

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Why should we care about what is happening on the other side of the world?</p> <p>What is the Bible and how do people interpret it?</p> <p>Caring for the environment</p> <p>Galatians 6:9-10 ⁹Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. ¹⁰Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers.</p>	<p>How does the past impact our future?</p> <p>What difference does being a Christian make to everyday life? (Link with St Johns and our local church)</p> <p>Rules Rights and Responsibilities and link with our behaviour policy and expectations</p> <p>John 1:1 In the beginning was the Word, and the Word was with God, and the Word was God.</p>	<p>How do we learn from failure?</p> <p>What did Jesus do to save human beings? (UC)</p> <p>Feelings and Emotions/ Healthy Relationships</p> <p>Philippians 4:13 ¹³I can do all this through him who gives me strength</p>	<p>What would life be like in a world without colour?</p> <p>Is seeing believing?</p> <p>Valuing Difference</p> <p>Hebrews 11:1 ¹¹ Now faith is the substance of things hoped for, the evidence of things not seen.</p>	<p>Is being strong a good thing?</p> <p>What is philosophy?</p> <p>Growing and Changing</p> <p>Joshua 1:9 ⁹Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go."</p>	<p>What can we learn from the world beneath our feet?</p> <p>What do Muslims believe about God?</p> <p>Rules Rights and Responsibilities</p> <p>Psalm 104:5 He set the earth on its foundations; it can never be moved.</p>
		<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.
			<ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, 	<ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. 		<ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).

			winding mechanisms, pulleys and gears).	<ul style="list-style-type: none"> Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select appropriate joining techniques. 		
Year 4	<p>Is community important?</p> <p>What can we learn from different members/expressions of the Buddhist tradition?</p> <p>How do/have religious groups contribute to society and culture in the local area? (Link with St Johns)</p> <p>John 15:5 ⁵“I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.</p>		<p>Is conflict ever justified?</p> <p>What is sacrifice? (UC)</p> <p>How have events in history shaped beliefs?</p> <p>Proverbs 10:12 Hatred stirs up conflict, but love covers over all wrongs.</p>		<p>Does the Earth look after us or do we look after the Earth?</p> <p>Can kindness/love change the world? What kind of world should we live in?</p> <p>John 3:16</p> <p>¹⁶For God so loved the world that he gave his one and only Son, that • Use layers of two or more colours.</p> <ul style="list-style-type: none"> Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. <p>whoever believes in him shall not perish but have eternal life.</p>	
	<ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created. 			<p>Mosaics</p> <ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. 	<p>Animal/Plant study</p> <ul style="list-style-type: none"> Use different harnesses 10,000 programmes places available every year to hide able students from state schools particularly with voltage backgrounds of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture 	
	<p>Create series and parallel circuits</p> <ul style="list-style-type: none"> Control and monitor models using software designed for this purpose. 		<p>Roman shield/catapult/Villa</p> <ul style="list-style-type: none"> Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). 		<p>Prepare a vegan/Natural dish. Use products grown in school.</p> <ul style="list-style-type: none"> Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking) 	

			<ul style="list-style-type: none">• Refine work and techniques as work progresses, continually evaluating the product design.• Use software to design and represent product designs.		
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<p>Year 5</p>	<p>Should people be able to choose where they live?</p> <p>Is believing in God reasonable? Was Jesus the Messiah? (UC)</p> <p><i>Valuing Difference, Money, Keeping safe</i></p> <p>Leviticus 19:33-34</p> <p>³³“When a foreigner resides among you in your land, do not mistreat them. ³⁴The foreigner residing among you must be treated as your native-born. Love them as yourself, for you were foreigners in Egypt. I am the LORD your God.</p>	<p>Creation or science – conflicting or complimentary?</p> <p>What can we learn about the world/knowledge/ meaning of life from the great philosophers?</p> <p>How have expressions of Buddhists/Christians changed over time?</p> <p><i>Healthy Relationships, Growing and Changing</i></p> <p>Genesis 1:1-31</p> <p>¹ In the beginning God created the heavens and the earth. ² Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters. ³ And God said, “Let there be light,” and there was light. ⁴ God saw that the light was good, and he separated the light from the darkness. ⁵ God called the light “day,” and the darkness he called “night.” And there was evening, and there was morning—the first day.</p>	<p>Can you have rights without responsibilities?</p> <p>Is it possible for something to always be right (or wrong)? What does it mean to be ‘human’?</p> <p><i>Rules Rights and Responsibilities, Caring for the environment</i></p> <p>Matthew 22:36-39</p> <p>³⁶ “Teacher, which is the greatest commandment in the Law?” ³⁷ Jesus replied: “‘Love the Lord your God with all your heart and with all your soul and with all your mind.’^(a) ³⁸ This is the first and greatest commandment. ³⁹ And the second is like it: ‘Love your neighbour as yourself.’^(b)</p>
	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. <ul style="list-style-type: none"> • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. • Mix textures (rough and smooth, plain and patterned). <ul style="list-style-type: none"> • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. • Sketch (lightly) before painting to combine line and colour. <ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). <ul style="list-style-type: none"> • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques
		<ul style="list-style-type: none"> • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs. • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs. 	<ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.

Year 6	<p style="text-align: center;">What is responsible for poverty?</p> <p style="text-align: center; color: orange;">How do Buddhists explain suffering in the world? What does it mean if God is holy and loving? (UC)</p> <p style="text-align: center; color: purple;">Proverbs 21:13 Whoever shuts their ears to the cry of the poor will also cry out and not be answered.</p>	<p style="text-align: center;">Is duty more important than belief?</p> <p style="text-align: center; color: green;">What do we mean by religion? Does religion bring peace, conflict or both? Islam/Christianity</p> <p style="text-align: center; color: purple;">Ephesians 4:31-32 ³¹Get rid of all bitterness, rage and anger, brawling and slander, along with every form of malice. ³²Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.</p>	<p style="text-align: center;">How do we cope with adversity?</p> <p style="text-align: center; color: blue;">Is being happy the greatest purpose in life? – Humanism How has belief in God impacted on music and art through history?</p> <p style="text-align: center; color: purple;">2 Corinthians 4:16-18 ¹⁶Therefore we do not lose heart. Though outwardly we are wasting away, yet inwardly we are being renewed day by day. ¹⁷For our light and momentary troubles are achieving for us an eternal glory that far outweighs them all. ¹⁸So we fix our eyes not on what is seen, but on what is unseen, since what is seen is temporary, but what is unseen is eternal.</p>
	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. <ul style="list-style-type: none"> • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
	<ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience. 	<ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). 	<ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).

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