
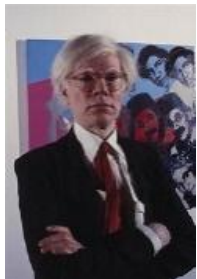
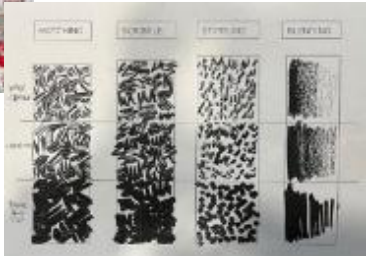





Art and Design – Drawing

Knowledge I know...	Skills I can...	Links back to I remember... [Y2]
<ul style="list-style-type: none"> Pop art is art made about <i>popular</i> things and people, such as singers and actors. Pop art is an art movement that emerged in the 1950's and flourished in the 1960s in America and Britain. Andy Warhol was a pop artist. He often used very bright colours in his work. He used repeated images in make patterns. He used a method called <i>screen printing</i> to make many of his artworks. In 1985 he created a piece of art called "Reigning Queens". "Soup Cans" was a series of paintings produced between November 1961 and June 1962. The different marks a pencil makes including hatching and shading. 	<ul style="list-style-type: none"> Explore mark making and patterning using a pencil on a range of scales. Make different marks with a pencil. Use hatching and shading. Vary tone through blending. Develop my skills with coloured pencils. Use charcoal, pencils and pastels and explore other drawing materials. Look at a range of drawings in differing media. Evaluate and analyse creative works of my peers Begin to express my thoughts and feelings about a piece of art. Begin to replicate techniques and styles used by artists/designers/architects studied. 	<ul style="list-style-type: none"> Using a pencil on a range of scales. Using charcoal and pencils. Using stippling and blending. Varying tone through blending. Linking my own work to Pablo Picasso.

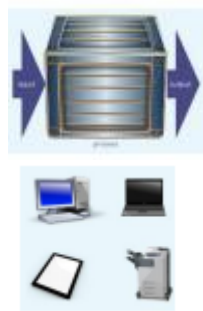
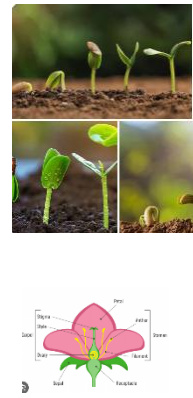
Vocabulary:	Images:
<p>Blending: mixing two colours so the join is gradual.</p> <p>Hatching: lines crossed parallel to show tone or shadow</p> <p>Shading: making a colour darker by adding black</p> <p>Drawing: a picture made with a pencil, pen, or crayon rather than paint</p> <p>Infill: fill a space</p> <p>Line: a narrow continuous mark; the edge or contour of a shape.</p> <p>Outline: a line by which an object or figure is or appears to be bordered.</p> <p>Pattern: a decorative design, repeated or related parts.</p> <p>Scale: relative or equal size.</p> <p>Tone: the variations of a colour (lighter and darker).</p> <p>Screen printing: a process where ink is forced through a mesh screen onto a surface.</p> <p>Pop art: art made about <i>popular</i> things and people, such as singers and actors</p>	  



History – Oliver Cromwell

Knowledge I know...	Skills I can...	Links back to I remember..[Y2]
<ul style="list-style-type: none">• Oliver Cromwell born on 25.4.1599 and died 2.9. 1658.• Made England a republic.• He led armies of the parliament of England against King Charles I in the English civil war.• He led the Commonwealth of England, ruling as Lord Protector from 1653 until 1658.• Cromwell was the 1st ruler of England to be a Puritan: under his rule, the Protectorate expressed that religious views should be respected – however, people who went against popular views were often tortured or imprisoned.• Although a quiet man, Cromwell gained respect throughout his life as a strong leader and commander.• As a young man he lived an ordinary life Studying at Huntingdon Grammar School and then Sidney Sussex College at the University of Cambridge.• In 1628 he became a puritan and an MP. He supported parliament in its disagreement with the King.• He particularly disliked many of the bishops in churches and supported their removal.• As the country drifted towards Civil War, Cromwell became an outspoken leader of the Parliamentarians.• He gained a reputation as a brilliant military mind.• He quickly rose to become Lieutenant General and major strategist for the Parliamentarians, as they eventually defeated the King's armies.• Cromwell was amongst those who agreed for the King to be executed after the war.• After the execution of King Charles I, a republic was declared, known as the Commonwealth of England.• A council of state was appointed to manage the country and Cromwell was among this group.• Cromwell was supported by the army, who took control and declared Cromwell Lord Protector.• His son succeeded him but the protectorate collapsed.• Charles II was restored as King the next year.	<ul style="list-style-type: none">• Sequence some events or objects on a simple timeline without support providing a few dates and/or period labels and terms.• Understand that a timeline is divided into BC (Before Christ) and AD (Anno Domini)• Provide reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about Oliver Cromwell)• Comment on a range of possible reasons for differences in a number of accounts.• Draw together information from an increasing range of sources.• Ask valid questions for enquiries and answer using several sources.• Use sources of information to make statements or judgements.• Use a wider range of vocabulary when showing awareness.• Recognise differences between ways of life in the past.• Make valid statements about the main things that stayed the same and the changes occurring within the time of Oliver Cromwell.• Make valid statements about the main similarities, differences and changes occurring within topics.• Select what is the most significant historical account of Oliver Cromwell and begin to explain why.• Understand how sources can be used to answer a range of historical questions.	<ul style="list-style-type: none">• Knowledge of what it means to be a leader.• Walking to Huntingdon town centre.• Placing people, events and objects in chronological order• Gathering information from simple sources to ask and answer questions.• Comparing different historical sources and understand the past can be represented in different ways.• Using the words 'past' and 'present' to talk about an event.• Using words to describe the passing of time.
Vocabulary: Leader – the person who leads or commands a group, organization or country. Lord Protector – a regent in chart of a Kingdom during the minority, absence or incapacity of the sovereign. Military – relating to or characteristic of soldiers or armed forces. Political – relating to the government or public affairs of the country. Civil War – a war between citizens of the same country. Royalist – a person who supports the principle of monarchy or a particular monarchy. Parliamentarian – a supporter of Parliament in the English Civil War; a Roundhead. Roundhead – a member or supporter of the Parliamentary party in the English Civil War. Cavalier – as supporter of King Charles I in the English Civil War Divine Right – Divine right is a political and religious theory asserting that a monarch's authority come directly from God, not from the people.	Images: 	



Computing – Understanding Technology (Computer Systems and Networks)			Science – Plants 1		
Knowledge I know...	Skills I can...	Links back to I remember... [KSI]	Knowledge I know...	Skills I can...	Links back to I remember... [KSI]
<ul style="list-style-type: none"> Digital devices must have an input, a process and an output. Digital devices accept inputs and produce outputs. The difference between an input and output device and can name examples How digital devices can change the way we work. A computer network is a group of computing devices that exchange data and resources with each other. 	<ul style="list-style-type: none"> Follow a process. Classify input and output devices Describe a simple process. Design a digital device. Explain how I use digital devices for different activities. Recognise similarities between using digital devices and non digital tools. Suggest difference between using digital devices and non digital tools. Recognise different connections. Explain how messages are passed through multiple connections. Discuss why we need a network switch. Explain the role of network devices such as a switch server and a wireless access point. Identify how devices in a network are connected together Identify devices around me and the benefits of computer networks 	<ul style="list-style-type: none"> That photos can be taken on arrange of technological devices Common uses of technological devices in and beyond school. You have choices when taking photos. (eg to take a landscape or portrait photo) How a photo can be improved. How to find out the best lighting levels for producing good quality photographs. Photos can be changed and that not all images are real. Using an iPad to take a photo. Composing and capturing good photos. Making suggestions on how to improve my photo. Using tools to change an image. Saying what the best lighting source is for a photo I retake. Using the autofocus to make an object in the photo stand out. Identifying someone who can help me, if something happens online without my consent. 	<ul style="list-style-type: none"> What the functions of plants, roots, stem/trunk, leaves and flowers are. How water is transported in plants. Roots absorb water, not suck it up. Nutrients help the plant grow and survive. Germination means begin to grow and put out shoots after a period of dormancy. What an investigation is. What a conclusion is. What observations are. 	<ul style="list-style-type: none"> Explore the requirements of plants for life and growth. Identify and describe the functions of plants, roots, stem/trunk, leaves and flowers. Investigate the way in which water is transported in plants. Consolidate learning on plants. Write a conclusion about an investigation. 	<ul style="list-style-type: none"> Identifying and naming common plants Describing basic plant structures Differentiate between deciduous and evergreen trees Understanding what plants need to grow
Vocabulary: Computer network: a group of connected computer devise. Input device: putting data into a computer system. Output device: takes the data from a device and converts it so humans can experience it. Connection: linking and joining devices. Digital device: computer or a device with a computer inside that has been programmed for a specific task. Network socket: a socket allowing network. Switch: a device that enables multiple devices on a net work to be connected together. Server: a computer that manages the network and stores files. Wireless access point: a device connected to a wider network which sends and receives wireless signals for devices with WIFI connectivity.		Images: 	Vocabulary: Plants - a living organism of the kind exemplified by trees, shrubs, herbs, grasses, ferns and mosses. Growth – The process of increasing in size. Light – the natural agent that stimulates sight and makes things visible. Warmth – The quality, state or sensation of being warm; moderate heat. Air – The invisible gaseous substance surrounding the earth, a mixture mainly of oxygen and nitrogen. Soil – The upper layer of earth in which plants grow, a black or dark brown material typically consisting of a mixture of organic remains, clay and rock particles. Water – a colourless, transparent, odourless liquid that forms the seas, lakes, rivers and rain and is the basis of the fluids of living organisms. Investigate – Carry out a systematic formal inquiry to discover and examine the facts of something. Seedlings – a young plant, especially one raised from a seed and not from a cutting. Research – the systematic investigation into study of materials and sources in order to establish facts and reach new conclusions. Height – the measurement of someone or something from head to foot or from base to top Root – part of a plant which attaches it to the ground or to a support Stem – the main body or stalk of a plant or shrub, typically rising above the ground but occasionally subterranean. Leaves – A flattened structure of a higher plant, typically green and bladed-like, that is attached to a stem directly or via a stalk. Flowers – A seed-bearing part of a plant, consisting of reproductive organs (stamens and carpels) that are typically surrounded by petals. Petals – each of the segments of the corolla of a flower, which are modified leaves and are typically coloured. Germinate – Of a seed or spore, begin to grow and put out shoots after a period of dormancy.		Images: 



Geography – Spatial Sense within locality UK, Huntingdon, Cambridge, Peterborough

Knowledge I know...	Skills I can...	Links back to I remember...[KSI]
<ul style="list-style-type: none">• Huntingdon, Cambridge and Peterborough are within England, in the UK.• Huntingdon, Cambridge and Peterborough are in the county of Cambridgeshire.• Huntingdon is in the region East of England/East Anglia.• The difference between human and physical geographical features.• Ordnance Survey maps are detailed maps of the UK.• Rural areas are found in the countryside, surrounded by open land.• Most of the land in the UK is rural.• Urban areas are towns and cities with a high population.• Huntingdon is an urban area.• Huntingdonshire is a rural area.• The eight points of a compass are: North, North East, East, South East, South, South West, West, North West.• Four figure grid references are used to locate places on a map• Names of landmarks within Cambridgeshire• Names of landmarks within Huntingdon, Peterborough and Cambridge• Peterborough was developed into a city as a 'new town' in the 1960s.• New Townships: Expansion involved the creation of new communities like Orton, Bretton, and Werrington.• Queensgate Shopping Centre: Opened in 1982, this was a significant addition to the city centre.• Parkway System: A network of fast dual carriageways was built to distribute traffic efficiently.• Nene Park and Ferry Meadows: Created by the development corporation, this was considered a "jewel in the crown" of the city's new amenities.• Cambridge was founded in 1209 by scholars seeking refuge from Oxford, the University of Cambridge quickly grew into a renowned academic institution.• Cambridge is known for its stunning, historic buildings and colleges, showcasing a quintessential piece of British tradition and culture.• A UNESCO World Heritage Site: The University's impressive structures, including the world-famous King's College Chapel, attract visitors and contribute to the city's unique character.• Today, Cambridge remains a global leader in research and education, maintaining its unique college system and traditions while also expanding with new research centres and initiatives.• A Vibrant Modern City: The city successfully blends its historic charm with a dynamic, forward-thinking spirit, making it a thriving centre for both tourism and contemporary innovation.	<ul style="list-style-type: none">• Locate the UK on a world map.• Use Ordnance Survey maps.• Identify how the UK is split into a grid, identifying different towns, regions and counties within each square.• Plot a route from school to the River Great Ouse [e.g. Riverside Park].• Use the eight points of a compass to navigate a local route and indicate direction.• Identify a variety of human and physical features in Huntingdon.• Comment on how the land in Huntingdon is used [e.g. residential, commercial, agricultural or industrial] and this has changed over time.• Present my findings in an appropriate way.• Collect and record evidence with a local area survey [about adults in Huntingdon travel to work].• Analyse and draw conclusions from the evidence I have collected• Ask and respond to geographical questions about their environment and the countries studied.• Give their own views about locations and begin to explain why.• Use geographical vocabulary to describe geographical features.• Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps and charts• Understand that geographers learn about the world by observing and collecting data and information.• analyse and communicate geographical information By constructing maps with keys, labelled diagrams, age-appropriate graphs and using appropriate geographical vocabulary.	<ul style="list-style-type: none">• London is the capital city of England.• Cardiff is the capital city of Wales.• Edinburgh is the capital city of Scotland.• Belfast is the capital city of Northern Ireland.• The UK is made up of 4 countries (England, Northern Ireland, Scotland and Wales).• The surrounding seas of the UK (North Sea, North Atlantic Ocean, English Channel).
Vocabulary: County: areas of land, cities and towns that are used for different purposes City: a large, densely populated urban area, larger than a town Town: a built-up area with a name, defined boundaries, and local government, that is larger than a village and generally smaller than a city. Population: The number of inhabitants in a particular place Landmark: an object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location Rural: areas found in the countryside, surrounded by open land. Urban: areas with towns and cities with a high population Hamlet: a small settlement, generally one small than a village and strictly one without a church Human geography: geographical features created by humans and the stud of how humans interact with their environment. Physical geography: the branch of geography dealing with natural features.	Images: 