

**Curriculum Driver:** Inspiration, memories and success.

**Trips/Enrichment:** Art Gallery Trip or Pottery making

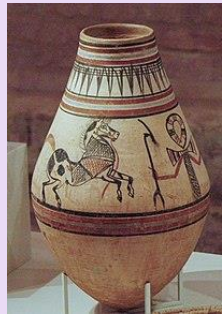
**Cross-curricular subject links:** English and History

**GARP/GASP:** Countries overcoming drought.

**Key Visuals**



Moulding clay by pinching



Ancient Egyptian vase



Pottery designed by Clarice Cliff

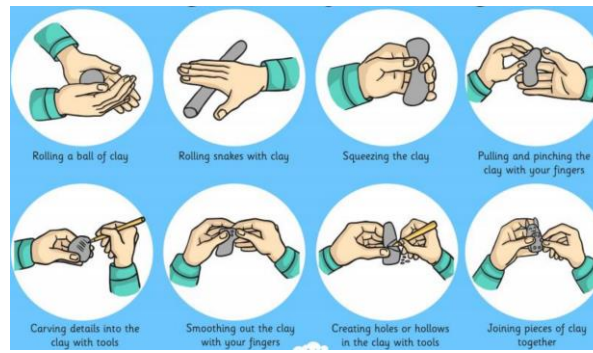
**Core knowledge**

**What is clay?** Clay is a fine-grained mineral made when rocks break down. Wet clay is soft and can be shaped to make pottery, bricks and other things. When it is shaped and then fired in a kiln to make it hard, it becomes pottery

**How can I create pattern and texture?** It is easy to create different textures and patterns by carving into blocks of Clay that have had some time to dry a little. Using Clay Tools, it is possible to carve simple designs that are informed by shapes or patterns observed in nature, or from other cultures; such as the Ancient Greeks, or geometric African patterns.

**Ancient Egyptian pottery** was an important aspect of ancient Egyptian culture and art. The pottery was made using a variety of techniques, including wheel throwing and hand building. The designs on the pottery often depicted scenes from everyday life, as well as religious and mythological themes.

**Clarice Cliff** is best known for her innovative, colour-rich designs, many of which are in our collections. The Art Deco movement had a major influence on her work and her commercial success.



**Vocabulary**

<p><b>Form</b> Form takes up space and volume. You can create actual form by working in three dimensions or implied form by making a 2D image appear 3D</p>	<p><b>Texture</b> The feel or appearance of a surface</p>	<p><b>Natural forms</b> An object from nature; not man made</p>
<p><b>Sculpture</b> A type of art that uses three dimensions</p>	<p><b>Distortion</b> A change made to the size and shape of the form</p>	<p><b>Slip</b> Watered down clay used as 'glue' to connect pieces</p>
<p><b>Score</b> To draw or scratch lines into the clay surface to either connect two pieces or add texture</p>	<p><b>Pinch</b> Shaping clay between the thumb and fingers</p>	<p><b>Incising</b> A decorations technique where lines are drawn into the clay surface</p>
<p><b>Wedging/ kneading</b> The process of mixing and turning clay to remove air pockets and create consistency</p>	<p><b>Mould</b> Form an object out of a malleable material (clay)</p>	<p><b>Piercing</b> Holes cut into jars and plates as decoration</p>

**Quiz**

- 1) What were Ancient Egyptian vases used for?
- 2) What are some of the distinct features of Ancient Egyptian vases?
- 3) Who was Clarice Cliff?
- 4) What are the 'Art Deco' movement?
- 5) Name 2 tools used to manipulate clay

**Subject/Conceptual knowledge/skills:** French

- Clothes

Speaking, reading, writing and grammar.

**LEAPS:**

- I can take part in short conversations using sentences and familiar vocabulary.
- I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
- I understand and can express simple opinions using familiar topics and vocabulary.
- I can read a variety of simple texts in different but authentic formats.
- I understand the concept of gender (masculine & feminine) and know which article (definite or indefinite) to use correctly with different nouns.
- I understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.

**Core Knowledge and Key Vocabulary**



**Subject/Conceptual knowledge/skills:** Computing Design, write or debug programs that accomplish specific goals.

**LEAPS:**

- I know that computer programs graphics use x y coordinates.
- I can use conditional (if) statements.
- I can understand what a variable is and why they are useful.
- I know that variables can only be true or false.
- I can explain what variables can be used in programming to keep track of values.
- I can program statements that make something happen in the value of a variable.
- I can develop an outline of tasks and activities required to develop a project.
- I can use the computational concepts of sequence, selection, repetition and variables to program a computer game.
- I can develop strategies for debugging computer programs.

**Core Knowledge**

Scratch is a programme which allows you to create digital stories, games and animations. This can be done through creating sequences which gives the computer a particular order to follow. Variables, the name given to things a computer needs to remember, are used in sequences.

Coordinates are used to tell the computer where variables should go and are positioned on the x, y axis.

**Key Vocabulary**

Greater than, less than, equal to, linear, search, algorithm, network, connect, route, strategy, cooperation, algorithm, direction, navigate.

**Subject/Conceptual knowledge/skills:** RE:

Christianity: Salvation, Belief, God. How significant is it for Christians to believe God intended Jesus to die?

**LEAPS**

- I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.
- I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.
- I can start to express my opinion about Jesus' crucifixion being his destiny/purpose

**Core Knowledge**

At Easter, Christians remember the events of Holy Week, which was the week leading up to the death and resurrection of Jesus. Jesus faced a lot of opposition from people around him, including the religious leaders who said that he was a rule breaker and lying when he said he was God's son. This led to his betrayal from one of his followers, Judas and his arrest, trial and execution on a cross. However, Jesus did not try and avoid arrest but allowed it to happen. Christians believe that this was always God's plan as he wanted to provide a way for humans to have a relationship with him. This is called salvation.

**Key Vocabulary**

Holy Week, Crucifixion, Resurrection, Incarnation, Plan, Purpose, Salvation.



**Subject/Conceptual knowledge/skills:** PSHE – Rights and Respect

**LEAPS:**

- I can identify, write and discuss issues currently in the media concerning health and wellbeing.
- I can express their opinions on an issue concerning health and wellbeing.
- I can make recommendations on an issue concerning health and wellbeing.
- I can understand the difference between a fact and an opinion;
- I can understand what biased reporting is and the need to think critically about things we read.
- I can define the differences between responsibilities, rights and duties and discuss what can make them difficult to follow.
- I can identify the impact on individuals and the wider community if responsibilities are not carried out.
- I can explain what we mean by the terms voluntary, community and pressure (action) group.
- I can give examples of voluntary groups, the kind of work they do and its value.
- I can state the costs involved in producing and selling an item.
- I can suggest questions a consumer should ask before buying a product.
- I can define the terms loan, credit, debt and interest.
- I can suggest advice for a range of situations involving personal finance.
- I can explain some of the areas that local councils have responsibility for.
- I can understand that local councillors are elected to represent their local community.

**Core Knowledge**

Facts are definitely true and can be backed up with evidence whereas an opinion is how a person might feel or think about something. Opinions can be different.

Rights are something people should have or are entitled to. Duties are what we should or must do to look after something and responsibilities are having the duty to look after something. One way of being responsible would be to give your time and join a voluntary or community group.

**Key Vocabulary**

Health, wellbeing, fact, opinion, rights, responsibilities, duties, consumer, finance, debt, credit, loan, interest, representation pressure, social norms

**Subject/Conceptual knowledge/skills:** PE

Invasion games

**LEAPS:**

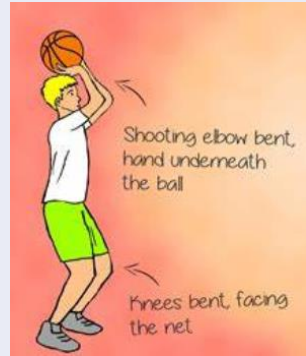
**Basketball**

- I can use blocking to stop an opponent from shooting.
- I can perform a front pivot and try to use it in a game.
- I can use a forward pass and wing play to build an attack as a team.
- I can perform a one-handed push pass under pressure.
- I can create space using the box-out technique to recover rebounds.
- I can catch the ball under pressure into the triple-threat Position.

**Cricket**

**Core Knowledge**

Basketball is a dynamic and fast-paced team sport played between two teams, each consisting of five players. The objective of the game is to score points by shooting the ball through the opponent's hoop, which is mounted 10 feet above the ground. The team with the most points at the end of the game wins.



**Key Vocabulary**

Tactic, technique, cooperative physical activity, core movement, strategy, invasion game, control, attacking, defending.

**Subject/Conceptual knowledge/skills:**

Science - Forces

**LEAPS:**

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.
- I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- I can explore falling objects and raise questions about air resistance.
- I experience forces that make things begin to get faster or slow down.
- I can explore the effects of friction on movement.
- I can explore the effects of levers, pulleys and simple machines on movement.
- I can research the work of scientists such as Galilei and Isaac Newton.

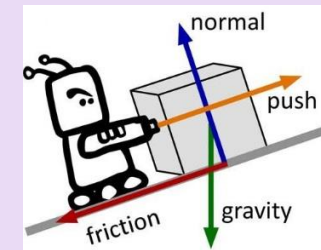
**Core Knowledge**

A force is a push or a pull in a particular direction. Forces result from an object's interaction with another object.

Gravitational force is a force by which an object attracts another object towards itself. All objects have a gravitational force, but it is most noticeable in massive objects like the Earth or the Sun. The Earth pulls all objects towards itself due to its gravitational force.

Pulleys and levers can be used to make a small force lift a heavier load. Gears can be used to change the speed, force or direction of a motion.

Friction is a force that acts between two surfaces or objects that are moving, or trying to move, across each other. Water resistance and air resistance are both forms of friction, and can be useful in different situations.



**Subject Key Vocabulary**

Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears