple riles to play games, including team games.</p> <p>Engage in competitive activities and team games</p>	<p>Athletics</p> <p>Run with varied speed with a basic technique.</p> <p>Perform different types of jumps, including for height or distance.</p> <p>Throw under and over arm with increasing accuracy and for different purposes.</p>
History	History	History
<ul style="list-style-type: none"> <li>To learn about the lives of significant individuals in the past who have contributed to the national and international achievements.</li> <li>Find out about early attempts at human aviation. Look at the early history of aviation and the invention of the hot air balloon. Find out when the first aeroplane was invented. Look at the early planes of the Wright brothers. Find out all about Emelia Aerhart and her achievements.</li> </ul>	<ul style="list-style-type: none"> <li>To learn about significant historical events, people and places in their own locality. To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> <li>Find out who built the first castles in the UK. Explore the features of Norman castles. Explore the structure and defense features of medieval castles.</li> </ul>	<p>We will continue to revise and embed previous learning.</p>

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	Find out who lived in medieval castles. To find out about a local castle siege.	
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<ul style="list-style-type: none"> <li>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>To use basic geographical vocabulary to refer to key physical features relating to the seasons and weather.</li> <li>Identify and explore the difference between seasonal and daily weather patterns.</li> <li>Describe the differences between inland and coastal weather patterns.</li> <li>Explore and create weather forecasts, and identify why they are useful.</li> <li>Compare the weather in the United Kingdom to other parts of the world.</li> <li>Compare the weather in countries near the equator with weather in the United Kingdom.</li> <li>Compare the weather near the North and South Poles with weather in the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas using maps and atlases.</li> <li>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.</li> <li>To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>Identify and locate the four countries that make up the UK and its surrounding seas using maps and atlases.</li> <li>Explore the human and physical features of beaches in Britain.</li> <li>Identify the location and features of the seas surrounding the United Kingdom.</li> <li>Use fieldwork skills to find out about a Bournemouth beach. Compare a British beach with a beach in another part of the world.</li> </ul>	<ul style="list-style-type: none"> <li>To revisit seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>To use basic geographical vocabulary to refer to key physical features relating to the seasons and weather.</li> </ul>
<b>Computing</b>	<b>Computing</b>	<b>Computing</b>
<ul style="list-style-type: none"> <li>Recap of the main concepts covered so far (reception pre- teach)</li> <li>Learn that programs execute by following clear instructions. Understand that programs respond to inputs to do different things.</li> </ul>	<ul style="list-style-type: none"> <li>Writing code to make several objects move in different directions</li> <li>Writing code to make an object move when it is clicked on</li> <li>Using code to write a computer program where</li> </ul>	<ul style="list-style-type: none"> <li>Learning to store and retrieve information</li> <li>Combining start events and click events to create an animated scene and explain how their code works</li> <li>write code in which the same object responds to</li> </ul>

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	several objects move in different directions when clicked on	both click events and start events <ul style="list-style-type: none"> <li>• Debugging: simple inputs</li> </ul>
<b>RE</b>	<b>RE</b>	<b>RE</b>
<b>Christianity</b> <ul style="list-style-type: none"> <li>• Learning about the importance of Christmas is to Christians</li> <li>• Looking at Christian symbols and what significance they have</li> <li>• Learning about the angel's role in the nativity</li> </ul> <p>Reflection- continuous Children will have the opportunity to be reflective about their own beliefs and perspective</p>	<b>Christianity</b> <ul style="list-style-type: none"> <li>• Learning about the procession into Jerusalem (Palm Sunday)</li> <li>• Learning why Palm crosses symbolic to Christians</li> <li>• Learning about what Christians do at Easter</li> <li>• Listening to the story of Jesus washing his disciples' feet</li> <li>• Responding to stories about Jesus' life by asking questions</li> <li>• Understanding that Easter represents New life for Christians</li> </ul> <p>Reflection- continuous Children will have the opportunity to be reflective about their own beliefs and perspective</p>	<b>Buddhism</b> <ul style="list-style-type: none"> <li>• Learning about Buddhist Meditation/ Yoga</li> <li>• Learning about the symbolism of the lotus flower to Buddhists</li> <li>• Learning about how Buddhists believe we should maintain peace in our community</li> <li>• Understanding how and why the life of the Buddha is celebrated during Wesak</li> </ul> <p>Reflection- continuous Children will have the opportunity to be reflective about their own beliefs and perspective</p>
<b>MFL</b>	<b>MFL</b>	<b>MFL</b>
<ul style="list-style-type: none"> <li>• Listen to and understand simple greetings in French</li> <li>• Understand simple praise words in French</li> </ul>	<ul style="list-style-type: none"> <li>• Copy and use simple greetings in French</li> <li>• Begin to use simple praise words in French</li> <li>• Revisit copy greetings in different languages and begin to know which language each is</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise the written simple words and phrases in French learnt, noticing they may not be phonetically decodable.</li> <li>• Revisit copy greetings in different languages and know which language each is</li> </ul>
<b>PSHE</b>	<b>PSHE</b>	<b>PSHE</b>
Our curriculum has integrated cross-curricular opportunities for children to develop their PSHE. We base our PSHE lessons on the SEAL scheme, which has built its progression for each year group. Our themes for each term are shown below.		
Getting on and falling out (inc Anti-bullying)	Good to be me	Changes
<b>Forest</b>	<b>Forest</b>	<b>Forest</b>
Den building: Construction of simple 'granny' knot.	Listening and attention: building a see-saw.	Woodland art: leaf printing.

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Woodland art: leaf art around trees.	Woodland art: carpet art.	
<b>Music</b>	<b>Music</b>	<b>Music</b>
Begin to use their voices expressively and creatively by singing songs. Explore and listen to a range of high-quality live and recorded music.	Begin to use their voices expressively and creatively by singing songs.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
<b>Art</b>	<b>Art</b>	<b>Art</b>
		<ul style="list-style-type: none"> <li>• To use sculpture to develop and share their ideas and imagination.</li> <li>• To develop a wide range of art and design techniques in texture, line, shape, form and space.</li> <li>• Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul>
<b>Design and technology</b>	<b>Design and technology</b>	<b>Design and technology</b>
<ul style="list-style-type: none"> <li>• Design and make a plane</li> <li>• Evaluate plane design</li> <li>• Prepare dishes</li> </ul>	<ul style="list-style-type: none"> <li>• Design and make a castle</li> <li>• Building a castle</li> </ul>	