

PSHE Year 1						
Unit of Work	Keeping/Staying Safe Road Safety	Keeping/Staying Healthy Washing Hands	Relationships Friendship Computer Safety Online Bullying	Being Responsible Water Spillage	Feelings and Emotions Jealousy	Our World Growing in Our World
Prior Learning	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Explain the reasons for rules, know right from wrong and try to behave accordingly;	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly;	Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
Core Learning	-understand what I need to keep safe from <ul style="list-style-type: none"> • be able to recognise what may put me or others at risk • understand why it is important to stay safe when crossing the road • be able to recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe 	-understand what we can do to keep healthy <ul style="list-style-type: none"> • understand why we need to wash our hands • know how germs are spread and how they can affect our health • be able to practise washing your hands • know the differences between healthy and unhealthy choices 	understand different types of relationships <ul style="list-style-type: none"> • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view understand computers, the internet, and rules to keep safe <ul style="list-style-type: none"> • understand how your online activity can affect others 	understand what we are responsible for <ul style="list-style-type: none"> • be able to recognise how responsibilities will change as we grow • know how you can help people around you • understand the types of things you are responsible for • know how and understand the importance of preventing accidents • be able to recognise the differences between being responsible and being irresponsible 	understand a range of emotions and how they make us feel physically and mentally <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words 	understand how we care for others <ul style="list-style-type: none"> • understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique

			<ul style="list-style-type: none"> • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments 			
Vocabulary	Community, Discuss Choice, Pedestrian, Zebra Crossing, Pelican Crossing, Puffin Crossing, Toucan Crossing, Avoid, Situation, Risk, Safe, Imaginary	Healthy, Unhealthy, Germs	Relationship, Love, Security, Stability, Disagree	Responsibility, Responsible, Accident Honesty, Dishonest	Recognising, Loneliness, Frustration, Experience, Jealousy	Planet, World Environment, Humans, Reproduce, Protect, Unique, Common
Resources, Visits and Links	Walk to School Week	Children's Mental Health Week	Safer Internet Day	International Women's Day World Oral Health Day International Happiness Day	Mental Health Awareness Week	World Well Being Week

PSHE Year 2						
Unit of Work	Keeping/Staying Safe Road Safety Tying Shoelaces	Keeping/Staying Healthy Brushing Teeth	Relationships Friendship Computer Safety Online Bullying	Being Responsible Helping Someone in Need	Feelings and Emotions Anger Worry	Our World Living and Working in Our World
Prior Learning	<p>For a healthy family life, it is important to care for, protect, and spend time with each other • Families are important for children growing up because they can give love, security and stability • You must seek help and advice if you feel uncomfortable, unsafe or unhappy with a particular relationship • It is important to respond safely and appropriately to people who you do not know very well • There are a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all</p>	<p>• Mental wellbeing is a normal part of daily life, in the same way as physical health • It is important to wash your hands to reduce the spread of germs • There are many benefits of resting, spending time with friends and family, and having hobbies • Good quality sleep is important for good health, and a lack of sleep can affect weight, mood and ability to learn</p>	<p>.Families are important for children growing up because they can give love, security and stability • Others’ families, either in school or in the wider world, sometimes look different from your own family. However, you should respect those differences and know that other children’s families are also characterised by love and care for each other • Friendships are important in making us feel happy and secure • Most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even</p>	<p>For a healthy family life, it is important to care for, protect, and spend time with each other • There are practical steps you can take to improve or support respectful relationships • There may be occasions where you need to make a clear and efficient call to emergency services</p>	<p>Isolation and loneliness can affect children and it is very important for children to discuss their feelings with an adult and seek support • The different characteristics of a friendship include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and supporting each other with problems and difficulties • Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • Most friendships have ups and downs, and these can often be worked through</p>	<p>• Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • Others’ families, either in school or in the wider world, sometimes look different from your own family. However, you should respect those differences and know that other children’s families are also characterised by love and care for each other</p>

humans experience in relation to different experiences and situations

strengthened.
Resorting to violence is never right • Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

- The internet is an integral part of life and has many benefits •
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous •
- Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. •
- The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health •
- It is important to consider the effect of your

so that the friendship is repaired or even strengthened. Resorting to violence is never right

			online actions on others			
Core Learning	<p>Know the reasons to make sure your laces are tied • Learn how to tie up laces properly • Know rules to keep yourself and others safe • Understand the differences between safe and risky choices</p>	<p>Know that food is needed for our bodies to be healthy and to grow • understand that some foods are better for good health than others • be able to list different types of healthy food • understand how to keep yourself and others healthy • know the differences between healthy and unhealthy choices • understand why we need to brush our teeth • be able to practise brushing your teeth • know the differences between healthy and unhealthy choices • be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy</p>	<p>• be able to name a range of feelings • understand why we should care about other people’s feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours • be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person’s point of view • understand why it is important to care about other people’s feelings</p> <p>What types of information can you share online? • How can you stay safe online? • Are there any types of images that you shouldn’t share online?</p>	<p>be able to name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up • be able to see the benefits of practising an activity or sport • be able to learn ways to set goals and work to reach them • know how you can help other people • be able to recognise kind and thoughtful behaviours and actions • understand the risks of talking to people you don’t know very well in the community • be able to identify the differences between being responsible and being irresponsible</p>	<p>• If you feel worried, what actions could help you to feel better? • Why is it important to talk and share your worries with someone? • Who could you talk to about your feelings? • How can we control the feeling of anger?</p>	<p>• understand why we should look after living things • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • be able to encourage others to help keep their communities and countryside clean • understand different ways we can receive money • know how to keep money safe • be able to describe the skills you may need in a future job or career • be able to recognise the differences between wants and needs</p>

Vocabulary	Laces, Buckle, Velcro, Accident, Rules Unsafe	Ingredients, energy, repair, vitamins, natural, saturated fat, decay	Bullying, mean, describe, teasing, threatening, advice, imagine, anti-bullying Permission, opinion, rules, declaration	Abilities, thoughtful, qualities, manners, courteous, appropriately, self-respect, improve	Fidgety, annoyed, worry, anger, manage, control, trust	Wildlife, community, credit card, debit card, spend, receive, save
Resources, Visits and Links	Walk to School Week	Children's Mental Health Week	Safer Internet Day	International Women's Day World Oral Health Day International Happiness Day	Mental Health Awareness Week	World Well Being Week

PSHE Year 3						
Unit of Work	Keeping/Staying Safe Leaning out of Windows	Keeping/Staying Healthy Medicine	Relationships Friendship Computer Safety Online Bullying	Being Responsible	Feelings and Emotions Greif	Our World Looking after Our World
Prior Learning	<p>Know the reasons to make sure your laces are tied • Learn how to tie up laces properly • Know rules to keep yourself and others safe • Understand the differences between safe and risky choices</p>	<p>Know that food is needed for our bodies to be healthy and to grow • understand that some foods are better for good health than others • be able to list different types of healthy food • understand how to keep yourself and others healthy • know the differences between healthy and unhealthy choices • understand why we need to brush our teeth • be able to practise brushing your teeth • know the differences between healthy and unhealthy choices • be able to develop strategies to help you remember to brush your teeth when</p>	<ul style="list-style-type: none"> • be able to name a range of feelings • understand why we should care about other people’s feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours • be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person’s point of view • understand why it is important to care about other people’s feelings <p>What types of information can you share online? • How can you stay safe</p>	<p>be able to name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up • be able to see the benefits of practising an activity or sport • be able to learn ways to set goals and work to reach them • know how you can help other people • be able to recognise kind and thoughtful behaviours and actions • understand the risks of talking to people you don’t know very well in the community • be able to identify the differences between being responsible and being irresponsible</p>	<p>If you feel worried, what actions could help you to feel better? • Why is it important to talk and share your worries with someone? • Who could you talk to about your feelings? • How can we control the feeling of anger?</p>	<ul style="list-style-type: none"> • understand why we should look after living things • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • be able to encourage others to help keep their communities and countryside clean • understand different ways we can receive money • know how to keep money safe • be able to describe the skills you may need i

		you forget, are tired, or busy	online? • Are there any types of images that you shouldn't share online?			
Core Learning	<ul style="list-style-type: none"> • know ways to keep yourself and others safe • be able to recognise risky situations • be able to identify trusted adults around you • understand the differences between safe and risky choices • be able to recognise a range of warning signs • be able to spot the dangers we may find at home • know the importance of listening to our trusted adults • be able to understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices 	<ul style="list-style-type: none"> • know, understand, and be able to practise simple safety rules about medicine • understand when it is safe to take medicine • know who we can accept medicine from • understand the differences between healthy and unhealthy choices 	<ul style="list-style-type: none"> • understand the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help • be able to name human body parts 	<ul style="list-style-type: none"> • understand the differences between borrowing and stealing • be able to describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal • be able to understand the differences between being responsible and irresponsible 	<ul style="list-style-type: none"> understand the differences between borrowing and stealing • be able to describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal • be able to understand the differences between being responsible and irresponsible 	<ul style="list-style-type: none"> • be able to explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • be able to identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint
Vocabulary	<p>PCSO</p> <p>Appliances</p> <p>Dangerous</p> <p>Chemicals</p>	<p>Medicine</p> <p>Allergies</p> <p>Vaccination</p> <p>Antibodies</p>	<p>Communicate</p> <p>Situation</p> <p>Appropriate</p>	<p>Borrowing</p> <p>Stealing</p> <p>Consequence</p> <p>Irresponsible</p> <p>Responsible</p>	<p>Grief</p> <p>Confusion</p> <p>Memory box</p>	<p>Reduce</p> <p>Re-use</p> <p>Recycle</p> <p>Environment</p>

	Warning sign Pressured Permission	Research Immune System Doctor				Carbon footprint Carbon dioxide Global warming
Resources, Visits and Links	Walk to School Week	Children's Mental Health Week	Safer Internet Day	International Women's Day World Oral Health Day International Happiness Day	Mental Health Awareness Week	World Well Being Week

Year 4

Unit of Work	Sculpture and 3D Mega materials	Drawing Power prints	Painting and mixed media Light and dark	Craft and Design Fabric of nature
<p>Prior Learning</p>	<p>Pupils already know how to:</p> <ul style="list-style-type: none"> ● Join 2D shapes to make a 3D form. ● Join larger pieces of materials, exploring what gives 3D shapes stability. ● Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. ● Identify and draw negative spaces. ● Plan a sculpture by drawing. ● Choose materials to scale up an idea. ● Create different joins in card eg. slot, tabs, wrapping. ● Add surface detail to a sculpture using colour or texture. ● Display sculpture. 	<p>Pupils already know how to:</p> <ul style="list-style-type: none"> ● Use shapes identified within in objects as a method to draw. ● Create tone by shading. ● Achieve even tones when shading. ● Make texture rubbings. ● Create art from textured paper. ● Hold and use a pencil to shade. ● Tear and shape paper. ● Use paper shapes to create a drawing. ● Use drawing tools to take a rubbing. ● Make careful observations to accurately draw an object. ● Create abstract compositions to draw more expressively. 	<p>Pupils already know how to:</p> <ul style="list-style-type: none"> ● Use simple shapes to scale up a drawing to make it bigger. ● Make a cave wall surface. ● Paint on a rough surface. ● Make a negative and positive image. ● Create a textured background using charcoal and chalk. ● Use natural objects to make tools to paint with. ● Make natural paints using natural materials. ● Create different textures using different parts of a brush. ● Use colour mixing to make natural colours. 	<p>Pupils already know:</p> <ul style="list-style-type: none"> ● That layering materials in opposite directions make the handmade paper stronger. <p>How to:</p> <ul style="list-style-type: none"> ● Use a sketchbook to research a subject using different techniques and materials to present ideas. ● Construct a new paper material using paper, water and glue ● Use symbols to reflect both literal and figurative ideas. ● Produce and select an effective final design. ● Make a scroll. ● Make a zine. ● Use a zine to present information.
<p>Core Learning</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Form: Simple 3D forms can be made by creating layers, by folding and rolling materials. <p>Making skills:</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Shape: How to use basic shapes to form more complex shapes and patterns. ● Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or 	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Colour: Adding black to a colour creates a shade. ● Colour: Adding white to a colour creates a tint ● Form: Using lighter and darker tints and shades of a colour 	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Shape: How to use basic shapes to form more complex shapes and patterns. ● Pattern: Patterns can be irregular and change in ways you wouldn't expect.

- How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire.
- How to use their arm to draw 3D objects on a large scale.
- How to sculpt soap from a drawn design.
- How to smooth the surface of soap using water when carving.
- How to join wire to make shapes by twisting and looping pieces together.
- How to create a neat line in the wire by cutting and twisting the end onto the main piece.
- How to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.
- How to try out different ways to display a 3D piece and choose the most effective.

movement to a drawing.

- Pattern: Patterns can be irregular and change in ways you wouldn't expect.

Making skills:

- How to use pencils of different grades to shade and add tone.
- How to hold a pencil with varying pressure to create different marks.
- How to use observation and sketch objects quickly.
- How to draw objects in proportion to each other.
- How to use charcoal and a rubber to draw tone.
- How to use scissors and paper as a method to 'draw'.
- How to make choices about arranging cut elements to create a composition.
- How to create a wax resist background.
- How to use different tools to scratch into a painted surface to add contrast and pattern.

can create a 3D effect.

- Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.
- Tone: Tone can be used to create contrast in an artwork.

Making skills:

- How to mix a tint and a shade by adding black or white.
- How to use tints and shades of a colour to create a 3D effect when painting.
- How to apply paint using different techniques e.g. stippling, dabbing, washing.
- How to choose suitable painting tools.
- How to arrange objects to create a still-life composition.
- How to plan a painting by drawing first.
- How to organise painting equipment independently,

- Pattern: The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.
- Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface.
- Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.

Making skills:

- To know that a mood board is a visual collection which aims to convey a general feeling or idea.
- To know that batik is a traditional fabric decoration technique that uses hot wax.
- How to select imagery and use it as inspiration for a design project.
- How to make a mood board.
- How to recognise a theme and develop colour palettes using

<p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art can communicate powerful statements about right and wrong. • Artists can choose particular materials to communicate a message. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make choices about what, how and where they create art. • Art can be all different sizes. • Art can be displayed inside or outside. • Art is interpreted differently depending on how it is displayed. • Artists make work to explore right and wrong and to communicate their own beliefs. • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work. 	<ul style="list-style-type: none"> • How to choose a section of a drawing to recreate as a print. • How to create a monoprint. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists evaluate what they make, and talking about art is one way to do this. 	<p>making choices about tools and materials.</p> <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make choices about what, how and where they create art. • Artworks can fit more than one genre. • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work. 	<p>selected imagery and drawings.</p> <ul style="list-style-type: none"> • How to draw small sections of one image to focus on colours and texture. • How to develop observational drawings into shapes and patterns for design. • How to transfer a design using a tracing method. • How to make a repeating pattern tile using cut and torn paper shapes. • How to use glue as an alternative batik technique to create patterns on fabric. • How to use materials, like glue, in different ways depending on the desired effect. • How to paint on fabric. • How to wash fabric to remove glue to finish a decorative fabric piece. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Designers can make beautiful things to try and improve people's everyday lives.
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				<ul style="list-style-type: none"> • Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. • Artists and designers sometimes choose techniques based on the time and money available to them. • Artists use drawing to plan ideas for work in different media. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make choices about what, how and where they create art. • Art can be created to make money; being an artist is a job for some people. • Art, craft and design affect the lives of people who see or use something that has been created • Artists evaluate what they make, and talking about art is one way to do this.
Vocabulary	<ul style="list-style-type: none"> • abstract • carving • ceramics • figurative • form 	<ul style="list-style-type: none"> • abstract • block print • collaborate • collaboratively • collage 	<ul style="list-style-type: none"> • abstract • composition • contrasting • dabbing paint • detailed 	<ul style="list-style-type: none"> • batik • colour palette • craft • craftsperson • design

	<ul style="list-style-type: none"> • found objects • hollow • join • mesh • model • organic shape • pliers • quarry • sculpture • secure • surface • template • texture • three-dimensional (3D) • tone • two-dimensional (2D) • typography • visualisation • weaving • welding 	<ul style="list-style-type: none"> • combine • composition • contrast • cross-hatching • figurative • gradient • hatching • highlight • mixed media • monoprint • observational drawing • parallel • pattern • precision • printmaking • proportion • shading • shadow • symmetry • three dimensional (3D) • tone • viewfinder • wax-resist 	<ul style="list-style-type: none"> • figurative • formal • grid • landscape • mark-making • muted • paint wash • patterned • pointillism • portrait • shade • shadow • stippling paint • technique • texture • three dimensional (3D) • tint • vivid 	<ul style="list-style-type: none"> • develop • designer • imagery • industry • inspiration • mood board • organic • pattern • repeat • repeating • rainforest • symmetrical • texture • theme
Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Coloured chalk <input type="checkbox"/> Dark coloured A2 sugar paper <input type="checkbox"/> Bars of soap (one per child) <input type="checkbox"/> Carving tools for soap (such as: cocktail sticks, old teaspoons, clay modelling tools, large paper clips, lollipop sticks) <input type="checkbox"/> 1mm thick plastic coated wire (approximately 90cm per pupil) 	<ul style="list-style-type: none"> <input type="checkbox"/> Drawing pencils of various grades e.g. HB, 2B, 4B <input type="checkbox"/> Range of media for drawing (such as: charcoal, pastels, chalks, ink) <input type="checkbox"/> Length of ribbon - approx 30cm per child <input type="checkbox"/> Interesting objects to draw (such as: umbrellas, hats, clothes hangers, piles of books, boxes etc.) <input type="checkbox"/> Charcoal <input type="checkbox"/> Coloured wax crayons <input type="checkbox"/> Black ready-mix paint 	<ul style="list-style-type: none"> <input type="checkbox"/> Ready-mix paint <input type="checkbox"/> Watercolour paint (optional) <input type="checkbox"/> Tools for applying paint (such as: sponges, glue spatulas, cotton buds) <input type="checkbox"/> Materials that add texture like sand, rice, lentils <input type="checkbox"/> Objects to arrange as a still life <input type="checkbox"/> A3 or larger paper or card for painting <input type="checkbox"/> A range of paper for mounting finished work 	<ul style="list-style-type: none"> <input type="checkbox"/> A3 card (one sheet per child) <input type="checkbox"/> Cartridge paper (A4, plus 15 cm squares at least two per child) <input type="checkbox"/> Colouring pencils <input type="checkbox"/> Watercolour or ready-mix paints <input type="checkbox"/> Acrylic or fabric paint <input type="checkbox"/> Rulers <input type="checkbox"/> Oil pastels <input type="checkbox"/> Calico or white cotton fabric cut into 30 x 30cm squares <input type="checkbox"/> PVA glue and glue sticks

	<ul style="list-style-type: none"> <input type="checkbox"/> A few pairs of pliers (optional) <input type="checkbox"/> Cardboard packaging (e.g. cereal boxes, two per child) <input type="checkbox"/> Ribbon (optional) <input type="checkbox"/> Black ready-mix paint <input type="checkbox"/> A variety of clean used packaging destined for the recycling bin (such as: boxes, foil and plastic wrappers) <input type="checkbox"/> String <input type="checkbox"/> Staplers / hole punch <input type="checkbox"/> PVA glue 	<ul style="list-style-type: none"> <input type="checkbox"/> Liquid soap - a small amount to mix into paint <input type="checkbox"/> Polystyrene sheets suitable for printing <input type="checkbox"/> Acetate sheets suitable for printing <input type="checkbox"/> A range of everyday objects to print with (such as: string, bubble wrap, egg boxes, interesting packaging, cotton reels etc.) <input type="checkbox"/> Cotton bed sheet to print onto OR similar fabric OR large pieces of card (one large piece per group of pupils) 		<ul style="list-style-type: none"> <input type="checkbox"/> Coloured and patterned paper <input type="checkbox"/> Sticky or masking tape <input type="checkbox"/> Scissors <input type="checkbox"/> Examples of items made using patterned fabric (optional) <input type="checkbox"/> Exocotic plants and fruits (optional)
Application Task	Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.	Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.	Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.

Year 5				
Unit of Work	Drawing	Craft and Design	Sculpture and 3D	Painting and mixed media
	I need space	Architecture	Interactive installation	Portraits
Prior Learning	<p>Pupils already know how to:</p> <ul style="list-style-type: none"> ● Use pencils of different grades to shade and add tone. ● Hold a pencil with varying pressure to create different marks. ● Use observation and sketch objects quickly. ● Draw objects in proportion to each other. ● Use charcoal and a rubber to draw tone. ● Use scissors and paper as a method to 'draw'. ● Make choices about arranging cut elements to create a composition. 	<p>Pupils already know:</p> <ul style="list-style-type: none"> ● That a mood board is a visual collection which aims to convey a general feeling or idea. ● That batik is a traditional fabric decoration technique that uses hot wax. <p>How to:</p> <ul style="list-style-type: none"> ● Select imagery and use as inspiration for a design project. ● To know how to make a mood board. ● Recognise a theme and develop colour palettes using selected imagery and drawings. ● Draw small sections of one image to docs on colours and texture. 	<p>Pupils already know:</p> <ul style="list-style-type: none"> ● How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. <p>How to:</p> <ul style="list-style-type: none"> ● Use their arm to draw 3D objects on a large scale. ● Sculpt soap from a drawn design. ● Smooth the surface of soap using water when carving. ● Join wire to make shapes by twisting and looping pieces together. ● Create a neat line in wire by cutting and 	<p>Pupils already know how to:</p> <ul style="list-style-type: none"> ● Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials.

	<ul style="list-style-type: none"> ● Create a wax resist background. ● Use different tools to scratch into a painted surface to add contrast and pattern. ● Choose a section of a drawing to recreate as a print. ● Create a monoprint. 	<ul style="list-style-type: none"> ● Develop observational drawings into shapes and pattern for design. ● Transfer a design using a tracing method. ● Make a repeating pattern tile using cut and torn paper shapes. ● Use glue as an alternative batik technique to create patterns on fabric. ● Use materials, like glue, in different ways depending on the desired effect. ● Paint on fabric. ● Wash fabric to remove glue to finish a decorative fabric piece. 	<p>twisting the end onto the main piece.</p> <ul style="list-style-type: none"> ● Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. ● Try out different ways to display a 3D piece and choose the most effective. 	
<p>Core Learning</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Shape: Shapes can be used to place the key elements in a composition. ● Line: Lines can be used by artists to control what the viewer looks at 	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Shape: Shapes can be used to place the key elements in a composition. ● Line: Lines can be used by artists to control what the viewer looks at 	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Form: An art installation is often a room or environment in which the viewer ‘experiences’ the art all around them. ● Form: The size and scale of three-dimensional 	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. ● Pattern: Artists create pattern to add expressive

	<p>within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <ul style="list-style-type: none"> • Texture: How to create texture on different materials. <p>Making skills:</p> <ul style="list-style-type: none"> • To know what print effects different materials make. • How to analyse an image that considers impact, audience and purpose. • How to draw the same image in different ways with different materials and techniques. • How to make a collagraph plate. • How to make a collagraph print. 	<p>within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>Making skills:</p> <ul style="list-style-type: none"> • To know the steps to make a monoprint when a roller is sufficiently inked. • How to make an observational drawing of a house. • How to use shapes and measuring as methods to draw accurate proportions. • How to select a small section of a drawing to use as a print design. • How to develop drawings further to use as a design for print. 	<p>artwork change the effect of the piece.</p> <p>Making skills:</p> <ul style="list-style-type: none"> • How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • How to try out ideas on a small scale to assess their effect. • How to use everyday objects to form a sculpture. • How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • How to try out ideas for making a sculpture interactive. • How to plan an installation proposal, making choices about light, sound and display. 	<p>detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <ul style="list-style-type: none"> • Tone: Tone can help show the foreground and background in an artwork. <p>Making skills:</p> <ul style="list-style-type: none"> • How to develop a drawing into a painting. • How to create a drawing using text as lines and tone. • How to experiment with materials and create different backgrounds to draw onto. • How to use a photograph as a starting point for a mixed-media artwork. • How to take an interesting portrait photograph, exploring different angles. • How to adapt an image to create a new one.
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- How to develop drawn ideas for a print.
- How to combine techniques to create a final composition.
- How to decide what materials and tools to use based on experience and knowledge.

Knowledge of artists:

- Artists are influenced by what is going on around them; for example, culture, politics and technology.

- Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.
- Artists can choose their medium to create a

- How to design a building that fits a specific brief.
- How to draw an idea in the style of an architect that is annotated to explain key features.
- How to draw from different views, such as a front or side elevation.
- How to use sketchbooks to research and present information about an artist.
- How to interpret an idea in into a design for a structure.

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Knowledge of artists:

- Artists are influenced by what is going on around them; for example, culture, politics and technology.
- How an artwork is interpreted will depend on the life experiences of the person looking at it.
- Artists create works that make us question our beliefs.
- Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.

Evaluating and analysing:

- Sometimes people disagree about whether something can be called 'art'.
- Art doesn't always last for a long time; it can be temporary.
- People make art to express emotion.

- How to combine materials to create an effect.
- How to choose colours to represent an idea or atmosphere.
- How to develop a final composition from sketchbook ideas.

Knowledge of artists:

- Artists are influenced by what is going on around them; for example, culture, politics and technology.
- Artists use self-portraits to represent important things about themselves.
- Artists can choose their medium to create a particular effect on the viewer.
- Artists can combine materials; for example, digital imagery, with paint or print.

Evaluating and analysing:

particular effect on the viewer.

- Artists can combine materials; for example, digital imagery, with paint or print.

Evaluating and analysing:

- People make art to fit in with popular ideas or fashions.
- People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online.

create new artworks.

- Visual designs can represent big ideas like harmony with nature or peace.

Evaluating and analysing:

- Art, craft and design can be functional and affect human environments and experiences.
- People make art to portray ideas about identity.
- People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online.
- Some artists become well-known or famous, and people tend to talk more about their

- People make art to encourage others to question their ideas or beliefs.
- People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online.
- Some artists become well-known or famous, and people tend to talk more about their work because it is familiar.
- Talking about plans for artwork, or evaluating finished work, can help improve what artists create.
- Comparing artworks can help people understand them better.

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Vocabulary	<ul style="list-style-type: none"> cold war collagraph collagraphy composition culture decision develop evaluate futuristic imagery printing plate printmaking process propaganda purpose repetition 	<ul style="list-style-type: none"> abstract annotate architect architectural architecture birds eye view built environment commemorate composition crop design design brief design intention elevation evaluate external 	<ul style="list-style-type: none"> analyse art medium atmosphere concept culture display elements evaluate experience features influence installation art interact interactive location mixed media 	<ul style="list-style-type: none"> art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multi media paint wash portrait printmaking represent

	<ul style="list-style-type: none"> • Retrofuturism • revisit • space race • stimulus • technique 	<ul style="list-style-type: none"> • form • futuristic • individuality • interpret • legacy • literal • monoprint • monument • observational drawing • organic • perspective • pressure • proportion • style • symbolism • viewfinder 	<ul style="list-style-type: none"> • performance art • props • revolution • scale • scaled down • special effects • stencil • three dimensional 	<ul style="list-style-type: none"> • research • self-portrait • texture • transfer
Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Printing ink or acrylic paint in a variety of colours <input type="checkbox"/> Rollers <input type="checkbox"/> Ink palettes <input type="checkbox"/> Thick paint brushes <input type="checkbox"/> Coloured paper and card 	<ul style="list-style-type: none"> <input type="checkbox"/> Clipboards (optional if drawing outside) <input type="checkbox"/> Drawing pencils of various grades e.g. HB, 2B, 4B <input type="checkbox"/> Card for making viewfinders 	<ul style="list-style-type: none"> <input type="checkbox"/> Cardboard boxes (shoe boxes or photocopier paper boxes are ideal) - one per group <input type="checkbox"/> Range of materials (such as: powder paint, glitter, charcoal, chalk, coloured sand, ready-mix paint) 	<ul style="list-style-type: none"> <input type="checkbox"/> Photograph of each child OR mirrors to draw from <input type="checkbox"/> Tracing paper - A4 sheet per child <input type="checkbox"/> Text to be used as part of a drawing <input type="checkbox"/> Paper for collage

	<ul style="list-style-type: none"> <input type="checkbox"/> Gluesticks <input type="checkbox"/> PVA glue <input type="checkbox"/> Range of media for drawing (such as: charcoal, pastels, chalks, ink, felt-tips) <input type="checkbox"/> Sheets of cardboard <input type="checkbox"/> Materials to create textures on collagraph plates (see Lesson plan for more details) 	<ul style="list-style-type: none"> <input type="checkbox"/> Printing ink, rollers and trays <input type="checkbox"/> Masking tape <input type="checkbox"/> Drawing media (such as: pastels chalks, felt-tips) <input type="checkbox"/> Large sheets of paper such as sugar paper and marker pens (one per group) <input type="checkbox"/> Access to tablets or similar devices - one between two children <input type="checkbox"/> Variety of coloured papers (such as: tissue paper or sugar paper) 	<ul style="list-style-type: none"> <input type="checkbox"/> Protective goggles <input type="checkbox"/> Digital cameras or similar <input type="checkbox"/> Torches (optional) <input type="checkbox"/> Access to classroom objects (such as: chairs, PE equipment, trays, boxes) <input type="checkbox"/> Large pieces of fabric/ materials (such as: foil or bubble wrap and interesting objects readily available around school to cover furniture) <input type="checkbox"/> Adhesives (such as: masking tape, sticky tape and sticky tak) <input type="checkbox"/> Bulldog clips, clothes pegs or string for joining things 	<ul style="list-style-type: none"> <input type="checkbox"/> Fineliner pens or sharpies <input type="checkbox"/> Printable acetate sheets (optional) <input type="checkbox"/> A4 carbon copy paper (optional) <input type="checkbox"/> Printing ink OR ready-mix paint (optional) <input type="checkbox"/> Rollers and trays for printing (optional) <input type="checkbox"/> Masking tape OR sticky tak OR paper clips <input type="checkbox"/> Access to tablets or similar devices - one between two children <input type="checkbox"/> Range of media for drawing (such as: charcoal, pastels, chalks, ink, felt-tips)
Application Task	<p>Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p>	<p>Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.</p>	<p>Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.</p>	<p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media</p>

PSHE Year 6**Unit of Work**

Keeping/Staying Safe
Water Safety

Keeping/Staying Healthy
Alcohol

Growing and Changing
Conception

Being Responsible
Stealing
In-App Purchases

Feelings and Emotions
Worry

The Working World
British Values

Prior Learning

- identify strategies we can use to keep ourselves and others safe
- recognise ways to manage peer pressure
- explain the potential outcomes that may happen when we take risks
- recognise the impact and possible consequences of an accident or incident

- explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.
- describe how smoking can affect your immediate and future health and wellbeing
- give reasons why someone might start and continue to smoke
- identify and use skills and strategies to resist any pressure to smoke

- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty

- recognise why we should take action when someone is being unkind
- describe caring and considerate behaviour, including the importance of looking out for others
- demonstrate why it is important to behave in an appropriate and responsible way
- identify how making some choices can impact others' lives in a negative way

- recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant
- explain how feelings can be communicated with or without words
- recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people
- demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as anger

- understand and explain why people might want to save money
- identify ways in which you can help out at home
- budget for items you would like to buy
- recognise ways to make money and the early stages of enterprise
- identify some of the ways in which we are different and unique
- explain some of the elements which help us to have a diverse community
- describe strategies to overcome barriers and promote diversity and inclusion

Core Learning

- identify a range of danger signs
- develop and name strategies that can help keep ourselves and others safe
- recognise the impact and possible consequences of an accident or incident

- identify what is a risky choice
- identify the risks associated with alcohol (+ drugs - extension)
- describe how alcohol can affect your immediate and future health
- develop

- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy

- explain what consent means
- recognise the importance of being honest and not stealing
- explain why it is important to have a trusting relationship between friends and family
- identify how making some choices

- recognise our thoughts, feelings, and emotions
- identify how we can reduce our feeling of worry
- explain how we can support others who feel worried
- recognise that we can choose how we act on our emotions and that our choices and actions can

- know and understand various money-related terms
- recognise some of the ways in which we can spend money via technology
- describe the potential impact of spending money without permission
- identify strategies to

		and recognise skills and strategies to keep safe	identify the laws around consent	can impact others' lives in a negative way	affect ourselves and other people	save money • understand that there are a wide range of religions and beliefs in the UK • explain each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion
Vocabulary	Danger Consequences Water safety Water pollution Hidden currents Warning flags	Alcohol Ethanol Fermentation Unit Legal age limit Alcohol poisoning. Cannabis Illegal drugs Mental illness Criminal offence Substances	Conception Reproduction Consent Conceived Caesarean	Consent Possession Permission Trust Borrowing Stealing Responsible Irresponsible	Worry Anxious Troubled Positive action Prepare for change Mindfulness Strategies Managing emotions	Bank account Loan Tax Interest Debit card Credit card Wages Debt In-app purchases Budget Comparison Fairtrade Gambling Democracy Rule of Law Individual

						Mutual Respect Stereotype British values Cohesion Equal rights
Resources, Visits and Links	Walk to School Week	Children's Mental Health Week	Safer Internet Day	International Women's Day World Oral Health Day International Happiness Day	Mental Health Awareness Week	World Well Being Week