

Subjects	Objectives	Key Knowledge	Key Vocabulary	Skills	Activities/ Tasks
Science Winter Y1	Seasonal Changes 1.17 Observe changes across the four seasons. 1.18 Observe and describe weather associated with the seasons and how day length varies.	<ul style="list-style-type: none"> To name the four seasons. To know the characteristics for the season winter. To understand what happens to trees (evergreen and deciduous) during winter. To know that day light hours get shorter in the winter. To recognise that the weather gets colder in the winter. To recognise weather patterns associated with winter. 	spring summer autumn winter seasons weather daylight rainfall snow ice temperature freezing frost deciduous evergreen	<p>Asking Questions & Planning Enquiries</p> <ul style="list-style-type: none"> Ask people questions and use simple secondary sources to find answers. <p>Concluding</p> <ul style="list-style-type: none"> With guidance, they should begin to notice patterns and relationships Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> Observational drawings of the trees in winter or using sticks to make collage trees. Complete signs of winter sheets where children have to spot signs of the seasons. Is a tree dead in the winter? Create a weather and daylight disc https://www.stem.org.uk/resources/elibrary/resource/35383/seasonal-changes#&gid=undefined&pid=1
Science Winter Y2	Seasonal Changes 1.17 Observe changes across the four seasons. 1.18 Observe and describe weather associated with the seasons and how day length varies.			<p>Asking Questions & Planning Enquiries</p> <ul style="list-style-type: none"> Ask people questions and use simple secondary sources to find answers. <p>Concluding</p> <ul style="list-style-type: none"> With guidance, they should begin to notice patterns and relationships Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> Continue to photograph chosen tree for the time lapse. Sketch or paint chosen tree and compare to autumn. Complete signs of winter sheets where children have to spot signs of the season. If it snows, let children investigate and handle snow and ice and investigate their properties. Observe puddles freezing over, frost on spiders' webs etc.

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History	3. The lives of significant individuals from the past who have contributed to national and international achievements	<ul style="list-style-type: none"> To know when Vincent van Gogh lived and to relate this to other significant people from history. To know some of the key events from van Gogh's life. To know some of his contemporaries. 	Vincent van Gogh artist timeline	<p>Range and depth of historical knowledge:</p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> Revisit the timeline taught earlier in the year and place the life of van Gogh. Look at various artefacts or pictures of artefacts from the period of van Gogh's life and compare them with today. Learn about van Gogh's life and how he developed his style and skill as a painter. Look at van Gogh's paintings and compare objects and styles with modern day – such as clothing, homes etc. Compare other artists before van Gogh and his contemporaries and begin to appreciate his significant contribution to painting and the art world.
Geography	1a. name and locate the world's seven continents and five oceans 4a. use world maps, atlases and globes to identify the	<p>Location</p> <ul style="list-style-type: none"> To know the names of the 7 continents and 5 oceans. To know that we live in the UK and that is in Europe. To know the names of the countries where van Gogh lived. 	continents oceans Asia Africa North America South America Antarctica Europe	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> Children encouraged to ask and respond to simple geographical questions; Where is it? What's it like? Make appropriate observations about why things happen. <p>Map Knowledge:</p> <ul style="list-style-type: none"> Learn names of some places within/around the UK. 	<ul style="list-style-type: none"> Revisit the world map/globe and use knowledge organisers to recap/ learn the seven continents and five oceans. Locate the UK in the continent of Europe and also countries significant in van Gogh's life: Netherlands, France and Belgium (He also lived in the UK) Learn the names of the capital cities of these countries and the places where van Gogh lived Look at flooding and how dykes have been built to prevent flooding and enable land use for housing and agriculture – bulb fields etc.

	<p>United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<ul style="list-style-type: none"> To know the names of the capital cities for countries in the UK and the countries where van Gogh lived. <p>Physical features</p> <ul style="list-style-type: none"> To know that parts of the Netherlands are below sea level. To know that this causes flooding risks and how the Netherlands have coped with this. <p>Climate</p> <ul style="list-style-type: none"> To know that the Netherlands is in a temperate climate zone. <p>Mapping</p> <ul style="list-style-type: none"> To know where the UK, Netherlands, Belgium and France are on a map. To locate the 7 continents and 5 oceans on a map or atlas. 	<p>Australia/ Australasia Pacific Southern Indian Arctic Atlantic flooding Netherlands Belgium France United Kingdom London Edinburgh Cardiff Belfast Paris Brussels Amsterdam sea level risks dykes temperate climate zone atlas map prevent</p>	<p>Using Maps</p> <ul style="list-style-type: none"> Use an atlas to locate places. 	
<p>Art</p>	<p>1 – To use range of materials creatively to design and make products. 2 – To use drawing and painting to develop and share idea, experiences and imagination. 3 – To develop a range of techniques using colour, pattern, line, shape and form</p>	<ul style="list-style-type: none"> To know that artists paint using different styles. To know the names of the primary and secondary colours. To know how to mix colours to create secondary colours. To know that white can make a colour lighter and black can make a colour darker. To recognise some of van Gogh’s most famous works of art. To know that some modern artists use technology to create pieces of art. 	<p>gallery sort evaluate compare self portrait brush strokes colour primary secondary colour wheel light dark shade hues tone</p>	<p>Exploring/ Evaluating and developing ideas</p> <ul style="list-style-type: none"> Work from observations and known objects Use imagination to form simple images from given starting points or a description <p>Drawing</p> <ul style="list-style-type: none"> Experiment with and control marks made with different media e.g. pencils, rubbers, crayons, pastels, felt tips, chalks Draw lines and shapes from observations using different surfaces Investigate tone by drawing light/dark lines, patterns and shapes Begin to explore the use of line, shape, pattern and colour <p>Painting</p>	<ul style="list-style-type: none"> Study and evaluate works of art. <ul style="list-style-type: none"> Thinking skills art gallery sorting examples from different styles/genres of painting – children choose their own criteria for sorting. Children give their opinions about different works – why do they like/dislike, what is similar/different? Compare paintings from different points in his career e.g. Potato Eaters v Starry Night Sort, evaluate and compare range of VG’s works Compare Van Gogh’s work to another artist such as Renoir who also painted sunflowers. How are the brush strokes and colours different? Study VG’s series of self portraits and focus on line, tone and shape. Use a range of media, such as shading pencils for the children to create their own self-portraits. Colour mixing <ul style="list-style-type: none"> Look at primary and secondary colours. Create colour wheels and palettes of different shades. Use white and black to make darker/lighter shades or use darker/lighter shades instead of black/white Observe the use of colour, particularly in VG’s later paintings. Mix range of blues for example for Starry Night or yellows for Sunflowers

	<p>4 – To learn about the work of artists, describing similarities and differences and making links to their own work.</p>			<ul style="list-style-type: none"> • Ensure they know the names of all the colours (primary and secondary) • Make primary colour wheels to show primary and secondary colours • Find collections of colour – different sorts of green, blue, purple, etc. • Use language to evaluate light/ dark • Use a variety of tools and techniques including the use of different brush sizes and types • Use different types of paint • Mix a range of secondary colours, shades and tones • Begin to describe colours by objects e.g. raspberry pink, sunshine yellow • Experience using colour on different scales – A3/ A2 	<p>using powder paints. Give appropriate names to different shades and hues.</p> <ul style="list-style-type: none"> • Brush strokes <ul style="list-style-type: none"> - Study how to create different effects using different sized brushes and long and short brush strokes – could use zoomed in sections of VG paintings to see effects (such as pointillism). - Class all take part in painting a large mural of one of VG’s paintings. Use range of brushes to create marks and ready mix paints. • Study flower paintings – sunflowers, irises and children paint their own versions. Use watercolour paints on a small scale. • Use 2Simple to draw electronically. Experiment with and control marks, use different ‘brush’ sizes and rubbers. Explore how VG used lines, shapes and marks and use to form own images.
English	Refer to Writing Progression Sheets for relevant year group objectives.	See writing progression sheets.	See writing progression sheets.	See writing progression sheets.	<p>Year 1</p> <ul style="list-style-type: none"> • Recount of Christmas Day • Thought bubble showing what people in the paintings might be saying/feeling (Potato Eaters) • Use the story of Katie and the Sunflowers and retell or adapt into own versions • Setting description using one of VG’s landscape paintings • Poem inspired by ‘Starry Night Over the Rhône’ – learn and present their poems. • Non-fiction piece of writing. Facts they have learnt about Netherlands/ Van Gogh. <p>Year 2</p> <ul style="list-style-type: none"> • Use the story of Katie and the Sunflowers and retell or adapt into own versions • Thought bubble showing what people in the paintings might be saying/feeling (Potato Eaters) • Setting description using one of VG’s landscape paintings • Poem inspired by ‘Starry Night Over the Rhône’ – learn and present their poems. • Geography based report on the Netherlands. • Narrative using one of the paintings as a stimulus • Biography of Van Gogh.