

C3 Horizontal Curriculum

Visual and Graphic Arts

Indicative Content

Drawing:

(see also Form Drawing themes, and Maths ARLOs for Shape, Space and Measure)

Children should draw with wax block and stick crayons. The Blocks are used primarily akin to how one would employ a paint brush, IE to provide a foreground, simple buildings, a group of trees, but children should also have the opportunity to draw with chalk, chunky pencils (Lyra Ferby) etc.

As children approach the Rubicon, they can become more critical of themselves and others, and concerned with how their drawings 'look'. They often struggle to put down on paper what is in their imagination in a satisfactory way. Children begin to see perspective, and become aware of distance, dimension and shadow. The teacher needs to be aware of this potential challenge, in order to support children to have positive experiences of drawing that do not prevent them from enjoying the activity into the future.

Guided drawing: The teacher draws or crayons in large format, on a large sheet of paper pinned to the board. Images are drawn on a level appropriate for the children's age and development. The children should have freedom in the colours they chose and they (and the teacher) can add interesting details.

Some pictures may be diagrammatic (e.g. illustrating the relationship between volumes, linear measurements, weights etc), some may be part pictorial, part diagram (e.g. a crop diagram or compost pile). Drawings can include simple background/foreground, e.g. hills in the distance and a garden in the foreground, or a tree in the background, standing on the horizon line and people in the foreground.

Free drawing: Children should be offered plenty of opportunity to draw freely on a given theme, drawn from stories and real or imagined events. It is useful for children to have a 'drawing book' (A4 or A3 size) so that a child's development across the year can be clearly seen. Line drawing is a developmental process that children need to freely experience as a way of interacting with the world. It is natural for children to narrate this kind of free expression as they draw.

Guided and free drawing can be combined; the teacher begins a picture, and the children finish it in their own way.

Children should often have the opportunity to admire and respect each other's work.

Painting:

By Class 3 the children should, with guidance, be able to select and use a range of colours to evoke different atmospheres. They should have achieved a level of technical competency which enables them to selectively use tone, composition, and the delineation and blending of paints to convey their intention. At this point they are ready to progress (psychologically and developmentally) to the painting of forms. These forms can be likened to the 'discovery' of figures in the embers of a fire or within cloud formations. Rather than being imposed upon a page, the shapes will emerge from out of the concentrations of colour in which the page is bathed. Initially this activity will involve one colour, gradually progressing to include a colour which is adjacent on the colour wheel.

Children should be allowed to choose to sit or stand to facilitate a free and comfortable sense of physical movement when painting.

Modelling:

Modelling with clay, wax or plasticine. Modelling animals. Working not by adding bits and pieces, but by working with a given amount of material as a whole lump that change be changed and shaped. Simple

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| <p>exercises to familiarise children with the material (e.g. create a sphere or a pyramid). Develop a picture of what is to be modelled through verbal description, or even asking children to act out the mood or form they are about to model. Describing what has been modelled (own work and work of others) through accurate observation and description of ‘what is happening’. E.g. is the form resting, swelling, reaching etc.</p> |
| <p>Pedagogical Reasoning</p> |
| <p>Drawing As children begin to see themselves as separate from the world, they are less able to fully immerse themselves in drawing without worrying about realism. Although they are becoming more independent in their drawing, they may still need reminders or guidance from the teacher. Some may not yet have sufficiently developed their own pictures and images, and may need considerable support.</p> <p>Painting The stories told in the history/literacy blocks ‘In the beginning’ contain metaphorical parallels with the children’s inner journey which can offer an aid for orientation and new steps at this challenging age. When children engage with these stories and experience their dramatic events in painting, it can help them to find resolution and satisfaction.</p> <p>Modelling Modelling is developed from the interplay of the hands, which together form an inner space. The hand feels the surfaces, becoming a kind of organ of perception and formation; in the process of modelling itself, the senses of form, movement and touch are especially active. The underlying principle is that it is a metamorphosis of form, working particularly with the formative forces that are at work within the nature of the developing child.</p> |
| <p>Consideration for Decolonisation/Contextualisation</p> |
| <p>Stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world.</p> |
| <p>Suggested ARLOs</p> |
| <p>Visual and Graphic Arts</p> |

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| <p>Handwork: Knitting and Crochet</p> |
| <p>Indicative Content</p> |
| <p>The World is beautiful: From play, through beauty, to work Awareness of materials and trades: from sheep to finished garment Activities: Use hand (drop) spindle to spin fibres, creating “first thread” Simple weaving projects Dyeing fibres and cloth</p> <p>Knitting and crochet Some schools continue knitting in class 2 and begin crochet in class 3 Build on skills from Class 2 to build accuracy and rhythm. Consolidate basic stitches and practise learned techniques, e.g. changing colour, increase and decrease.</p> |

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| Project Making a garment, starting with a hat; variations using knitting and crochet |
| Hand Sewing: Consolidate basic sewing stitches. Using an iron to press fabric and seams. Suggested extended activity: doll hand puppet. |
| Pedagogical Reasoning Pupils create their first garment--a hat-- and learn that it protects and keeps them warm (on snowy days as flakes fall on their heads...) |
| Consideration for Decolonisation/Contextualisation Drop spinning various fibres offers the possibility of bringing stories from different countries Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world. |
| Suggested ARLOs Handwork |

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| Media Education |
| Indicative Content Children’s attention should be drawn to the design of the pages of their books (particularly main lesson books), ensuring that these are created in an attractive, orderly and balanced way. As literacy skills are practiced and develop further, children should have access to a rich and varied class and (where possible) school library, with a wide range of books in different styles and formats (fiction, non-fiction, picture books etc). Singing should be a daily activity (see musical themes for the year), and children will develop their skills on the chosen class instrument, such as a recorder or Choroï flute. Children will gain control of both primary and secondary colours through the medium of watercolour paint, and drawn images can become more complex. They will experience some of the processes involved in making and/or recycling paper in a practical way. Practical technological competence and understanding are developed through the ‘Practical Life and Living’ block, as well as handwork and tool use, e.g. in the outdoor curriculum. Through the characters in stories, children understand that people can say things which may not be true. Children are encouraged to talk about things that might make people (including themselves) feel sad, worried, uncomfortable or frightened. They are supported to understand what bullying is, and how to report it. |
| Pedagogical Reasoning Analogue processes help children understand things in the truest sense of the word. Once they are acquainted with analogue technologies and their potentials, the basis is created for them to be able to judge how and when digital techniques can be used sensibly, based on their own experience. Mastering the medium of writing forms the basis of all media competence. Reading is the basic and key qualification that develops and promotes media competence in general. Understanding the construction of images and music provide children with a basis for later judgement(s) of media. Alongside this practical competence is a focus on the development of dispositions and social and emotional skills which support children to later develop self control and regulate their use of media, and to treat people in the digital realm with respect and understanding. This can be followed through the PSHE/RSE curriculum, |

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| and the development of imagination and empathy as enhanced capacities through long term curriculum intent. In modern life, regardless of a school’s policy on media use at home, children will have direct and indirect exposure to media through family and friends. Potentially disturbing or dangerous content, or even seemingly harmless images leave an impression on the young child. Children need to be confident that they have safe spaces in which to discuss their feelings about whatever they may have seen or been exposed to. |
| Consideration for Decolonisation/Contextualisation |
| Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world. |
| Suggested ARLOs |
| Technology, RSE, PSHE |

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| MFL Extended orality |
| Indicative Content |
| Activities in the wider world, in the target language. Use of humour in verses, role-plays and scenes to act out. |
| Pedagogical Reasoning |
| Linked to the wider curriculum themes of archetypal and practical life and living, children learn the language of these activities (farming, family life, cooking, gardening). Languages are learned using a natural approach that models the way children learn their mother tongue, adjusted to take into account of their age. This means that the lessons remain in the realm of orality for the first three years so that the children have a solid basis in the language before literacy is introduced. |
| Consideration for Decolonisation/Contextualisation |
| Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world. |
| Suggested ARLOs |
| Modern Foreign Languages |

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| Form Drawing: Loops and crossings |
| Indicative Content |
| Combine the basic forms to create more complex shapes and movements, involving loops and crossings to make larger integrated forms (e.g. Rangoli or wallpaper patterns). Symmetry in two axes. Dynamic movements and living flexible forms are possible, often inspired by natural forms. Multiplication tables and number bonds can be shown in graphic form. |
| Pedagogical Reasoning |
| Linearity is an archetypal quality as old as humanity related to orality, expressing directional movement in space and time. Walking, talking (storylines, songlines) and drawing are all linear. Children need the opportunity for free linear drawing, rather than drawing from observation or imagination because the dynamic movements are embodied and not yet filled with mental content. Form drawing or dynamic |

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| drawing is an activity that transforms bodily movement in space into inner movement in ways that transposes the external orientation into inner orientation, weaving the three dimensions (up/down, right/left and behind /in front) into a dynamic relationship between point and periphery, centre and circumference. It is a creative process, free hand requiring control and sense of proportion that builds on archetypal forms, point, line, surface and volume. |
| Consideration for Decolonisation/Contextualisation |
| Include patterns from a range of cultures, ensuring that these are accurately referenced. |
| Suggested ARLOs |
| Maths (Shape, Space and Measure), Visual and Graphic Art (form drawing) |

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| Spiritual, religious, ethical and moral education |
| Indicative Content |
| <p>Stories from the Torah – first five books of the Old Testament, are often used alongside a study and experience of Judaism. Judaism brought through human experience – e.g., festivals throughout the year, (Passover, Hanukah, Sukkot (links to shelters), Rosh Hashanah etc.), Hebrew alphabet, Jewish traditions, life as a Jew in the UK today.</p> <p>The practical-based Class 3 curriculum offers lots of opportunity for connection with the self, others and surroundings. A sense of citizenship (PSHE) is fostered through the study of practical craft skills – building, weaving etc., where in community, people contribute their skills to the benefit of others.</p> |
| Pedagogical Reasoning |
| <p>Emotionally, there is a sense of loss of a previous unity of the world contrasting with a growing sense of wonderment which can lead to confusion and insecurity. Children are developing a sense of the inner life and a struggle to accept authority. Images from the Abrahamic tradition with its law and guidance can foster inner security during this unsettling period. The journey of the Hebrews is seen as mirroring the inner journey of children around this stage.</p> <p>The curriculum includes active participation in shaping of surroundings and the environment (building, farming etc – also seen in the stories of the Torah).</p> |
| Consideration for Decolonisation/Contextualisation |
| Use of the Old Testament stories need not be obligatory. Other stories that match a struggle with authority and tie in to the themes will work as well. Look at what other texts are being used across this stage in other schools and countries, and for texts that are diverse in their representation of people, gender, sex, sexuality, religion and ethnicity. Traditionally used texts such as those by Jakob Streit below can present a strong Christian bias. Read through first to discern and select inclusive content. |
| Suggested ARLOs |
| SMSC |

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| Sustainable Living: Farming and building |
| Indicative Content |
| The experience of the home environment expands into producing food and shelter. The emphasis moves to the completion of tasks through following a process within the context of the seasons; work, rather than free play. Activities are designed to make use of the materials that are naturally available in |

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| <p>the environment. Plants are grown and harvested. The knife and fire skills that children have developed are now applied for a particular purpose, e.g. making beanpoles or simple weaving looms, using the fire for cooking and dyeing. A wider range of tools are introduced, including for example forks and spades for weeding and making compost, a balance scale for measuring, a drop spindle. There are a number of approaches to bringing the theme of building into the outdoor curriculum; all have value and the teacher’s choice will be dependent on the class, the climate, the local environment and their own confidence and skills. The first approach focusses on meeting the basic human need for shelter, and can incorporate learning about local vernacular architecture and building materials. Children work together with the teacher and/or with older students to create a structure, from advanced den building to a kindergarten playhouse or school bicycle shelter. A more intellectual method is to reproduce houses from different societies in model form, which requires a basic understanding of the geographical and cultural context. Somewhere between these two is the idea of creating a ‘model village’ in the outdoor space, where children create small buildings with local materials and techniques (bark, woven materials, grass or reed thatch etc). These buildings can then be connected with roads and paths, bringing a social element to the project.</p> |
| <p>Pedagogical Reasoning</p> |
| <p>The Rubicon transition in Class 3 is helped by the acquisition of a wide range of new practical experiences and skills, with work rather than play oriented goals. Children engage in communal tasks to meet basic human needs, harnessing the materials that are around them. They should experience nature as plentiful, that there is enough for everyone. But also that providing for themselves and others takes commitment, teamwork and persistence.</p> |
| <p>Consideration for Decolonisation/Contextualisation</p> |
| <p>Having explored local traditions of farming and housebuilding, children can learn about some examples from other cultures (e.g. rice paddy field system, pastoralists in Biblical/Middle Eastern settings).</p> |
| <p>Suggested ARLOs</p> |
| <p>Science and Technology, Geography, Social Science</p> |

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| <p>Narrative Material</p> |
| <p>Indicative Content</p> |
| <p>Stories of practical life and living - farming, trades etc - children’s literature. Stories that are rooted in craft. Non-fiction: nature and seasonal, e.g. an Edwardian lady’s diary, guides to the hedgerow, Children’s books on the natural world, animals of the forest, farmers and shepherds etc. Nature poetry, descriptive poetry with rhythm and rhyme, some longer and/or humorous poetry</p> |
| <p>Pedagogical Reasoning</p> |
| <p>Developing children’s engagement with and enjoyment of reading. Supporting the main lesson content.</p> |
| <p>Consideration for Decolonisation/Contextualisation</p> |
| <p>Stories from around the world with a range of inclusive themes and characters. Stories that challenge gender and family stereotypes. Images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age.</p> |
| <p>Suggested ARLOs</p> |
| <p>Literacy, Geography, Social Science, Science and Technology, Visual and Graphic Art</p> |

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| French: extended orality |
| Indicative Content |
| Activities in the wider world, in the target language. Use of humour in verses, role-plays and scenes to act out. |
| Pedagogical Reasoning |
| Linked to the wider curriculum themes of archetypal and practical life and living, children learn the language of these activities (farming, family life, cooking, gardening). Languages are learned using a natural approach that models the way children learn their mother tongue, adjusted to take into account of their age. This means that the lessons remain in the realm of orality for the first three years so that the children have a solid basis in the language before literacy is introduced. |
| Consideration for Decolonisation/Contextualisation |
| Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world. |
| Suggested ARLOs |
| Modern Foreign Languages |

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| Suggested ARLOs |
| Modern Foreign Languages |

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| Games and Movement |
| Indicative Content |

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| <p>Group games – working together. Being active in the world - crossing the Rubicon.</p> <p>Introduce a 'PE Kit'/Gym kit/games kit. Establish a class circle, where every child knows their place; lessons begin and end in this circle and it is where instructions are given. Meaningful pictures and stories can still be used to introduce games, and verses and call and response elements are helpful.</p> <p>Games in the circle – clapping and stamping, rhymes and verses. Running games (also including a range of ways of moving). Using equipment – skipping, stilts, balancing, climbing (under and over). Basic skills with manual equipment - hoops, ropes, balloons, feathers, cloths. Games with a ball – throwing and catching, bouncing on the floor or wall. Tumbling – forward rolls. First Bothmer Roundelay.</p> |
| <p>Pedagogical Reasoning</p> <p>When physically active, children have a direct and profound experience of who they are spiritually, emotionally and physically. They are beginning to experience themselves as an individual within the group. The Rubicon corresponds to a change in circulatory, heartbeat and breathing systems and children need meaningful, manual activity including free play. The children need opportunities to stop and rest, developing self-regulation and leading to freer breathing and more focus, presence and self-confidence.</p> |
| <p>Consideration for Decolonisation/Contextualisation</p> <p>Ensure that 'strong' characters in stories and pictures are both girls and boys. Ensure that character descriptions include a range of skin colours and hair types. Take care with games where children choose each other, that no child is repeatedly unchosen or left until last.</p> |
| <p>Suggested ARLOs</p> <p>Physical</p> |

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| <p>Fluency in the Four Operations (whole numbers)</p> |
| <p>Indicative Content</p> <p>Developing long form written methods for all four operations. Simple number patterns and puzzles. Odd and even numbers. Prime numbers. Abundant, deficient and perfect numbers (the sum of the factors adds up to more or less than the number itself, or is equal to the number). This abstract arithmetic work should be balanced by plenty of story telling.</p> |
| <p>Pedagogical Reasoning</p> <p>Children develop fluency in abstraction.</p> |
| <p>Consideration for Decolonisation/Contextualisation</p> <p>Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world.</p> |
| <p>Suggested ARLOs</p> <p>Maths, Visual and Graphic Art (Drawing)</p> |

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| <p>Made to Measure</p> |
| <p>Indicative Content</p> |

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| <p>The shift from nomadic to community living and the activities of practical life and living in other main lesson blocks provides a wealth of jumping off points for practical activities and investigations in measurement. Attention is given to weights and measures, money, and written arithmetical problems in a historical / cultural context. The content continues to be a confluence of the imaginative – pictorial, and the practical - realistic.</p> <p>Progress is made in the measurement of time in conventional and smaller units (minutes, seconds)</p> |
| <p>Pedagogical Reasoning</p> <p>In Class 3 the mathematics curriculum indications mirror a significant developmental stage in the child’s changing consciousness. Measurement provides rules that govern oneself and the world. It is a social construct of objectivity which brings order and enables communication; law-giving which enables collective activity and enables translation from one context to another. For children entering the developmental challenge of the rubicon, the discovery of the practical need for the rules of standard measures has a parallel in a basis of rules for dealing with conflict, for fairness, in not cheating. The rules become a social constraint that is ultimately enabling.</p> <p>The child’s increasing capacity to assimilate aspects of practical life combines with a growing awareness of new outer horizons alongside, or in tune with, an awakening sense of individual identity.</p> |
| <p>Consideration for Decolonisation/Contextualisation</p> <p>Understanding history of standard measures, and the contributions of cultures and societies around the world to this.</p> |
| <p>Suggested ARLOs</p> <p>Maths, Visual and Graphic Art, Science and Technology, Social Science, Geography</p> |

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| <p>In the Beginning: pictures of how the world came to be</p> |
| <p>Indicative Content</p> <p>Stories from the Abrahamic (Hebrew, Islamic and Christian) tradition. Stories which explore the mythical creation of the world, the founding of human settlements, the formation of states and the development of systems of worship for a particular people.</p> |
| <p>Pedagogical Reasoning</p> <p>The stories give a narrative image of the evolution of human settlement, the formation of states, systems of worship and the concept of the belief in human rule on behalf of God. They include themes of divine creation, a single figure of authority, the loss of innocence, the need for laws to structure human society and the concept of obedience.</p> |
| <p>Consideration for Decolonisation/Contextualisation</p> <p>Comparative creation and stories about the first human beings and societies from different cultures, with powerful female characters, and main characters with different skin tones, facial features and hair types, e.g. Mother Creator stories from China</p> |
| <p>Suggested ARLOs</p> <p>Literacy, Social Science, Visual and Graphic Art</p> |

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| Stories of Archetypal and Practical Life and Living |
| Indicative Content |
| Stories and practical experience of different trades, vernacular traditions of architecture and building (starting with the locality, but also looking at other cultures) and food production (including fishing, animal husbandry, horticulture and farming). History of buildings, including buildings without plans, traditional building styles and materials. |
| Pedagogical Reasoning |
| To understand how meeting basic human needs requires cooperation between people and between people and nature. A foundational understanding for economic life, stewardship of natural resources, models of social organisation and ultimately globalisation. Understanding tools as cultural artefacts. |
| Consideration for Decolonisation/Contextualisation |
| This main lesson block should always start with local ways of life, but there should be an emphasis on cross cultural influences and co-operation through the influence of migration. Cultural influences can be explored through: <ul style="list-style-type: none"> • Architecture (e.g. ancient Greece and Rome). • Technological innovation, e.g. Norman glass windows, Romans roads and sanitation, etc. • Crops - domesticated and imported and re-imported (e.g. hemp, linseed/flax). • Import of foodstuffs and domesticated animals from around the world, e.g. Charolais cattle, merino sheep. • Cultural exchange - exotics and natives. <p>Vernacular building traditions from around the world can be explored, with an emphasis on how the environment and available resources influence architectural traditions, and what that means for people, i.e. the cultural meanings of shelter and housing. Care must be taken with accuracy of referencing when introducing content such as house-building styles from different cultures, e.g. naming the specific people who built/build a particular style of tipi, rather than a generic reference to 'native Americans' or 'indigenous people'.</p> <p>Stories of female builders, farmers and other tradespeople should be included.</p> |
| Suggested ARLOs |
| Geography, Social Science, Literacy, Science and Technology, Maths (Shape, Space and Measure) Visual and Graphic Art |

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| Function of language: understanding the main parts of speech - nouns, verbs, adjectives and adverbs |
| Indicative Content |
| Recognise and characterise nouns, verbs, adjectives and adverbs. Become aware of the difference between a statement, a question and a feeling sentence; a command and a suggestion. Explore the creation of a nuance of feeling, communicative intent and intonation. |
| Pedagogical Reasoning |
| To develop an aesthetic appreciation of some of the subtleties of language function and the effect of |

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| form. |
| Consideration for Decolonisation/Contextualisation |
| Consider the importance of accepting vernacular and dialect (both regional and ethnic) English (contractions, idioms, slang, phrasal verbs etc). Promote an understanding that there are many Englishes, all equally valid in context, and that only written English has a standard form. Ensure example sentences feature a wide range of people and challenge stereotypes. |
| Suggested ARLOs |
| Literacy |

| Age-related Learning Opportunities for Visual and Graphic Arts C3 | Relevant Learning Descriptors |
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| <p>Children should have the opportunity</p> <ul style="list-style-type: none"> To work with greater independence and responsibility within a designated team to prepare and distribute materials necessary to the lesson. To give and receive feedback about their own work and the work of others, in a constructive and supportive setting. To reflect on their work in a supportive peer group setting. <p>Drawing</p> <ul style="list-style-type: none"> To draw on a given theme, e.g. from a story or an experience To experience 'guided drawing', where the child draws along with the teacher To illustrate their writing <p>Form Drawing</p> <ul style="list-style-type: none"> To explore how basic forms can be combined to create more complex shapes To explore how to make one shape appear to 'cross' another To explore mirroring and creating symmetry in two axes <p>Painting</p> <ul style="list-style-type: none"> To work with an extended palette of watercolour pigments which include Primary, Secondary and Tertiary colours. To explore painting with a single colour, using | <p>Developing Visual Art Children can work together to prepare and distribute materials for the lesson in an efficient way. Children can articulate a considered and empathic response to their own work and to the work of others in peer discussions and reflections.</p> <p>Developing Drawing Children mostly draw humans and animals as flat figures with even tones, but may begin to add elements of perspective to objects like buildings. The relative sizes of figures and objects in their drawings are becoming more proportionate. They add labels and/or captions to their pictures when appropriate.</p> <p>Developing Form Drawing With guidance, children can draw more complex forms with overlapping, coiling and/or intertwining elements. They can draw symmetrical reflections of forms in the horizontal, diagonal and vertical axes.</p> <p>Developing Painting Using their own judgement in choosing the areas to be worked, children can paint a form which arises out of a single colour through the use of tones and density of pigment. They can create simple forms using two colours adjacent on the colour wheel.</p> <p>Developing Modelling Children can create an intended form from a single piece of material, using their fingers to apply pressure and counter pressure to the modelling material with purpose.</p> |

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| <p>tones and density to allow a form to arise</p> <ul style="list-style-type: none"> To explore how forms can be created using two colours adjacent on the colour wheel <p>Modelling</p> <ul style="list-style-type: none"> Experience a range of modelling materials in structured lessons Model an intended shape from one piece of material, from which a form is gently defined through manipulation (sculpture) Discover the inherent qualities of the materials and explore the range and limitations of the materials. | |
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| Age-related Learning Opportunities for Handwork C3 | Relevant Learning Descriptors |
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| <p>Children should have the opportunity</p> <ul style="list-style-type: none"> To practice a variety of crocheting, knitting and sewing processes To explore and use colour to create a design and indicate function, for example of a hat's constituent parts. To complete an extended sewing activity, e.g. a hand puppet To learn how to iron fabric safely | <p>Developing Handwork: Children can complete a handwork project, e.g. knitting or crocheting a hat. With support they use appropriate techniques and stitches to follow their own design, using colour to indicate or emphasise function (e.g. a light band around the brim—the opening). Children can sew with a number of basic stitches. They can use an iron safely to press seams and remove creases from fabric.</p> |

| Age-related Learning Opportunities for Literacy C3 | Relevant Learning Descriptors |
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| <p>Children should have the opportunity</p> <ul style="list-style-type: none"> To explain their reasoning and their work To recite poems/verses alone; to take part in short plays as part of a group To experience a rich and ambitious vocabulary, exploring the meaning of new words, their morphology and their synonyms To practice reading and writing the extended code, using their knowledge to formulate correct spellings and pronunciation | <p>Developing Literacy Children can explain their thinking and talk about their work. They recite alone and perform speaking parts in short plays. Children can compose, write and structure longer pieces of writing in familiar formats and for different purposes, using resources for support if prompted. They write in developing cursive script, using their knowledge of the extended code and morphology to write plausibly (if not always accurately) spelling familiar words correctly. Children use a range of punctuation to support meaning, for example inverted commas</p> |

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| <ul style="list-style-type: none"> • To practise writing and reading in cursive script • To learn common spelling conventions (e.g. y - > ies; es plurals; CV add ing) and homophones (there/their/they're) • To explore the morphology of words (e.g. suffixes, prefixes, stem words) • To identify the function of words in a sentence, e.g. noun, verb, adjective, adverb • To learn to use a range of punctuation marks • To respond to, illustrate and discuss both shared and independent reading • To practice finding information and making inferences from text • To practice writing longer and more complex sentences and pieces of writing, • To practice using resources such as dictionaries, word lists, wall displays etc | <p>for direct speech. Children read familiar types of material with confidence, such as short chapter books with simple narrative shapes and illustrations. They self select some reading material, moving between familiar and unfamiliar texts in their choices and including information books, comics/graphic novels and age-appropriate magazines/newspapers. They read mostly silently, but at a pace similar to speech.</p> <p>Book band: Turquoise, purple, gold, white, lime, brown, grey</p> |
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| Age-related Learning Opportunities for Media Education C3 | Relevant Learning Descriptors |
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| <p>Children should have the opportunity</p> <p>Media Content</p> <ul style="list-style-type: none"> • Create well-designed, attractive, orderly and balanced pages in their lesson books <p>Media Form: Writing</p> <ul style="list-style-type: none"> • Develop their literacy skills • Access a rich class library with a wide range of texts <p>Media Form: Sound and Language</p> <ul style="list-style-type: none"> • Sing a range of songs frequently, regularly and repeatedly: songs in both modes and major key, in a variety of time signatures; introduction of rounds. • Develop their skills on a simple instrument <p>Media Form: Image</p> <ul style="list-style-type: none"> • Explore control of colours with watercolour paints • Explore the creation of detailed images through drawing with crayons and coloured | <p>Developing Media Awareness</p> <p>Children can create attractive, orderly and balanced pages in their lesson books. They are at a stage of developing literacy, writing longer texts and reading familiar material with confidence including information books and other text formats. Children can sing in both larger and smaller groups, following the words, rhythm, structure and tune of the song. They can produce detailed drawings, paintings and illustrations, using their knowledge of colour tones and mixing to create an intended effect. They understand some of the processes which are part of the manufacture of paper. Children talk about the difference between truth and lies. They can identify the kinds of things that might make people feel sad, worried, uncomfortable or frightened. Children understand what bullying is and how it makes people feel. They can identify a trusted adult who they could talk to about any bullying they have seen or experienced.</p> |

C3 Horizontal Curriculum

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| <p>pencils, and through watercolour paint</p> <p>Media Carrier</p> <ul style="list-style-type: none"> • Making paper <p>Online Safety</p> <ul style="list-style-type: none"> • Talk about things that are and are not true • Talk about things that they have seen or heard that have made them feel sad, uncomfortable, embarrassed or upset, even if those things are online, without fear of judgement or censure. • Talk about bullying and how to report it to a trusted adult. | |
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| Age-related Learning Opportunities for Social Science C3 | Relevant Learning Descriptors |
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| <p>Children should have the opportunity</p> <ul style="list-style-type: none"> • To discover ways in which human beings have explored and explained the creation of the world. • To encounter a narrative image of the evolution of human settlement, stewardship, society and religion. • To encounter and experience aspects of the history of the technological, cultural and economic development of early human societies, through both narrative content and practical activities • To encounter and explore the meaning of subject-specific and technical vocabulary | <p>Developing Social Science</p> <p>Children can recall and retell creation myths, choosing and using stories to show understanding of key historical concepts such as cause and consequence. Through the retelling of selected stories from a common tradition, they can establish a clear narrative. Children identify similarities and differences between ways of life at different times and in different places. They make observations about different occupations, events, beliefs and ways of life. Children use some accurate vocabulary to talk about their experiences, e.g. the names of tools they have used and structures they have constructed.</p> |

| Age-related Learning Opportunities for Maths C3 | Relevant Learning Descriptors |
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| <p>Children should have the opportunity</p> <p>Number</p> <ul style="list-style-type: none"> • To predict, continue and create sequential and numerical patterns • To explore the number system beyond 10 000, counting forwards and backwards in 1s, 10s, | <p>Developing Number</p> <p>Children can predict, continue and create sequential and numerical patterns. They count forwards and backwards from any number in 1s, 10s, 100s and 1000s to beyond 10 000, reading, writing and ordering any numbers and describing the value of any digit in terms of 1s, 10s, 100s and</p> |

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| <p>100s and 1000s from any number, and writing and ordering any numbers.</p> <ul style="list-style-type: none"> • To explore the use of known number facts on more complex mental calculations, e.g. near doubles, crossing 10s and 100s boundaries, place value strategies etc • To explore the impact of place value on partitioning, adding and subtracting numbers • To practise times tables in a range of ways as both multiplication and division, including exploration of square numbers • To explore and practise simple written methods for the four operations of number with numbers up to 100 • To explore multiplication represented as arrays and in other pictorial ways, preceding calculation of area • To explore the language of halves, quarters and thirds in different contexts, e.g. shapes, numbers, time • To practise translating single-step problems from words and pictures into mathematical equations and vice versa, practicing abstracting key information • To discuss their thinking and methods with the teacher and their peers. <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • To practise copying and extending complex running forms, including forms which overlap, coil and intertwine • To practise creating forms which include regular shapes, e.g. triangle, square, pentagon, hexagon • To practise mirroring forms with a combination of horizontal, vertical and diagonal symmetries • To use simple positional, directional and geometric language • To explore the history of measurement, and the evolution of standard units • To explore and practice estimation, measurement and comparison of length, weight and capacity • To practice using the tools of measurement, e.g. rulers, balances, scales etc • To relate mathematical problem solving skills | <p>1000s. Children can perform mental addition and subtraction to 3 digits, using known number facts and their understanding of place value to support their working out. They can recite times-tables and answer multiplication and division questions to 12×12, recognising and recalling square numbers to 144. Children can use simple written methods to solve equations for all 4 operations with numbers to 100, explaining their reasoning verbally. They can represent multiplication in arrays. Children can use the language of halves, thirds and quarters accurately in different contexts, including o'clock, quarter past and half past on an analogue clock, grouping and sharing objects and quantities. They can solve word and picture problems by extracting the essential mathematical information, recording this in the form of an equation, and then solving it, explaining the calculation in their own words.</p> <p>Developing Shape, Space and Measure</p> <p>Children can extend complex forms with overlapping, coiling and/or intertwined elements, identifying and naming common geometric shapes. They can draw symmetrical reflections of forms on the horizontal, vertical and/or diagonal axes, and use simple positional, directional and geometrical language to describe their work. Children can use appropriate tools to measure lengths, heights, weights and capacities of differing scales, using a range of non-standard and standard measures, understanding the history and conventions of the metric measuring system in the UK. They can use their mathematical knowledge and understanding to solve problems of measurement with all four operations. Children can use coins and notes to make totals and give change. They can tell the time to 5 minutes on an analogue clock.</p> <p>Developing Data Handling</p> <p>Children can add data in numbers, words and pictures to tables and charts.</p> |
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| <p>to practical questions of measurement</p> <ul style="list-style-type: none"> To explore how coins and notes can be combined to create amounts, be exchanged, and make change <p>Data Handling</p> <ul style="list-style-type: none"> Explore the recording of data in tables and charts | |
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| <p>Age-related Learning Opportunities for Science and Technology Class 1-5 C3</p> | <p>Relevant Learning Descriptors</p> |
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| <p>Children should have the opportunity</p> <p>Tool Use</p> <ul style="list-style-type: none"> To learn to use a range of building, farming and other tools safely and for a purpose <p>Living Things and Habitats</p> <ul style="list-style-type: none"> To explore the basic needs of human beings (food, shelter, warmth) and how these needs can be met, through stories and practical experience To explore how some materials in the natural environment can be harvested and used for food or as materials for making and building To explore the growing of plants and rearing of animals specifically for food, and the processes involved To explore examples of human impact on environments, including how humans have adapted the environment and used materials to meet their needs e.g. through building, farming and traditional trades and crafts. To recall and describe the stories they hear, their experiences and their observations, recording these through writing and pictures/paintings <p>Energy and Forces</p> <ul style="list-style-type: none"> To explore how fire can be used to transform materials, e.g. cooking or heating a dye pot To explore forces in a practical way through lifting, pushing, pulling, and using tools to multiply force | <p>Developing Tool Use Children can use a range of tools safely and effectively, talking about the risks and how to manage them. They listen carefully to and follow instructions about how to use new tools, and take part in ensuring that equipment is well cared for.</p> <p>Developing Living Things and Habitats Children can talk about what human beings need in order to live, and how those things can be provided through working together. They can identify and name some materials in the natural environment and describe and/or demonstrate how they can be used as food or to make things. Children can talk about how plants are grown and animals reared for food, and the different processes involved in managing the environment, husbandry of plants and animals, harvesting crops and producing food. They can describe a range of practical, traditional and local occupations, trades and crafts and their products (e.g. shepherd, fisherman, woodcutter, baker, tanner, weaver, blacksmith, potter). Children can discuss, recall and record their observations and experiences and the stories they have heard.</p> <p>Developing Energy and Forces With support, children can safely use fire for a purpose, e.g. to cook, and describe the processes and results that they observe. They can talk about the precautions they take to ensure their own and others' safety and demonstrate their understanding in practice. Children can talk about working together to multiply force, and how force can be applied through the use of tools, and</p> |

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| <p>Materials</p> <ul style="list-style-type: none"> To explore building and architecture, and its relationship to available materials, traditional and local skills, and the cultural context <p>History and Culture</p> <ul style="list-style-type: none"> To discover how houses and shelters were built to meet local need and conditions To discover how food from the local area can be grown and processed. | <p>demonstrate their understanding in practical ways.</p> <p>Developing Materials Children can describe materials, and talk about their potential and how they can be used to construct structures. They can discuss what qualities make a particular material suitable for a chosen purpose. Children understand several processes involved in construction that transform materials, for example brick making, and how to mix mortar, and can demonstrate their understanding in practical ways.</p> <p>Developing History and Culture With support, children can build a structure from the materials local to a particular culture, using traditional skills. They can talk about the impact of the environment on vernacular architecture and local foods.</p> |
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| Age-related Learning Opportunities for Modern Foreign Languages (All) C3 | Relevant Learning Descriptors |
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| <p>Children should have the opportunity</p> <ul style="list-style-type: none"> To experience talk about archetypal practical life in the target language, for example farming, family life, cooking, gardening, weather, foods, animals, clothing etc To take part in role plays and dialogues based around practical activities To experience talk about typical professions (e.g. teachers, bus and train drivers, pilots, farmers, doctors, storekeepers, police) To experience stories songs, verses, rhymes, tongue twisters and idiomatic sayings To experience a wide range of sentence forms, e.g. different question words To learn the names and shapes of the letters of the alphabet | <p>Developing Fluency Children can talk about various aspects of practical life and living, taking part in activities, role plays and dialogues. They can sing/recite a number of songs, verses, rhymes and tongue twisters and can understand and use some idiomatic phrases. Children can understand and respond to questions, requests, stories and descriptions, demonstrating a wide vocabulary of words relating to themselves, their bodies (including e.g. feeling hungry/tired/hot etc), the classroom, home, typical professions and practical activities. They can talk about the things they know in the present, past and future.</p> |

| Age-related Learning Opportunities for Geography C3 | Relevant Learning Descriptors |
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| <p>Children should have the opportunity</p> <ul style="list-style-type: none"> • To have practical, physical experiences of exploring the wider local area on foot. • To explore the possible uses of local raw materials in local archetypal trades, crafts and occupations. • To explore ways of meeting basic human needs of shelter, warmth and food in the local natural environment. • To explore technical vocabulary around local trades, crafts and occupations, e.g. tools, materials, etc • To draw and write about their experiences of the local environment. • To experience and talk about a range of weather conditions. | <p>Developing Geography: Place Children can talk about aspects of human interaction with the local environment, including identifying land that has been farmed, materials that have been used for building, the use of different buildings, and trades that are dependent on local resources.</p> <p>Developing Geography: Space Children discuss elements of the wider local environment and places they have visited, e.g. on school trips and visits. Children write about what they have seen and experienced, using the geographical term for landscape features e.g. hill/valley, plains/mountains, village/town/city, port/harbour etc. They talk about how the land is used, e.g. farming, boat building, forestry.</p> <p>Developing Geography: Time Children can describe the seasons, the weather and length of the day in the context of the archetypal farming year, e.g. harvest time. They talk about the impact of weather conditions on land and at sea, making connections to human activity (e. high winds, rough seas and fishing)</p> |
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