

Fountains/Central Summer 1 and Summer 2 The Commonwealth
Small Village, Big Horizons

	Key Knowledge	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Application of Knowledge across all curriculum areas
<i>Topic</i>	<p>Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Children should: Know that most of the countries in the Commonwealth were once governed by Britain Know that after they became independent many became part of a family where they could work together and help each other. Know that the Commonwealth of Nations was begun in 1931 Children should: know the current countries that make up the Commonwealth. know where they are found across the world. Know some common reasons for joining Children should: Know what a Charter is. know some of the key principles of the Charter. know why it is important to every commonwealth country. Question 4 What role have played in promoting British values? Children should: Know who Ghandi, CV Raman and Mary Seacole (as a minimum) were. Know why they are considered important. Know what role they have played in supporting respect, tolerance and democracy Children should: know what the Commonwealth games are. know how often they are held and where. Children should: know why countries like to take part.</p>	<p>Asking "What was it like for people in the past?" and using information to help answer the question. Asking, "What happened in the past?" and using information to help answer the question. Asking, "How long ago did an event happen?" and trying to work it out</p> <p>INVESTIGATION asking relevant questions; · Using a variety of sources to find out about events, people and changes EXPRESSION · The ability to recall, select and organise information · The ability to use key historical dates and vocabulary to describe and explain different periods in history INTERPRETATION · The ability to draw meaning from artefacts, works of art, relics and buildings; · The ability to suggest meanings and draw conclusions from what they see APPLICATION · Making the association between aspects of life in different societies, · Considering the impact of past events on the present · Learning both about and also from history. DISCERNMENT · Explaining the importance of significant people and events from history; · Developing insight into people, motives, actions and consequences; · Seeing clearly for themselves how individuals might learn from the study of history.</p>	<p>Enquiry Questions Q1 What is the Commonwealth and how was it set up? Q2 Which countries are part of the commonwealth? Q3 What is the Commonwealth Charter Q4 What role have Ghandi, CV Raman and Mary Seacole played in promoting British values? Q5 What are the Commonwealth Games? Q6 Why do countries participate in the games?</p> <p>Key Vocabulary Empire, Commonwealth of Nations, partnership, collaboration,</p>	<p>Year A Term 2 EYFS - Geog Around the World History Gunpowder Plot Year A Term 3 KS1 History-Castles Year A Term 5Year 3 History- Commonwealth Year A Term5 Year 4/5 History -Walls and Barricades Year A Term 3 Years5/6 History- Pilgrim fathers</p>		<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>APPLICATION</i> <i>DISCERNMENT</i></p>

		know some major Commonwealth Games winners					
<p><i>Science Animals Inc Humans _Skeletons (Summer 1)</i></p>	<p>3b2: identify that human and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Children know the three main functions of the human endoskeleton - to protect, to support, and to allow movement. Children know the names and locations of major bones, including the skull, jaw, humerus, radius, ulna, spine, pelvis, femur, tibia and fibula. Children know that muscles always pull and never push, Children know because of this they often work in pairs to allow movement in both directions. Children can match different animals to their endoskeletons. Children can label the major bones, such as skull ribs, tusk, pelvis and spine. Children can discuss the similarities and differences between the skeletons. Children know the different types of animal skeleton - endoskeletons (skeletons on the inside), exoskeletons (skeletons on the outside), and hydro skeletons (boneless skeletons made of muscle). Children can name some animals that have different skeletal structures</p>	<p>They recognize why it is important to collect data to answer questions. They act on suggestions and put forward their own ideas about how to find the answer to a question. With help they can carry out a fair test and explain why it was fair. They predict what might happen before they carry out any tests. They measure length, mass, time and temperatures using suitable equipment. They use scientific vocabulary to describe their observations. They record observations, comparisons and measurements using tables, charts, text and labelled diagrams. They give reasons for observations. They look for patterns in their data and try to explain them. They suggest how they can make the improvements to their work</p> <p>INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSION the ability to explain concepts, methods and practices; the ability to identify and articulate scientific understanding</p> <p>INTERPRETATION the ability to draw meaning from scientific theories, theories and studies</p> <p>APPLICATION making the association in science between chemistry, biology and physics; The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p> <p>ANALYSIS distinguishing between the feature's methods of different investigations</p> <p>EVALUATION the ability to evaluate a finished product and scientific investigation</p>	<p>Enquiry Questions Q1 what is an endoskeleton? Q2 which bones can you name? Q3 how do muscles work? Q4 do all animals have the same skeletons? Q5 what different types of skeletons are there</p> <p>Key Vocabulary Endo skeleton Exo skeleton Hydro skeleton Muscle Tibia, skull, humerus, radius, ulna, femur, tibia, fibula</p>	<p><i>Year A Term2 EYFS Science- animals Year A term 5 EYFS animals-habitats Year A term2 KS1 Science-animals Year A Term5 KS1 Science -animals-offspring Year A Term 1 Year 3 Science Animals-nutrition Year B term 1 EYFS science -skeletons Year B term 6 KS1 animals Year B term 1 Year 3 Science-living things Year B term 1Yr 3 Science living things and habitats</i></p>	<p><i>Year A term 5 year 4/5 Animals-classification Year B Term1 year 4/5 science food chains Year A Term1 Year5/6 Science Evolution and inheritance Year A Term 4 year 5/6 Animals-diet Year B term 6 year 4/5 changing habitats Year B term 4 yr. 5/6 science classification</i></p>	<p><i>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS EVALUATION</i></p>
<p>Plants-Functions of different parts of a plant, requireme</p>	<p>3a1: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>	<p>Children know some food plants. Children can identify the different parts, including roots, tuber, stem, bulb, trunk, branch, leaf, flower, and fruit. Children know which parts of the plant we normally eat</p>	<p>They recognize why it is important to collect data to answer questions. They act on suggestions and put forward their own ideas about how to find the answer to a question. With help they can carry out a fair test and explain why it was fair. They predict what might happen before</p>	<p>Q1 what are the different parts of food plants? Q2, Can I label a diagram of a flowering plant?</p>	<p>Year A Term1 EYFS Science-seasonal changes Year A term 1 KS1 Science, seasonal changes,</p>	<p>Year B term 5 Yr. 4/5 Geog-world's kitchen Year B term 5 yr. 4/5 science reproduction in plants</p>	<p><i>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS EVALUATION</i></p>

<p>nts for growth, transportation of water (Summer 2)</p>	<p>3a2: explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant 3a3: investigate the way in which water is transported within plants</p>	<p>Children can label a diagram of a flowering plant. Children know the function of the flower, stem, leaves and roots. Children can compare the growth of a tomato plant, a cactus plant, and cress when grown in sand rather than compost. Children can identify the variable in an experiment. Children can predict and measure how long it takes for coloured liquid to rise up the stem of a carnation flower and colour its petals. Children can make a drawing of the flower at the start and end of the investigation and predict what would happen if the flower had a shorter stem Children know the relationship between structure and function: Children know that every part has a job to do.</p>	<p>they carry out any tests. They measure length, mass, time and temperatures using suitable equipment. They use scientific vocabulary to describe their observations. They record observations, comparisons and measurements using tables, charts, text and labelled diagrams. They give reasons for observations. They look for patterns in their data and try to explain them. They suggest how they can make the improvements to their work</p> <p>INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSION the ability to explain concepts, methods and practices; the ability to identify and articulate scientific understanding</p> <p>INTERPRETATION the ability to draw meaning from scientific theories, theories and studies</p> <p>APPLICATION making the association in science between chemistry, biology and physics; The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p> <p>ANALYSIS distinguishing between the feature's methods of different investigations</p> <p>EVALUATION the ability to evaluate a finished product and scientific investigation</p>	<p>Q3 What are the functions of flowers, stems, leaves and roots? Q4 What do plants need to grow? Q5 How is water transported in plants?</p>	<p>Year A term 1 KS1 Geog-weather Year A term 3 EYFS music-seasons Year A term 6 EYFS Science Plants Year A term 6 KS1 science, plants Year B term 1 yr. 3 Geog-climates and biome Year B term 1 yr. 5/6 Geog -resources and environments Year B Term2 Science-KS1 seasonal changes Year B term 2 KS1 music-seasons Year B term 5 KS1 science-plants Year A Term1 EYFS Science-seasonal changes Year B Term2 KS1 Science-seasonal changes</p>		
<p>MFL 3.5 La Famille (Summer 1)</p>	<p>3.1 Listen and respond to simple rhymes, stories and songs O3.2 Recognise and respond to sound patterns and words O3.3 Perform simple communicative tasks using single words, phrases and short sentences O3.4 Listen attentively and understand instructions, everyday classroom language and praise words</p>	<p>Children can: identify family members recognise and spell with letters of the alphabet list household items use basic prepositions sur and dans to describe position spell words using the French alphabet describe position using basic prepositions sur and dans and familiar language Children know: the gender of different family members and nouns</p>	<p>Oracy: Respond to simple questions with support from a spoken model or visual clue. Respond to spoken instructions. Recognise numbers 1–20 Discriminate sounds and identify meaning when items are repeated several times. Greet others with confidence and reply to the questions. Know a well-known children's song in language studied. Sing a song from memory, with clear pronunciation. Identify common nouns Begin to know some key vocabulary e.g., body parts, colours.</p>	<p>Enquiry Questions Q1 Who are your relatives? Q2 What is the alphabet? Q3 Where is it?</p> <p>Key Vocabulary family members: ma mère (mother), mon père (father), mon frère (brother), ma sœur (sister), mes parents (me parents)</p>	<p>Adjectives Unit 3.3-Year A Term 3 Yr. 3 Unit 3.4-Year A Term 4 Yr. 3 Unit 4.1-Year A term 1 Yr. 4/5</p> <p>Nouns Unit 3.2-Year A Term 2 Yr. 3 Unit 3.4-Year A Term 4 Yr. 3 Unit 3.5-Year A Term 5 Yr. 3</p>	<p>Adjectives Unit 6.2- Year B Term 2 Year 5/6 Unit 6.6-Year B Term 6 yr. 5/6 Food Unit 5.3- Year A Term 3 Yr. 5/6</p> <p>Nouns Unit 6.2 Year B Term 2 Yr. 5/6 Unit 6.6 Year B Term 6 Yr. 5/6</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS</p>

	<p>L3.1 Recognise some familiar words in written form</p> <p>L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <p>L3.3 Experiment with the writing of simple words</p>		<p>Reading: Sequence written instructions</p> <p>Recognise some familiar words in written form</p> <p>Recognise and read known sounds within words Read some key vocabulary</p> <p>Writing; Write some of the numbers to 20 from memory Experiment with writing simple words. Copy accurately in writing some key words Copy or label using single words or short phrases</p> <p>Language: Understand and start to use some basic core structures</p> <p>Cultural: Start to understand cultural similarities and differences and how festivals are celebrated. Understand the differences in social conventions when people greet each other</p> <p>INVESTIGATION</p> <p>asking relevant questions about the language;</p> <p>broaden cultural experiences and investigate a new way of speaking</p> <p>EXPRESSION</p> <p>the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;</p> <p>the ability to present ideas and information orally to a range of audiences</p> <p>INTERPRETATION</p> <p>the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material</p> <p>the ability to suggest meanings</p> <p>APPLICATION</p> <p>making the association between English and French</p> <p>DISCERNMENT</p> <p>explaining the significance of a new culture and the importance of understanding a language correctly</p> <p>ANALYSIS</p> <p>distinguishing between opinion, belief, and fact</p> <p>distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p>	<p>letters of the alphabet a–z, plus some accented letters</p> <p>household objects: le CD (CD), le lecteur de CD (CD player), l'ordinateur (computer), le jeu vidéo (video game), le DVD (DVD), la machine (machine), la chaise (chair), la table (table)</p> <p>prepositions: dans (in), sur (on)</p>	<p>Unit 3.6-Year A term 6 Yr. 3</p> <p>Adjectives</p> <p>Unit 3.3-Year A Term 3 Yr. 3</p> <p>Unit 3.4-Year A Term 4 Yr. 3</p> <p>Unit 4.1-Year A term 1 Yr. 4/5</p> <p>Unit4.5 Year A Term 5 Yr4/5</p>	<p>Adjectives</p> <p>Unit 6.2- Year B Term 2 Year 5/6</p> <p>Unit 6.6 -Year B Term 6 yr. 5/6</p> <p>Food</p> <p>Unit 5.3- Year A Term 3 Yr. 5/6</p>	
<p>3.6 Bon Anniversaire</p>	<p>3.1 Listen and respond to simple rhymes, stories and songs</p>	<p>Children can: recognise and ask for snacks give basic opinions about food</p>	<p>Oracy: Respond to simple questions with support from a spoken model or visual clue. Respond to spoken instructions.</p>	<p>Enquiry Questions Q1, can I have an apple?</p>	<p>Adjectives</p>	<p>Adjectives</p> <p>Unit 6.2- Year B Term 2 Year 5/6</p>	<p><i>INVESTIGATION</i></p> <p><i>EXPRESSION</i></p> <p><i>INTERPRETATION</i></p>

<p>Summer 2</p>	<p>O3.2 Recognise and respond to sound patterns and words O3.3 Perform simple communicative tasks using single words, phrases and short sentences O3.4 Listen attentively and understand instructions, everyday classroom language and praise words L3.1 Recognise some familiar words in written form L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words L3.3 Experiment with the writing of simple words</p>	<p>use numbers 21–31 recognise and use the months form dates recognise the gender of different nouns for food understand and reply to questions on food wanted count numbers up to 31 use numbers up to 31 together with months to form dates form dates using a short phrase, e.g., c’est le 5 mars</p>	<p>Recognise numbers 1–20 Discriminate sounds and identify meaning when items are repeated several times. Greet others with confidence and reply to the questions. Know a well-known children’s song in language studied. Sing a song from memory, with clear pronunciation. Identify common nouns Begin to know some key vocabulary e.g., body parts, colours. Reading: Sequence written instructions Recognise some familiar words in written form Recognise and read known sounds within words Read some key vocabulary Writing: Write some of the numbers to 20 from memory Experiment with writing simple words. Copy accurately in writing some key words Copy or label using single words or short phrases Language: Understand and start to use some basic core structures Cultural: Start to understand cultural similarities and differences and how festivals are celebrated. Understand the differences in social conventions when people greet each other</p> <p>INVESTIGATION asking relevant questions about the language; broaden cultural experiences and investigate a new way of speaking</p> <p>EXPRESSION the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; the ability to present ideas and information orally to a range of audiences</p> <p>INTERPRETATION the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material the ability to suggest meanings</p> <p>APPLICATION making the association between English and French</p> <p>DISCERNMENT</p>	<p>Q2, do you like different foods? Q3What is the date? Key vocabulary snacks: une pomme (an apple), une banane (a banana), un jus d’orange (an orange juice), un sandwich (a sandwich), une pizza (a pizza), un gâteau (a cake) simple opinions (about food): C’est délicieux! (It’s delicious.), C’est bon! (It tastes nice.), Ce n’est pas bon! (It doesn’t taste nice.), C’est mauvais! (It tastes bad.) numbers 21–31 months: janvier (January), février (February), mars (March), avril (April), mai (May), juin (June), juillet (July), août (August), septembre (September), octobre (October), novembre (November), December (December) dates: le... [mars, etc.] (the... [March, etc.]</p>	<p>Unit 3.3-Year A Term 3 Yr. 3 Unit 3.4-Year A Term 4 Yr. 3 Unit 4.1-Year A term 1 Yr. 4/5</p> <p>Nouns Unit 3.2-Year A Term 2 Yr. 3 Unit 3.4-Year A Term 4 Yr. 3 Unit3.5-Year A Term 5 Yr. 3 Unit 3.6-Year A term 6 Yr. 3 Adjectives Unit 3.3-Year A Term 3 Yr. 3 Unit 3.4-Year A Term 4 Yr. 3 Unit 4.1-Year A term 1 Yr. 4/5</p> <p>Unit4.5 Year A Term 5 Yr4/5</p>	<p>Unit 6.6-Year B Term 6 yr. 5/6 Food Unit 5.3- Year A Term 3 Yr. 5/6</p> <p>Nouns Unit 6.2 Year B Term 2 Yr. 5/6 Unit 6.6 Year B Term 6 Yr. 5/6</p> <p>Adjectives Unit 6.2- Year B Term 2 Year 5/6 Unit 6.6 -Year B Term 6 yr. 5/6 Food Unit 5.3- Year A Term 3 Yr. 5/6</p>	<p>APPLICATION DISCERNMENT ANALYSIS</p>
------------------------	---	--	--	--	--	---	--

			<p>explaining the significance of a new culture and the importance of understanding a language correctly</p> <p>ANALYSIS distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p>				
<p><i>RE USA.5 Salvation (Summer 1)</i></p>	<p>Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</p> <p>Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.</p> <p>Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think</p>	<p>Children know that</p> <ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection 	<p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians, mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly</p> <p>EXPRESSION the ability to explain concepts, rituals and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media.</p> <p>INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to suggest meanings</p> <p>REFLECTION the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.</p> <p>EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;</p>	<p>Enquiry Questions</p> <p>Q1 Why is Palm Sunday so important to Christians?</p> <p>Q2 Why do Christians call the day Jesus died Good Friday?</p> <p>Q3 What do Christians believe happened on Easter Sunday?</p>	<p>Year B Term 3 EYFS RE: God</p> <p>Year B Term 3&4 KS1 RE: Jesus' Teaching</p> <p>Year B Term 1 Y3&4 English: explanation text</p> <p>Year B Term 3&4 Y3&4 English: Reports</p> <p>Year A Term 2 EYFS RE: God</p> <p>Year A Term 1 Y3&4 English: Explanation text</p> <p>Year A Term 3&4 Y3&4 RE: Incarnation/The Trinity</p>	<p>Year B Term 1 Y4/5 RE: Pilgrimage</p> <p>Year B Term 1 Y5/6 RE: God – Christianity</p> <p>Year A Term 6 Y3&4 RE: Does God exist?</p> <p>Year A Term 1 Y4/5 RE: Pilgrimage</p> <p>Year A Term 1 Y5/6 RE: Christianity – God</p> <p>Year A Term 2 Y5/6 RE: Do you believe in God to be good?</p> <p>Year A Term 4 Y5/6 RE: Creation and science</p>	<p>EXPRESSION INTERPRETATION REFLECTION EMPATHY DISCERNMENT SYNTHESIS</p>

	and live Golden Threads		developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; DISCERNMENT explaining the significance of aspects of religious belief and practice; SYNTHESIS linking significant features of religion together in a coherent pattern				
<i>LAS Additional Unit Big Questions- What is a Good Life? Summer 2</i>	<p>Opportunity to look at guidelines and laws in various religions and non-religious worldviews</p> <p>A chance to explore whether 'good' means the same thing to everybody</p> <p>Golden Threads</p>	<p>Children can recognise that 'good' can mean different things in different situations and that different people see things differently. Children understand the key term via negative – Children know a range of Christian texts about what it means to live a good life (the 'Golden Rule' (Mark 12:30-31) – 'love God and love your neighbour as yourself, the Sermon on the Mount (Matthew 5:1-12), a range of parables to exemplify how to act towards others, e.g. the Good Samaritan, the Lost Sheep.</p> <p>Children know a range of Muslim texts about what it means to live a good life: (Hadith teachings/ sayings /advice given by the Prophet Muhammad) – "None of you truly believes unless he loves for his brother what he loves for himself" (Hadith Nawawi 13), The importance of good character/ behaviour (Akhlaq), e.g. Qur'an 33.21, 33.21, ☐ The importance of charity (zakat), e.g. Quran 2.215, 2.274,. The importance of looking after the environment, e.g. Quran 2. 60, 6.38, 6.99</p> <p>Children can explore ways in which Muslims live out the teachings from these texts, e.g., giving in charity, the work of Muslim Charities etc</p> <p>Children know a range of Hindu texts/stories about what it means to live a good life (Stories that explore the concept of an individual's dharma (e.g., the</p>	<p>Recognise that the word 'good' means different things to different people (see KS2 Additional Unit: Any other Unit designed by the school – Do you have to believe in God to be Good?); is a tsunami that floods a village a 'good' tsunami? A cancer cell that proliferates a 'good' cancer cell? What does 'good' look like in your school? At home? Amongst your friends? In the different religions you have studied?☐ Think about how understanding what 'bad' is might help us understand what 'good' is (the via negativa – understanding what something is by thinking about what it is not) ☐ Examples of explanations of what good is in a number of religions and non-religious worldviews: EXPRESSION the ability to explain concepts, rituals and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media. INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to suggest meanings REFLECTION the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres. EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;</p>	<p>Enquiry Questions Q1 What does good mean? Q2 Are people all good in the same ways? Q3 How do Christians believe you live a good life? Q4 How do Muslims believe you live a good life? Q5 Do Hindu's believe that you live a good life in a different way. Q6 What similarities and differences do religions have about what "good" means?</p> <p>Key vocabulary Via negative Golden Rule Parables Hadith Akhlaq Zakat Dharma Ahimsa Dama Asteya Saucha satyam</p>	<p>Year B Term 3&4 KS1 RE: Jesus' teaching Year B Term 6 EYFS RE: Our Beautiful World Year B Term 6 EYFS PSHE/RSE: Economic well-being Year A Term 5 EYFS RSE/PSHE: Fairtrade Year A Term 4&4 KS1 RE: Thankfulness Year A Term 3 KS1 History: Churches</p>	<p>Year B Term 1 Year 4/5 RE: Pilgrimage Year B Term 1 Year 5/6 English: Non chronological report Year B Term 1 Year 5/6 RE: What does it mean if God is loving and holy? Year A Term 1 Year 4/5 RE: Pilgrimage Year A Term 1 Year 5/6 RE: God – Christianity</p> <p>Year B term 2 Year 5/6 RE: Do you believe in God to be good – social justice and atheism</p>	

		<p>story of Rama and Sita in the Ramayana or the story of Arjuna and Krishna in the Bhagavad Gita), The five virtues contained in the Manu smriti (Laws of Manu): ahimsa (non-violence), dama (self-restraint), asteya (non-stealing/coveting), saucha (inner purity) and satyam (truthfulness) Children know some ways in which Hindus live out the teachings from these texts/stories.</p>	<p>developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; DISCERNMENT explaining the significance of aspects of religious belief and practice; SYNTHESIS linking significant features of religion together in a coherent pattern</p>				
<p><i>Art/DT</i> <i>Summer 1</i> <i>Art Indian art techniques</i></p>	<p>Pupils should be taught: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history.</p>	<p>Children understand that painting styles changed over time in India. Children can paint or sketch copies of an Indian painting. Children know about the famous Hastimangala festival. They can describe the patterns and colours of intricate decorations which adorn elephants during the festival, Children can create their own decorated paper elephants and sculpt elephants from clay. Children can describe the colours and patterns used in an Indian festival. Children can use different mediums to make and decorate a 3-D elephant. Children can explain what henna is and why it is significant to the Indian culture.</p> <ul style="list-style-type: none"> • Children can copy and create their own detailed patterns • Children know what symmetry is and how to make a symmetrical pattern. • Children can use a range of materials to create printed fabric. • Children can create repeating patterns. • Children can use colours and patterns to represent the Indian culture. • Children can explain what a rangoli pattern is. • Children can draw or trace a rangoli outline. • Children can use coloured salt to make a successful rangoli pattern. 	<p>To explore the history and styles of Indian painting. Children will explore the history of Indian painting and how the style has changed throughout the centuries. They will explore different styles of paintings, discussing the colours and patterns used in each style, before using what, they have found out to inform their own artwork. Children will find out what henna is and how it is used to make mehndi patterns.</p> <p>INVESTIGATION –</p> <ul style="list-style-type: none"> • asking relevant questions; • knowing how to use different types of sources as a way of gathering information; • knowing how pieces are created <p>EXPRESSION –:</p> <ul style="list-style-type: none"> • the ability to explain techniques, colours and use of media; • the ability to identify and articulate opinions on how an artist has chosen to express their ideas. <p>REFLECTION –</p> <ul style="list-style-type: none"> • the ability to reflect on pieces of art, including their purpose, meaning, and technique. • the process the artist went through to create their piece. <p>APPLICATION –:</p> <ul style="list-style-type: none"> • making the association between the purpose, technique, media and meaning behind a piece; • identifying the purpose of the piece. <p>EVALUATION –</p>	<p>Enquiry Questions Q1 how has Indian painting changed? Q2 What is Hastimangala? Q3 How is henna used? Q4 What is mehndi? Q5 What do we mean by block printing? Q6 What are rangoli patterns?</p>	<p><i>Year A term 1 EYFS transient sculptures</i> <i>Year A term 1 yr3 topography</i> <i>Year B Term 1 EYFS self portraits</i></p>	<p>Year A term 5 yr. 5/6 portraits Year B term 3 Yr. 4/5 clay statues Year B term 5 yr5/6 Greek theatre masks</p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>REFLECTION</i> <i>APPLICATION</i> <i>EVALUATION</i></p>

			<ul style="list-style-type: none"> •the ability to debate the purpose behind a piece of art and the final outcome; •the ability to debate the use of a certain type of media for a purpose. 				
DT <i>Electrical-building torches</i>	<p>Pupils should be taught to: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures; understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]; understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]; apply their understanding of computing to program, monitor and control their products</p>	<p>Children know and can name some key events and individuals that have helped shape the world of lighting. Children know how to make a series and parallel circuits Children know about diagnosing faults when necessary, Children know how to follow instructions to make a selection of different switches. •Children know how to draw a design which uses annotations to add some detail. Children know how to develop design criteria to inform the design of innovative products considering the purpose and target group/individual. Children know how to make a well finished product considering the aesthetic and functional qualities. • Children can use design criteria to help develop their own questions and use the answers to help guide the evaluation process.</p>	<p>gives children opportunities to enhance their knowledge and understanding of electrical systems. In this unit children will develop understanding about series and parallel circuits and different types switches. They will then be given the chance to apply their knowledge about electric circuits in a purposeful way by designing and making a battery operated light which will be controlled by a homemade switch. Children will decide upon the design criteria for the light by considering who will use it, where it will be used and what for. Finally, children will complete a detailed evaluation of their final product.</p> <p>INVESTIGATION –: using a variety of sources to find out about events, people, processes and changes. carrying out investigative work to develop a better knowledge of products around us.</p> <p>EXPRESSION – the ability express opinions (using product knowledge.)</p> <p>INTERPRETATION – the ability to use technical vocabulary to describe and explain different products and talk about their purpose in making the world a better place. The ability to interpret a design brief.</p> <p>APPLICATION –: applying new skills to making products. applying designing skills to suit a design brief.</p> <p>ANALYSIS – distinguishing between the need of the product and the benefit of it. understanding the purpose of a design brief and how to best achieve it.</p> <p>EVALUATION –: the ability to evaluate a product. weighing up the respective evidence available and reach conclusions.</p>	<p>Enquiry Questions Q1 How has lighting changed since stone age times? Q2 How do we create circuits? Q3 How are switches used? Q4 How can I design a light ? Q5 Does my design suit my process?</p> <p>Key vocabulary Switch, circuit, design, purpose,</p>	<p><i>Year A term 3 Yr. 3 DT moving vehicle</i> <i>Year A term 3 EYFS Moving Pictures</i> <i>Year A term 3 KS1 DT pulleys for drawbridge</i> <i>Year B Term 2 EYFS Art vehicles</i> <i>Year B term 3 EYFS DT-Rockets</i> <i>Year B Term 2 KS1 Art vehicles</i> <i>Year B term 3 EKS1 DT-Rockets</i> <i>Year B term 2 Yr. 3 DT moving model</i> <i>Yr A term 2 Yr 3 science-light</i></p>	<p><i>Year A term 1 yr. 4/5 bridge construction</i> <i>Year A term 3 Yr. 5/6 DT model ship</i> <i>Year A term 5 yr. 5/6 Key designers</i> <i>Year B term 2 Yr. 4/5 DT boats</i> <i>Year B term 3 Yr. 5/6 DT electrical components</i> <i>Yr A term 6 Yr 5/6 Science-Light</i> <i>Yr B term 3 yr 3 science-electricity</i> <i>Yr A term 6 yr 5/6 science -light</i> <i>Yr b term 2 Yr 4/5 science -Electricity</i> <i>Year B term 1 yr 5/6 science -electricity</i> <i>Year B term 5 yr 5/6 science-light</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION ANALYSIS APPLICATION</p>
Music	4.3 Sounds (exploring sounds)	4.3 Sounds (exploring sounds)	4.3 Sounds (exploring sounds)	4.3 Sounds (exploring sounds)	4.3 Sounds (exploring sounds)	4.3 Sounds (exploring sounds)	INVESTIGATION EXPRESSION

<p><i>(Music express)</i></p>	<p>Mu2/ 1.1 Play and perform in solo and ensemble contexts, using their voices ad playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Mu2/ 1.3 Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Mu2/ 1.6 Develop an understanding of the history of music</p> <p>4.5 Buildings (Beat) Mu2/ 1.1 Play and perform in solo and ensemble contexts, using their voices ad playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Mu2/1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Mu2/ 1.5 Appreciate and understand a wide range of high-quality live and recorded music drawn form different traditions and from great composers and musicians.</p>	<p>Children learn about classifying instruments by the way sounds are produced.</p> <p>Children learn Beat box, exploring using their voices.</p> <p>Children learn about aerophones.</p> <p>Children learn to sing with a partner.</p> <p>Children explore and combine expressive effects of different instrumental groups.</p> <p>4.5 Buildings (Beat) Children learn about verse and chorus song structure.</p> <p>Children combine four body percussion ostinato as a song accompaniment.</p> <p>Children understand texture.</p> <p>Children learn about layered structure l a rhythmic ostinato piece.</p> <p>Children accompany a melody with a drone.</p> <p>Children describe the structure of a piece of orchestral music.</p> <p>Children read clock score to play a piece combining drone and melodic ostinato.</p>	<p>Children explore the voice as an instrument.</p> <p>Children learn to sing a song and add beatbox sounds.</p> <p>Children invent their own beatbox pattern to perform in a song.</p> <p>Children identify and respond to four well- known instruments in a song.</p> <p>Children combine singing four songs together in a performance.</p> <p>Children classify the dance band instruments playing in a song.</p> <p>Children learn a song and use actions to demonstrate its structure.</p> <p>INVESTIGATION : Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music Knowing how to use a range of sources to research music, composers and it's history</p> <p>EXPRESSION The ability to recognise how composers express themselves through their music The ability to explore music as a medium for expressing themselves</p> <p>INTERPRETATION The ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>APPLICATION Identifying how music is used for a variety of reasons, for religion, relaxation, communication etc Identifying key musical terminology and using it in description of music exploring different ways music is made</p> <p>4.5 Buildings (Beat) Children learn a verse and chorus song. Children accompany a chorus with ostinato. Children listen to and identify the structure of Build. Children create a layered rhythm piece. Children learn to sing the operating melody of a song. Children identify the structure of a song.</p>	<p>Key Questions How can you use your voice to sound like an instrument? What is beatbox? Can you beatbox drum kit sounds? What are aerophones? How can you sing with a partner? Can you classify the dance band instruments?</p> <p>Key Vocabulary Aerophone Chordophone Membranophone Idiophone Beatbox Break Spiritual Unison Round Vibration</p> <p>4.5 Buildings (Beat) Key Questions What is the verse and chorus in a song structure? Can you combine four body percussion ostinato as a song accompaniment? What is texture in music? What is layered structure? Can you accompany a melody with a drone? Can you describe the structure of a piece of orchestral music? Can you read a close score? What is rondo structure?</p> <p>Key Vocabulary Verse</p>	<p>Year B Y2/3 Sum 1 3.3 Sounds Spring 1 2.7 Storytime 2.9 Weather Aut 2 2.3 Our Land Aut 1 2.1 Ourselves KS1 Spring 2 2.3 Our Land Spring 1 1.4 Weather 1.9 Storytime Aut 2 1.7 Our School Aut 1 1.1 Ourselves EYFS/Y1 Spring 1 1.4 Weather 1.9 Storytime Aut 2 1.7 Our School Aut 1 1.1 Ourselves</p> <p>Year A Year A KS1 Y2/3 Spring 2 3.3 Sounds Spring 1 2.3 Our Land 2.7 Storytime Aut 1 2.9 Weather KS1 Y1/2 Spring 2 2.1 Ourselves 2.3 Our Land Spring 1 1.9 Storytime 1.7 Our School Aut 1 1.4 Weather EYFS/Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p> <p>4.5 Buildings (Beat) Year B LKS2 Aut 2 3.6 Time Aut 1 3.2 Building Y2/3 Sum 2 3.6 Time Aut 2 2.10 Pattern Aut 1 2.4 Our Bodies KS1 Sum 1 1.5 Machines Aut 2 1.8 Pattern Aut 1 1.10 Our Bodies EYFS/Y1</p>	<p>Year B <i>Music Express Exploring sounds (has Mu2/1.5)</i> Year B LKS2 Aut 1 3.1 <i>Environment</i> 3.2 <i>Building</i> Aut 2 3.4 <i>Poetry</i> Spring 2 4.3 <i>Sounds</i> 4.5 <i>Building</i> Y4/5 Aut 1 4.2 <i>Environment</i> 4.4 <i>Recycling</i> Spring 1 4.6 <i>Around the World</i> 4.12 <i>Food and Drink</i> Spring 2 5.3 <i>Life Cycles</i> Sum 1 5.4 <i>Keeping Healthy</i> Y6 Aut 2 6.2 <i>Journeys</i> Spring 1 6.3 <i>Growth</i> Spring 2 6.4 <i>Roots</i></p> <p>Year A (has Mu2/1.5) LKS2 Ai=Ut 1 3.1 <i>Environment</i> 3.2 <i>Buildings</i> Aut 2 3.3 <i>Sounds</i> Spring 2 4.6 <i>Around the World</i> Sum 1 4.3 <i>Sounds</i> 4.5 <i>Building</i> Sum 2 4.12 <i>Food and Drink</i> Y4/5 Aut 1 4.2 <i>Environment</i> Aut 2 4.6 <i>Around the World</i> Spring 1 4.5 <i>Buildings</i> Spring 2 5.3 <i>Life Cycles</i> Summer 2 5.4 <i>Keeping Healthy</i> Sum 2 5.5 <i>At the Movies</i> Y6 Aut 1 6.4 <i>Roots</i> Spring 1 6.2 <i>Journeys</i> Spring 2 6.3 <i>Growth</i></p> <p>4.5 Buildings (Beat) Year B</p>	<p>INTERPRETATION APPLICATION</p>
-------------------------------	---	---	--	---	---	--	-----------------------------------

			<p>Children learn to play and improvise melodies in a rondo performance.</p> <p>INVESTIGATION : Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music Knowing how to use a range of sources to research music, composers and it's history</p> <p>EXPRESSION The ability to recognise how composers express themselves through their music The ability to explore music as a medium for expressing themselves</p> <p>INTERPRETATION The ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>APPLICATION Identifying how music is used for a variety of reasons, for religion, relaxation, communication etc Identifying key musical terminology and using it in description of music exploring different ways music is made</p>	<p>Chorus Ostinato/ ostinato Dynamics Riff Texture Drone Rondo Fanfare Crescendo Circular score.</p>	<p>Sum 1 1.2 Number 1.5 Machines Spring 2 1.8 Patterns Aut 1 1.10 Our Bodies</p> <p>Year A LKS2 Sum 1 4.5 Buildings Aut 1 3.2 Buildings KS1 Sum 1 2.6 Numbers Sum 1 2.4 Our Bodies Aut 2 1.5 Machines EYFS/ Y1 Sum 2 1.8 Pattern Sum 1 1.10 Our Bodies Spring 2 1.5 Machines Aut 1 1.2 Number</p>	<p>Y4/5 Summer 1 5.4 Keeping Healthy Y6 Elements of 1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan.</p> <p>Year A Y4/5 Spring 1 4.5 Buildings Sum 1 5.4 Keeping Healthy Y6 Elements of 1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan.</p>	
	<p>4.11 In the Past (notation) NC MU2/ 1.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Mu 2/ 1.2 Improve and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.4 use and understand staff and other musical notations</p>	<p>4.11 In the Past Children will learn to play a Renaissance dance from notations. Children will be able to compose a fanfare. Children will understand simple musical structures. Children will learn a dance and play music used for celebration. Children will develop an understanding of history of music through learning a 1960s pop song. Children will create a performance.</p>	<p>4.11 In the Past Children will use a variety of notations to build performances from different periods and styles. Children will develop an understanding of the history of music through listening and learning a Renaissance dance, Wagner's Bridal March and the Mashed Potato. INVESTIGATION- Investigating how the voice and body can be used to make sounds INTERPRETATION- the ability to suggest meanings within a song's lyrics the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo REFLECTION- the ability to reflect on feelings a piece of music gives, the features within it and their own opinions of a variety of music</p>	<p>4.11 In the Past Key Questions Can you play a Renaissance dance from notation? Can you compose a fanfare? What are the musical structures in this piece of music? Can you learn a dance and playing music used for celebration? What dance moves are from the 1960s? Can you learn a 1960s pop song? Can you create a performance?</p> <p>Key Vocabulary</p>	<p>4.11 In the Past (notation 1.4) Year B LKS2 Sum 2 4.10 Time Sum 1 4.7 Ancient Worlds Spring 1 3.8 Communication Spring 1 3.7 In the Past Aut 2 3.6 Time KS1- doesn't have notation, so MU1 / 1.4 Sum 2 2.12 Travel Sum 1 2.5 Animals Sum 1 1.5 Machines Spring 2 2.8 Seasons Spring 2 2.3 Our Land Spring 1 1.9 Storytime Spring 1 1.4 Weather Aut 2 1.8 Pattern Aut 2 1.7 Our School</p>	<p>4.11 In the Past Year B Y4/5 Aut 2 4.11 In the Past Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 1 6.1 World Unite Spring 1 6.3 Growth Summer 2 6/6 Moving On</p> <p>Year A Y4/5 Aut 2 4.6 Around the World Spring 1 4.7 Ancient Worlds Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Sum 2 5.5 At the movies Y6 Aut 2 6.1 World Unite</p>	<p>INVESTIGATION INTERPRETATION REFLECTION ANAYLSIS SYNTHESIS EVALUATION</p>

	<p>Mu2/1.6 develop an understanding of the history of music</p> <p>4.12 Food and Drink (Performance) Mu2/1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music. Mu2/ 1.5 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>4.12 Food and Drink (Performance) Children combine expressive use of the voice with physical movement. Children respond to sound with visual signals. Children perform sequences of sounds matched to visual sequences. Children sing a call and response chance. Children compose and play sequences of word rhythms. Children learn a traditional West African call and response song. Children learn rhythmic and melodic accompaniments for a song and combine them in a performance.</p>	<p>Reflecting on how music has changed and developed over time ANALYSIS- distinguishing between the features of music SYNTHESIS- linking a range of musical devices together to create effective compositions Taking inspiration from existing musical performances to compose and perform music effectively Recognising how and where music fits in to the wider world EVALUATION- the ability to evaluate their own and others performances The ability to form opinions about music from different genres</p> <p>4.12 Food and Drink (Performance) Children play a physical and vocal call and response warm up game Children prepare a Tudor Banquet song. Children perform rhythmic and melodic ostinati. Children work in groups to design new pizza rhythms to play on instruments. Children compose and perform pizza recipes in rondo structure. Children learn to sing a Ghanaian call and response song. Children learn a song about food from around the world. Children learn instrumental accompaniments to add to a song performance.</p> <p>INVESTIGATION Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music Knowing how to use a range of sources to research music, composers and it's history</p> <p>EXPRESSION The ability to recognise how composers express themselves through their music</p> <p>INTERPRETATION The ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p>	<p>Temary form Fanfare Rhythm ostinato Coda Beat Tempo Chord Riff Break Instrumental link</p> <p>4.12 Food and Drink (Performance) Key Questions What is call and response? Can you perform a rhythmic and melodic ostinato? Can you perform sequences of sounds matched to visual sequences? Can you work in a group to design new pizza rhythms to play on instruments? Can you compose and perform pizza recipes in rondo structure? Can you learn a Ghanaian song?</p> <p>Key Vocabulary Timbre Pitch Pentatonic Scale Beat Rhythm Rondo Chant Call and Response Phrase</p>	<p>Aut 1 1.10 Our Bodies Aut 1 1.1 Ourselves EYFS/ Yr. 1 Sum 2 1.12 Water Sum 2 1.3 Animals Sum 1 1.5 Machines Spring 2 1.8 Patterns Spring 1 1.9 Storytime Spring 1 1.4 Weather Aut 2 1.7 Our Schools Aut 2 1.6 Seasons Aut 1 1.10 Our Bodies Aut 1 1.1 Ourselves Year A LKS2 Sum 2 4.11 In the Past Spring 2 4.7 Ancient Structures Aut 2 3.7 In the Past KS1- doesn't have notation, so MU1 / 1.4 Sum 2 2.12 Travel Sum 1 2.6 Numbers Spring 2 2.3 Our Land Spring 2 2.1 Ourselves Spring 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.5 Machines Aut 2 1.3 Animals Aut 1 1.6 Seasons Aut 1 1.4 Weather EYFS/ Y1 Sum 2 1.12 Water 1.8 Pattern Summer 1 1.9 Storytime 1.10 Our Bodies Spring 2 1.5 Machines Spring 1 1.7 Our School 1.6 Seasons Aut 2 1.3 Animals 1.1 Ourselves Aut 1 1.4 Weather</p> <p>4.12 Food and Drink (Performance) Year B LKS2 Spring 1 3.4 Poetry KS1 All previous units have elements of performance</p>	<p>Spring 2 6.3 Growth Sum 2 6.6 Moving On</p> <p>4.12 Food and Drink (Performance) <i>Music Express Performance</i> Year B <i>The other units also cover elements of performance. Y4/5 Spring 1 4.12 Food and Drink Summer 2 5.6 Celebration Year 6 all units are performance related.</i></p> <p>Year A LKS2 <i>Summer 2 4.12 Food and Drink</i> <i>The other units also cover elements of performance. Y4/5 Aut 1 4.1 Poetry</i> <i>The other units in Y5 also cover performance. Year 6 all units are performance related.</i></p>	
--	--	--	--	---	---	--	--

			<p>APPLICATION – Identifying how music is used for a variety of reasons, for religion, relaxation, communication etc</p> <p>Identifying key musical terminology and using it in description of music</p> <p>Exploring different ways music is made</p> <p>DISCERNMENT Explaining the significance of music in different settings</p> <p>Recognising that people perceive music in a range of different ways</p> <p>Seeing how the great composers have influenced modern music</p>		<p>EYFS/Yr1 Summer 1 1.11 Travel Other units also cover the skills in this unit.</p> <p>Year A KS1 Summer 2 2.12 Travel KS1 All previous units have elements of performance</p> <p>EYFS/Y1 Spring 2 1.11 Travel Other units also cover the skills in this unit.</p>		
<p>Computing</p> <p>3.5 Creating media-desktop publishing</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>	<p>Children know the difference between text and images, Children know that text and images can communicate messages clearly, Children know the advantages and disadvantages of using text and images. Children can change font style, size, and colours for a given purpose. Children know how to edit text and can explain that text can be changed to communicate more clearly</p> <p>Children can define the term 'page orientation' Children know what placeholders are and say why they are important</p> <p>Children know how to create a template for a particular purpose. Children know the best locations for content. Children can paste text and images to create a magazine cover. Children can make changes to content. Children can identify different layouts and match a layout to a purpose. Children can identify the uses of desktop publishing in the real world and say why desktop publishing might be helpful. Children can compare work made on desktop publishing to work created by hand</p>	<p>use search tools to find and use an appropriate website and content; use strategies to improve results when searching online; use key vocabulary to demonstrate knowledge and understanding in this strand, use appropriate keyboard commands to amend text on a device; use applications and devices in order to communicate ideas, work, and messages; save, retrieve and evaluate work, making amendments. insert a picture/text/graph/hyperlink from the internet or a personal file. use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>:</p>	<p>How do text and images convey information? What does edit mean? What are page settings? How do I add images and text? Does it look right? Is it better than drawing or painting? Key Vocabulary</p> <p>: filter, Google, search engine, image, keyboard, insert, table draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck</p>	<p>Year A term 2 EYFS Computing-painting Year A term 3 EYFS Computing-writing Year A term 2 KS1 Computing-photography Year A term 3 Ks1 Computing-music Year A term 2 Yr. 3 Computing-animation Year A term 3 Yr. 3 Computing-publishing Year B term 2 EYFS Computing-painting Year B term 3 EYFS Computing-writing Year B term 2 KS1 Computing-painting Year B term 3 Ks1 Computing-writing Year B term 2 Yr. 3 Computing-animation</p>	<p>Year A term 2 Yr. 4 Computing -audio editing Year A term 2 Yr. 4/5 computing vector drawing Year A term 3 Yr. 4 Computing photo editing Year A term 3 Yr. 4/5 Video-editing Year A term 2 Yr. 5/6 Computing -3d modelling Year A term 3 Yr. 5/6 Computing -web pages Year B term 2 Yr. 4/5 Computing -audio editing Year B term 3 Yr. 4/5 Computing photo editing Year B term 2 Yr. 5/6 Computing -vector drawing Year B term 3 yr. 5/6 Computing -video editing</p>	<p>INVESTIGATION EXPRESSION REFLECTION APPLICATION DISCERNMENT</p>

<p>3.6 Programming B Events and Actions</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Children know the relationship between an event and an action. Children can choose which keys to use for actions and explain my choices Children can identify a way to improve a program Children know how to choose a character for my project. Children can choose a suitable size for a character in a maze. Children know how to program movement. Children know how to use a programming extension. Children can consider the real world when making design choices. Children know how to choose blocks to set up my program Children know how to identify additional features (from a given set of blocks) Children can choose suitable keys to turn on additional features. Children know how to build more sequences of commands to make their design work. Children know how to test a program against a given design. Children can match a piece of code to an outcome. Children can modify a program using a design. Children can make design choices and justify them. Children know how to implement a design and evaluate a project</p>	<p>use logical thinking to solve an open-ended problem by breaking it up into smaller parts. write a program, putting commands into a sequence to achieve a specific outcome. give a set of instructions to follow and predict what will happen. keep testing a program and recognise when it needs to be debugged. use variables to create an effect, e.g., repetition, if, when, loop. use key vocabulary to demonstrate knowledge and understanding in this strand</p> <p>INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p>EXPRESSION the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking.</p> <p>REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <p>APPLICATION the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects.</p> <p>DISCERNMENT seeing clearly for themselves how they use computing in their daily lives and in future employment.</p> <p>EVALUATION understand what can be done differently and what impact this may have on the outcome</p>	<p>Q1 How does a Sprite move? Q2 What directions can I move in? Q3, Can I change a program to a new context Q4 How do I add new features? Q5 What happens when it goes wrong? Q6 How do I make a maze?</p> <p>: decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable.</p>	<p><i>Year A term 5 EYFS-programming a robot</i> <i>Year A term 5 KS1 - Robot algorithms</i> <i>Year A Term 6 EYFS- Introduction to Animation</i> <i>Year A term 6 KS1 Introduction to quizzes</i> <i>Year B term 5 EYFS-programming a robot</i> <i>Year B term 5 KS1 - Robot algorithms</i> <i>Year B Term 6 EYFS- Introduction to Animation</i> <i>Year B term 6 KS1 Introduction to quizzes</i> <i>Year B Term 5 Yr. 3 Programming Sound</i></p>	<p><i>Year A term 5 Yr4-repetition in shapes</i> <i>Year A term 5 yr. 4/5 selection in physical computing</i> <i>Year A term 6 yr. 4 repetition in games</i> <i>Year A term 6 yr. 4/5 Selection in quizzes</i> <i>Year A term 6 Yr. 5/6 variables in games</i> <i>Year A term 6 yr. 5/6 sensing</i> <i>Year B Term 6 Yr. 3 Events and Actions</i> <i>Year B term 5 Yr4/5-repetition in shapes</i> <i>Year B term 5 yr. 5/6 selection in physical computing</i> <i>Year B term 6 yr. 4/5 repetition in games</i> <i>Year B term 6 yr. 4/5/6 Selection in quizzes</i></p>	

	[for example, through athletics and gymnastics]	demonstrate how different running techniques can affect their performance and focus on improving their sprinting technique. Children can demonstrate some rhythm and technique when running over obstacles; Children know how to perform the standing long jump using the correct technique to achieve the furthest possible distance; Children know how to perform the underarm, overarm and push throws with control and accuracy and develop their technique; Children can follow step-by-step instructions and copy actions to learn new techniques with some accuracy, control and fluency;	<p>running pace to suit the distance being run.</p> <p>INVESTIGATION-in Pe, this covers -asking relevant questions - using different approaches to determine skills and tactics</p> <p>EXPRESSION- -the ability to express themselves through movement -the ability to explain what they do and how they do it</p> <p>INTERPRETATION- -understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p>APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills, they have learnt in different situations</p> <p>DISCERNEMENT- -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team</p>	<p>Q1 How do I improve my sprinting technique Q2 How do I combine running and jumping in a long jump Q3 How do I throw over a longer distance?</p> <p>Flexibility, strength, pace, acceleration, teamwork</p>	<p>Year A term 6 yr. 5/6 Athletics Year B term 6 EYFS- Athletics Year B term 6 KS1 Athletics</p>	<p>Year A term 6 yr. 5/6 Athletics Year B term 6 Yr. 5/6 Athletics</p>	
<p>PSHE/RSE</p> <p>Topic 5 Being Safe</p>	<p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how</p>	<p>the learner will be able to:</p> <ul style="list-style-type: none"> • give examples of what is meant by risk, danger and hazard • identify potential risk in different familiar situations • identify whether a risk is appropriate for them to manage themselves • describe or demonstrate how to manage risk safely (e.g., crossing the road) • identify where they can get help if they feel a situation is risky or dangerous • identify people who help them to stay healthy and stay safe • give examples of how they are helped to stay healthy and stay safe in a variety of places and situations 	<p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p> <p>EXPRESSION –: the ability to explain patterns of behaviour, beliefs, feelings and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.</p>	<p>Key questions: Q1 How do we keep safe? Q2 What does unsafe or uncertain feel like? Q3 What is our responsibility? Q4 Who is responsible for keeping us safe and healthy – at school, at home and outdoors? Q5 How do these people help us to keep safe and healthy? Q6 What can we help them to do this? Q7 What does being responsible for ourselves mean?</p>	<p>ear B Term 5KS1 PSHE/RSE: Being Safe Year B Term 5 EYFS PSHE/RSE: Being Safe Year A Term 4 KS1 PSHE/RSE: E-safety Year A Term 4 EYFS PSHE/RSE: E-safety</p>	<p>Year A Term 4 Year 4/5 PSHE/RSE: E-safety Year B Term 5 Year 4/5 PSHE/RSE: Being Safe Year B Term 4 Year 5/6 PSHE/RSE: E-Safety Year A Term 5 Year 5/6 PSHE/RSE: Being Safe</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

	<p>to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice from e.g. family, school and/or other sources</p>	<ul style="list-style-type: none"> • give examples of how they help to keep themselves (or others) safe • recognise that they should always report things that mean they or others may not be safe • identify different ways asking for help – including online • identify appropriate people to tell or talk with about their concerns 	<p>INTERPRETATION – the ability to draw meaning from different viewpoints, world events and societal change; the ability to know that we are all different and we live in a diverse world; the ability to use health information to be informed on issues pertaining to health and safety; the ability to be informed on physiological and emotional changes; the ability to be informed on good and bad choices and how to respond to different situations; the ability to know where to seek help and advice.</p> <p>REFLECTION the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices; the ability to think with clarity and care about significant events, emotions and change.</p>	<p>Key Vocabulary Trolling Harassment Well-being Online abuse</p>			
<p><i>Topic 9 Economic well being Summer 2</i></p>	<p>To be able to identify links between values and beliefs, decisions and actions, to recognise the scarcity of global resources and their role in developing sustainability to develop enterprise skills and attributes (e.g., aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</p>	<p>Children can; identify what the earth's resources are used for (electricity, heating, food, paper, fuel etc.)</p> <ul style="list-style-type: none"> • identify that there is a limited supply of the earth's resources • recognise that if one group of people use all the resources there are not enough for others and how this relates to the environment • describe or demonstrate what can be done in school to help environmental sustainability (e.g., paper recycling, saving water, composting, saving energy) recognise that being enterprising is about having an idea, developing it and gaining something (e.g., money) from doing so • give examples of being enterprising in school (e.g., eco council growing and selling produce, toy sales, fundraising events) 	<p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p> <p>EXPRESSION –: the ability to explain patterns of behaviour, beliefs, feelings and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.</p> <p>INTERPRETATION – the ability to draw meaning from different viewpoints, world events and societal change; the ability to know that we are all different and we live in a diverse world;</p>	<p>Enquiry Questions Q1 What do we mean by the earth's resources? Q2 How might lack of care for the environment affect people – now and in the future? Q3 What choices can people make that positively affect the sustainability of the environment? Q4 What skills do people have that help them make money or help others?</p> <p>Key Vocabulary Resources Sustainability enterprise</p>	<p>Year B Term 6 EYFS PSHE/RSE: Economic well-being and enterprise Year B Term 1 EYFS: All About Me Year B Term 1 KS1: Marvellous Me Year B Term 1 English: Autobiography Year B Term 6 KS1 PSHE/RSE: Economic well-being and enterprise Year B Term 5 Geography: Farming Year B Term 2 Year 3&4 English: Autobiography Year A Term 5 EYFS: Heroes Year A Term 5 KS1: I need a hero Year A Term 6 KS1 PSHE/RSE: Economic well-being and enterprise</p>	<p>Year B Term 6 Year 4/5 PSHE/RSE: Economic well-being and enterprise Year A Term 6 Year 4/5 PSHE/RSE: Economic well-being and enterprise Year B Term 1 Year 5/6 RSE/PSHE: Emotional well-being Year B Term 6 Year 5/6 RSE/PSHE: Growing and changing Year B Term 6 Year 5/6 English: Persuasive leaflet Year B Term 5 Year 5/6 English: newspaper report</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

		<ul style="list-style-type: none">• describe or demonstrate some of the skills that are needed to help to raise / make money at these events	<p>the ability to use health information to be informed on issues pertaining to health and safety;</p> <p>the ability to be informed on physiological and emotional changes;</p> <p>the ability to be informed on good and bad choices and how to respond to different situations;</p> <p>the ability to know where to seek help and advice.</p> <p>REFLECTION</p> <p>the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices;</p> <p>the ability to think with clarity and care about significant events, emotions and change</p>				
--	--	--	--	--	--	--	--