

**Crowland/Westminster/Regent/St James Summer 1 I need a Hero**  
**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
<p><i>Topic</i></p> <p><i>I need a hero- The lives of Florence Nightingale, Mary Seacole and Edith Cavell- significant individuals and events beyond living memory (History)</i></p>	<p>Yr. ½ Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally, •the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Yr. 3 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Children should:</p> <p style="padding-left: 40px;">Know the difference between famous and significant.</p> <p style="padding-left: 40px;">Know some questions they would like to ask a significant person from the present.</p> <p style="padding-left: 40px;">Know some questions they would ask a significant person from the past.</p> <p style="padding-left: 40px;">Know why Florence Nightingale is famous</p> <p style="padding-left: 40px;">Know some significant events in her life (born 1820, 1854 travelled to Turkey, during the Crimean War, organised food, medicines, bandages, Lady of the Lamp)</p> <p style="padding-left: 40px;">Know why Mary Seacole is significant</p> <p style="padding-left: 40px;">Know some significant events in her life (born Jamaica 1805, 1844, Yellow Fever, Crimean War, turned away because of the colour of her skin, set up own hospital, 'British Hotel)</p> <p style="padding-left: 40px;">Know why Edith Cavell is significant</p> <p style="padding-left: 40px;">Know some significant events in her life (born 1865, 1907 to Belgium, 1914 war, nursed soldiers, helped British ones to escape killed 1915).</p> <p style="padding-left: 40px;">Know the effects of their work on nursing in the present day.</p>	<p>ENQUIRY SKILL</p> <p>Yr. 1/2 Ask and begin to answer questions about events e.g., When? What happened? What was it like...? Why? Who was involved?</p> <p>Yr. 3 Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>INVESTIGATION asking relevant questions;</p> <ul style="list-style-type: none"> <li>· Using a variety of sources to find out about events, people and changes</li> </ul> <p>EXPRESSION</p> <ul style="list-style-type: none"> <li>· The ability to recall, select and organise information</li> <li>· The ability to use key historical dates and vocabulary to describe and explain different periods in history</li> </ul> <p>INTERPRETATION</p> <ul style="list-style-type: none"> <li>· The ability to draw meaning from artefacts, works of art, relics and buildings;</li> <li>· The ability to suggest meanings and draw conclusions from what they see</li> </ul> <p>APPLICATION</p> <ul style="list-style-type: none"> <li>· Making the association between aspects of life in different societies,</li> <li>· Considering the impact of past events on the present</li> <li>· Learning both about and also from history.</li> </ul>	<p>Year 1</p> <p>Q1 what makes people famous? Q2 what famous people do we know today?</p> <p>Q3 what famous people do we know from the past</p> <p>Q4 who was Florence Nightingale?</p> <p>Q5 why do we remember her today?</p> <p>Year 2</p> <p>Q1 what do you mean by significant?</p> <p>Q2 who do they know that we would think is significant?</p> <p>Q3 who was Florence Nightingale?</p> <p>Q4 Who was Mary Seacole</p> <p>Q5 when did both live</p> <p>Q6 how did they change nursing?</p> <p>Year 3</p> <p>Q1 what questions would we ask of a significant person?</p> <p>Q2 what would this tell us about their lives?</p> <p>Q3 why do we consider Florence Nightingale, Mary Seacole and Edith Cavell as significant?</p> <p>Q4 When did they all live?</p> <p>Q5 How did they change the way we consider nurses?</p> <p>Q6 What lasting effects have they had?</p> <p>Key Vocabulary</p> <p>Famous</p> <p>Significant</p>	<p>Year A term 2 EYFS History Guy Fawkes</p> <p>Year B term 1 EYFS History -Marvellous Me</p>	<p>Year A term3 EYFS-History, castles</p> <p>Year A term 3 KS1 History- Castles</p> <p>Year A term 4 KS1 History seaside</p> <p>Year A term 4 Yr3 History Stone Age</p> <p>Year A term 4 Yr4/5 History Anglo Saxons</p> <p>Year A term 4 Yr. 5/6 History Pilgrim fathers</p> <p>Year A term 5 KS! History-Heroes</p> <p>Year A Term 5 yr3 History Commonwealth</p> <p>Year A term 5 yr4/5 History barricades</p> <p>Year A Term 5 Yr. 5/6 Crime</p> <p>Year B term 1 KS1 History - Marvellous Me</p> <p>Year B term 2 yr. 4/5 History Vikings</p> <p>Year B term 3 EYFS History Space</p> <p>Year B term 3 KS1 History Space</p> <p>Year B term 3 Yr. 3 History Transport</p> <p>Year B term 3 Yr. 4/5 History Egyptians</p> <p>Year B term 3 Yr. 5/6 History Parliament</p> <p>Year B term 4EYFS History-Pirates</p> <p>Year B Term 4 KS1 History- Explorers</p> <p>Year B Term 5 Yr. 3 History - Romans</p> <p>Year B term 5 Yr. 5/6 Ancient Greeks</p> <p>Year B term 6 Yr. 4/5 History-Maya</p>	<p><i>INVESTIGATION</i></p> <p><i>EXPRESSION</i></p> <p><i>INTERPRETATION</i></p> <p><i>APPLICATION</i></p>

				Crimea World War nursing			
<p><i>Science</i></p> <p><i>Crowland/ Regents</i></p> <p><i>Animals inc Humans Yr. 1 Human body and the senses Yr. 2 Offspring and basic needs</i></p> <p><i>Science Westminster /ST James' Animals inc Humans Yr. 2 Offspring and basic needs Yr. 3 Animals and humans' skeletons and muscles</i></p>	<p>1b4: Identify, name, draw and label the basic parts of the human body and say what part of the body is associated with which sense</p> <p>2c1: notice that animals, including humans, have offspring which grow into adults</p> <p>2c2: find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>3b2: identify that human and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Yr. 1 Children know how to label parts of a human body (include head, neck, arm, elbow, leg, knee, face, ear, eye, hair, mouth and teeth as a minimum). Children know the key organs and where in the body they are found</p> <p>Children know which part of the body is associated with each sense - sight, hearing, taste, touch and smell. Children know that the sense of touch is associated with the whole body, rather than a particular organ</p> <p>Yr. 2 Children know the stages of a human life. Children Know about life cycles. Children can create life cycles of their own. Children know humans are animals. Children can match adult and young animals. Children know the changes have taken place as it has grown. Children know what animals including humans need to survive.</p> <p>Yr. 3 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, and because of this they often work in pairs to allow movement in both directions. 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).</p>	<p>Yr. ½ they talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g., Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p> <p>Yr. 3 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; the ability to suggest meanings</p> <p>APPLICATION - making the association in Science between chemistry, biology and</p>	<p>Year 1</p> <p>Q1 what are the main parts of a human body</p> <p>Q2 What are the key organs and where are they found?</p> <p>Q3 What are the five senses?</p> <p>Q4 Which body part do I use for each sense?</p> <p>Q5 What is the difference about touch?</p> <p>Year 2</p> <p>Q1 What do we mean by offspring?</p> <p>Q2  How do animals grow and change?</p> <p>Q3 What do animals need to survive?</p> <p>Year 3</p> <p>Q1 What is an endoskeleton?</p> <p>Q2 Which bones can you name?</p> <p>Q3 How do muscles work?</p> <p>Q4 Do animals have the same skeletons?</p>	<p><i>Year A Term2 EYFS Science Animals inc Humans</i></p> <p><i>Year A Term 5 EYFS science -animals and their habitats</i></p> <p><i>Year B Term 1 EYFS Animals-senses</i></p> <p><i>Year B Term 4 EYFS -exercise</i></p> <p><i>Year A Term2 Science KS1 Animals and habitats</i></p> <p><i>Year A Term 5 KS1 Animals and offspring</i></p>	<p><i>Year A Term 1 Year 3 Animals-nutrition</i></p> <p><i>Year A Term5 Year 3 Animals-skeletons</i></p> <p><i>Year A Term 2 Year 4/5 Animals-digestion</i></p> <p><i>Year A Term 5 Year 4/5 Animals-Classification</i></p> <p><i>Year A term 1  year 5/6 Evolution and inheritance</i></p> <p><i>Year A term2 Year 5/6 Animals-circulation</i></p> <p><i>Year A Term 4 Year 5/6 Animals-diet</i></p>	<p><i>INVESTIGATION</i></p> <p><i>EXPRESSION</i></p> <p><i>INTERPRETATION</i></p> <p><i>APPLICATION</i></p> <p><i>ANALYSIS</i></p> <p><i>EVALUATION</i></p>

			<p>physics; To 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>RE Crowland/ Regent Places of Worship - The Church and the Synagogue</p>	<p>What key objects tell us about beliefs about God/humans/the world around them o how they are used in practice – i.e., what impact they have on the community</p> <p><b>Golden Threads</b></p>	<p>The Synagogue-Children know: The Torah scroll contains the story of the people of Israel, How the Torah scroll is used during worship in the synagogue and way in which it is respected</p> <p>Yad is a hand-shaped pointer used to help Jewish people read the Torah scroll without touching it</p> <p>Ner Tamid: the everlasting light, often lit outside the Ark represents God and the fact that he is eternal and always present with his chosen people, the people of Israel (the Jews)</p> <p>Tallit: the prayer shawl worn by Jewish people during worship; the fringe in the four corners of the shawl is tied in a pattern called the tzitzit – this reminds Jewish people of the mitzvot (commandments) that God has asked them to follow;</p> <p>The Church-Children know</p> <p>Candle: symbol of Jesus, the light of the world; bringing light into darkness, symbolising goodness/hope in dark times;</p> <p>Font: key feature of baptism; symbolises entry into the Christian community;</p> <p>Altar: table upon which the shared meal of Holy Community (Mass/Eucharist/Lord’s Supper) takes place; symbolises the Last Supper (last meal Jesus shared with his friends);</p>	<p>Key Jewish beliefs – one God, the chosen people of Israel, the covenants (special promises/contracts between God and his chosen people)</p> <p>☒ Key people, e.g., Moses and Abraham</p> <p>☒ Key texts, e.g., Torah</p> <p>☒ Key Places, The synagogue</p> <p>A variety of denominational churches in the local areas and their significant characteristics</p> <p>INVESTIGATION knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSION the ability to explain concepts, rituals and practices;</p> <p>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>EMPATHY developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;</p> <p>APPLICATION making the association between religions and individual, community, national and international life;</p> <p>SYNTHESIS connecting different aspects of life.</p>	<p>Enquiry Questions</p> <p>Q1 What is a church)?</p> <p>Q2 What are the key features of a church and how do they connect with Christian beliefs about God, the world and human beings?</p> <p>Q3 What makes a Christian church a special place? • Q4 What other kinds of spaces do Christian’s worship in? (e.g., Forest Church, house groups, etc.</p> <p>Q5 what are the key elements of a synagogue?</p> <p>Q6 How are these used to reflect the Jewish relationship with God</p> <p>Key Vocabulary</p> <p>Torah, Ner Tamid, Tallit, mitzvot, candle, font, altar</p>	<p>Year B Term 1 Crowland and Regent RE: Creation</p> <p>Year A Term 1 Crowland and Regent RE: Creation</p> <p>ear A EYFS Term 2 RSE – Friendship and Community</p> <p>Year A EYFS Term 4 RE – Special Times for Me and Others</p> <p>Year A EYFS Term 5 RE – My Life</p> <p>Yr. B EYFS Term 3 RSE - Respect</p>	<p>Year A Term 3 Crowland and Regent RE: Islam – Community</p> <p>Year A Term 1 KS1 RE: Islam – Being Human</p> <p>Year A Term 2 KS1 RE: Islam – Life Journey</p> <p>Year A Term 3 KS1 PSHE/RSE: Respect</p> <p>Year A Term 2 Y3&amp;4 RE: Islam – God</p> <p>Year A Term 3 Y3&amp;4 PSHE/RSE: Respect</p> <p>Year A Term 2 Y4/5 RE: How do Muslim’s worship?</p> <p>Year A Term 3 Y4/5 PSHE/RSE: Respect</p> <p>Year A Term 6 Y5/6 RE: Islam – Rights of passage</p> <p>Year A Term 2 Y3&amp;4 RE: Islam – God</p> <p>Year B Term 6 Y5/6 RE: Islam – Life journey</p> <p>Year B Y3 Term 2 RSE/PSHE - Friendship and Community</p> <p>Year B Y3 Term 2 RSE/PSHE - Respect</p> <p>Year B Y4/5 Term 5/6 RE – In depth study of Judaism</p> <p>Year B Y5/6 Term 5 RE – Life Journey</p> <p>Year A Term 5/6 RE – Life Journey and Rites of Passage</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>EMPATHY</p> <p>APPLICATION</p> <p>SYNTHESIS</p>
<p>Westminster/St James’ UC 1.5 Salvation</p>	<p>Why Does Easter matter to Christians? The story and impact of Easter for Christians</p>	<p>Children know that Easter is very important in the ‘big story’ of the Bible. Children know that Christians believe Jesus rose again, giving people hope of a new life.</p>	<p>Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus</p>	<p>Enquiry Questions</p> <p>Q1 What Happened at Easter?</p> <p>Q2 Why did God allow Jesus to die?</p>	<p>Year A EYFS Term 1 RE – Myself</p> <p>Year A EYFS Term 2 RE – My Friends/God (Christianity)</p>	<p>Year B Y3 Term 4 RE – The Trinity</p> <p>Year B Y3 Term 2 PSHE – Friendships and Community</p> <p>Year B Y4/5 Term 5 &amp;6 RE – Indepth study of Judaism</p>	

	<p>John 12:12–15: Jesus' entry into Jerusalem          Luke 22:47–53: Jesus' betrayal and arrest          Luke 23:26–56: crucifixion, death and burial          Luke 24:1–12: finding the empty tomb          John 20:11–23: Jesus appearing to Mary Magdalene and the disciples.</p> <p><b>Golden Threads</b></p>	<p>Children know that Jesus showed that he was willing to forgive all people, even for putting him on the cross.          Children know Christians believe Jesus builds a bridge between God and humans.          Children know Easter is a festival that occurs in spring to remember a very important part of the Bible. Children know Christians believe that Jesus is God come to Earth.          Children know The Easter story is one of sadness, followed by great happiness          Children know that beliefs in life after death vary. Children know Christians believe that if you trust God, there is another life after this life, in heaven with God.          Children know Christians think Jesus showed that there is life after death by coming alive again after he was killed on the cross at the first Easter. Christians believe Jesus was able to come back to tell his disciples, because he was God in the flesh (incarnation).</p>	<p>rescuing people).          Recognise that Jesus gives instructions about how to behave.          Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.          Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas</p> <p><b>INVESTIGATION</b>          ·Asking relevant questions;          ·Knowing how to use different types of sources as a way of gathering information;          ·Knowing what may constitute evidence for understanding religions.</p> <p><b>EXPRESSION</b>          •the ability to explain concepts, rituals and practices</p> <p><b>INTERPRETATION</b>          •the ability to draw meaning from artefacts, works of art, poetry and symbolism</p> <p><b>APPLICATION</b>          •making the association between religions and individual, community, national and international life</p> <p><b>DISCERNMENT</b>          •explaining the significance of aspects of religious belief and practice</p> <p><b>ANALYSIS</b>          ·Distinguishing between the features of different religions.</p> <p><b>SYNTHESIS</b>          •linking significant features of religion together in a coherent pattern</p>	<p>Q&amp; What does the resurrection show to Christians?          Q4 Is their life after death?</p> <p><b>Key Vocabulary</b>          Crucifixion          Resurrection          Salvation          Incarnation          disciples</p>	<p>Year A EYFS Term 5 &amp; 6 RE – Our Special Places          Year B EYFS Term 3 RSE - Respect</p>	<p>Year B Y5/6 Term 5/6 RE – Rites of Passage          Year B Y5/6 Term 2 PSHE – Friendship and Community</p> <p>Year A Y4/5 Term 1 RE – Christian pilgrimage</p>	
<p><b>DT</b>  <b>Batik</b></p>	<p>Design Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria;</li> </ul>	<p>Children can describe how a fabric looks and feels. Children can name some fabrics. ( lace, felt, corduroy, denim, satin, silk, cotton, velvet, velour, ribbon, wool or fur). Children know that patterns can be added to plain fabrics, children know that Batik is a type of wax resist process, children know that batik</p>	<p>Children can:          A with support, follow a simple plan;          B begin to select from a range of hand tools and equipment, such as scissors, and components according to their characteristics;          D learn to use hand tools and kitchen equipment safely and appropriately</p>	<p>Enquiry Questions          Yr. ½          Q1 What are fabrics?          Q2 What fabrics can you name?          Q3 How can we create different patterns?          Q4 How can we use wax to resist the application of dye</p>	<p><i>Year A term 3 EYFS DT Moving pictures</i>  <i>Year A term 3 KS1 Moving pictures</i>  <i>Year A term 3 EYFS Art-landscapes</i>  <i>Year A term 4 KS1 Art-landscapes</i>  <i>Year A term 3 KS1 DT-pulleys</i></p>	<p><i>Year A term 3 Yr. 3 DT-wheels</i>  <i>Year B term 2 Yr. 3 DT-revolving structures</i>  <i>Year B term 3 Yr. 3 DT-Wheels</i></p>	<p><b>INVESTIGATION</b>  <b>EXPRESSION</b>  <b>INTERPRETATION</b>  <b>APPLICATION</b></p>

	<ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make Pupils should be taught to: <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate Pupils should be taught to: <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products; evaluate their ideas and products against design criteria.</li> </ul> </li> </ul> </li> </ul>	<p>processes are used around the world. Children know that they first need to draw a clear design using bold lines and simple shapes. Children know that the design is then transferred to the plain fabric using melted wax. Children know that the plain wax fabric is then dyed. Children know that the wax resists the uptake of dye. Children know that different layers of colour can be added using different levels of wax. Children know how to follow their design. Children know how to select appropriate shapes and patterns to use</p>	<p>E use a range of materials and components, including textiles;  F with help, measure and mark out;  G cut, shape and score materials with some accuracy;  H assemble, join and combine materials, components  I demonstrate how to cut, shape and join fabric to make a simple product;  J manipulate fabrics in simple ways to create the desired effect;  K use a basic running stitch;  m begins to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p> <p>INVESTIGATION –:  asking relevant questions;  knowing how to use different types of sources as a way of gathering information;  knowing how pieces are created</p> <p>EXPRESSION –</p> <ul style="list-style-type: none"> <li>the ability to explain techniques, colours and use of media;</li> <li>the ability to identify and articulate opinions on how an artist has chosen to express their ideas</li> </ul> <p>INTERPRETATION –</p> <ul style="list-style-type: none"> <li>the ability to draw meaning from pieces of art;</li> <li>the ability to suggest alternative meanings.</li> </ul> <p>APPLICATION –</p> <ul style="list-style-type: none"> <li>making the association between the purpose, technique, media and meaning behind a piece;</li> <li>identifying the purpose of the piece.</li> </ul>	<p>Q5 How do we follow a pattern?  Yr. 3  Q1 How are different fabrics created?  Q2 What are the different characteristics of fabrics?  Q3 What strategies can we use to form and create patterns?  Q4 Which countries use batik as a pattern process  Q5 How can we use different colours and wax layers to add pattern</p>			
<p><i>Music (Music express)</i></p>	<p>2.4 Our Bodies (Beat).  MU1/1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  MU1/1.2 Play tuned and untuned</p>	<p>2.4 Our Bodies (Beat).  Children recognise and respond to a steady beat.  Children will children recognise and play rhythmic patterns.  Children recognise and respond to a steady beat at different tempi.  Children will play steady beats at different tempi on body percussion and instruments.</p>	<p>2.4 Our Bodies (Beat).  Children will listen and respond to a piece of descriptive music.  Children will notice and describe the use of dynamics and ostinato (repeating rhythm).  Children will perform an ostinato using body movement.  Children will move to the steady beat of a chorus and improvise movements to the steady beat.</p>	<p>2.4 Our Bodies (Beat).  Key Questions  What can you hear in this piece of music?  What movements can you use to accompany the steady beat?  What untuned percussion can you use to show the steady beat?</p>	<p>2.4 Our Bodies (Beat).  Music Focus Beat  Year B  Aut 1 1.10 Bodies  Aut 2 1.8 Pattern  Year A EYFS /Year 1  Aut 1 1.2  Number  Spring 2 1.5  Machines</p>	<p>2.4 Our Bodies (Beat).  Year A  LKS2 Aut 1 3.2 Building  Year A Sum 1 4.5 Building  Year A Y5 Spring 1 4.5 Buildings  Sum 1 5.4 Keeping Healthy   Year B  Y2/3  Aut 1 2.4 Our Bodies</p>	<p>INVESTIGATION  APPLICATION  ANALYSIS  SYNTHESIS</p>

<p>instruments musically</p> <p>2.6 Numbers (Beat) MU1/1.2 Play tuned and untuned instruments musically. MU1/ 1.4 Experiment with create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Children will sing in two parts and combine steady beats. Children will perform rhythmic patterns on percussion.</p> <p>2.6 Numbers (Beat) Children perform a steady beat and simple rhythms using movement and body percussion. Children will understand and differentiate between beat and rhythm.</p>	<p>Children will use untuned percussion to accompany a chorus with a steady beat. Children will learn songs that have different steady beats. Children will understand and follow a graphic score to play three steady beats.</p> <p>2.6 Numbers (Beat) Children will identify the rhythm and beat pattern in dance music. Children will join in with rhythmic actions and body percussion in a cumulative rap. Children will copy a sequence of vocal and movement rhythms in a song. Children will learn a rap and transfer rhythm patterns onto percussion. Children will follow a group leader to put on a performance. Children will identify and tap the steady beat in a piece of orchestral music. Children will learn to play a repeating rhythm (ostinato) using words and body percussion. Children will create and notate a repeating pattern (ostinato) on a grid score.</p> <p>INVESTIGATION: Investigating how the voice and body can be used to make sounds Interpretation: The ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo. APPLICATION: identifying key musical terminology and using it in description of music ANALYSIS: distinguishing between the features of music SYNTHESIS: linking a range of musical devices together to create effective compositions</p>	<p>What is ostinato? (repeating rhythm) Can you perform an ostinato using body movements? Can you control dynamics and steady beat? Can you play three rhythms on percussion? Can you hear the steady beat and respond in movement? Can you identify three different steady beats? What is a graphic score? Can you perform a song using movement and untuned percussion? Can you perform a song combining movement, rhythms and ostinato?</p> <p>Key vocabulary Dynamics Beat Rhythm Ostinato Tempo Score Internalising Rhythm pattern</p> <p>2.6 Numbers (Beat) Key Questions What is a beat? Can you show body percussion patterns? What is a rap? Can you learn a rap and perform rhythmic actions? Can you copy a sequence of vocal and movement rhythms in a song? Can you transfer rhythm patterns onto percussion? Can you identify and tap the steady beat in a piece of orchestral music?</p>	<p>Sum 1 1.10 Or bodies Sum 2 1.8 Pattern</p> <p>2.6 Numbers (Beat) Music Focus Beat Year B Aut 1 1.10 Bodies Aut 2 1.8 Pattern Year A EYFS /Year 1 Aut 1 1.2 Number Spring 2 1.5 Machines Sum 1 1.10 Or bodies Sum 2 1.8 Pattern</p>	<p>Aut 2 2.10 Pattern Sum 2 3.6 Time LKS2 Aut 1 3.2 Building AUt 2 3.6 Time Spring 2 4.5 Building Sum 2 4.10 Time Y4/5 Sum 1 5.4 Keeping Healthy Yr6 Most units have an element of Beat</p> <p>2.6 Numbers (Beat) Year A LKS2 Aut 1 3.2 Building Year A Sum 1 4.5 Building Year A Y5 Spring 1 4.5 Buildings Sum 1 5.4 Keeping Healthy</p> <p>Year B Y2/3 Aut 1 2.4 Our Bodies Aut 2 2.10 Pattern Sum 2 3.6 Time LKS2 Aut 1 3.2 Building AUt 2 3.6 Time Spring 2 4.5 Building Sum 2 4.10 Time Y4/5 Sum 1 5.4 Keeping Healthy Yr6 Most units have an element of Beat</p>	
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				<p>Can you follow rhythm notation?</p> <p>Key vocabulary Beat Rhythm Ostinato Score Notation Dynamics</p>			
<p><i>St James/ Westminster</i></p>	<p>3.8 Communication (Composition) 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. Mu2/ 1.4 Use and understand staff and other musical notations</p> <p>3.9 Human Body (Structure) MU2/1.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</p>	<p>3.8 Communication (composition) Children represent sounds with symbols. Children develop using voices creatively and expressively. Children create and perform from a symbol score.</p> <p>3.9 Human Body (Structure) Children will understand call and response structure. Children will perform word rhythms. Children will learn a song and sing in two parts. Children will understand and perform binary form.</p>	<p>3.8 Communication (composition) Children listen to earcons and identify them in a sequence in a listening game. Children learn to sing a song with expressive sounds and actions. Children sing call and response song. Children create mobile ringtones using voices. Children match audio themes with game app images. Children compose and play computer game sound effects on percussion.</p> <p>INVESTIGATION Exploring a range of tuned and untuned instruments to compose music</p> <p>EXPRESSION the ability to recognise how composers express themselves through their music</p> <p>INTERPRETATION the ability to draw meaning from a range of different musical pieces from a range of genres 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>3.9 Human Body (Structure) Children will explore word rhythms through movement. Children will explore how sounds are produced and identify instruments in an audio track.</p>	<p>3.8 Communication (composition) Key Questions How can you represent sounds with symbols? How can you use your voice expressively? What is a call and response song? Can you match computer game movements with audio sequences?</p> <p>Key Vocabulary Timbre Dynamics Duration Pitch Tempo Glissando</p> <p>3.9 Human Body (Structure) Key Questions What is a call and response song? Can you explore word rhythm through movement? Can you identify instruments in an audio track? Can you learn to sing a melody using note names? Can you combine a melody with counted and clapped beats? What is binary form? Can you describe contrasts in the sections of music in binary form?</p>	<p>3.8 Communication (composition) Music Express Composition Year B LKS2 Aut 1 3.1 Environment KS1 Sum 2 2.21 Travel EYFS Spring 2 1.11 Travel</p> <p>Year A LKS2 Summer 2 4.12 Food and Drink Aut 1 3.1 Environment KS1 sum 2 2.12 Travel EYFS Spring 2 1.11 Travel</p> <p>3.9 Human Body (Structure) Music Express Structure is not a direct focus prior to this. Performance and exploring sounds is a prior focus in Y1 and Y2. Year Map B EYFS Aut 1 1.1 Ourselves</p>	<p>3.8 Communication (composition) Music Express Composition Year B Y5 Aut 1 4.2 Environment Spring 1 4.12 Food and Drink (performance) Summer 2 5.6 Celebration (performance) Y6 Summer 1 6.5 Class Awards</p> <p>Year A LKS2 Summer 2 4.12 Food and Drink Y5 Aut 1 4.1 Poetry Aut 1 4.2 Environment Summer 2 5.5 At the movies Y6 Summer 1 6.5 Class Awards</p> <p>3.9 Human Body (Structure) Structure Year A LKS2 Spring 2 4.7 Ancient Worlds Y5 Spring 1 4.7 Ancient Worlds Spring 2 5.3 Life Cycles Year B Y5 Aut 1 4.4 Recycling Y5 Aut 2 4.7 Ancient Worlds Spring 2 5.3 Life Cycles</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

	<p>accuracy, fluency, control and expression  <b>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</b></p>		<p>Children will perform a call and response song with body percussion and instruments.          Children will learn to sing a melody using note names.          Children will build a performance of songs, body percussion, instruments and movement.          Children improvise on tuned and untuned percussion in a call and response.          Children create a chant and accompanying dance music on percussion.</p> <p><b>INVESTIGATION</b>          Investigating how the voice and body can be used to make sounds          Exploring a range of tuned and untuned instruments to compose music</p> <p><b>INTERPRETATION</b>          The ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p><b>APPLICATION</b>          Identifying key musical terminology and using it in description of music          Exploring different ways music is made</p> <p><b>ANALYSIS</b>          Identifying instruments used within a composition.</p>	<p>Can you perform, record and evaluate a piece in binary form?</p> <p>Key vocabulary          Call and response          Beat          Rhythm          Melody          Binary form          Tempo          Mood          Dynamics</p>	<p>Aut 2 1.7 Our School          Spring 1 1.4 Weather          Spring 1 1.9 Storytime          Spring 2 1.11 Performance</p> <p>KS1 Aut 1 1.2 Ourselves          Aut 2 1.7 Our School          Spring 1 1.4 Weather          Spring 1 1.9 Storytime          Spring 2 2.3 Our Land          Summer 2 2.21 Travel</p> <p>LKS2 Aut 1 3.1 Environment          Aut 2 3.4 Poetry          Spring 1 3.8 Communication          Spring 2 4.3 Sounds</p>		
<p><b>Computing</b>  <i>(Teach computing )</i>  <b>2.5 Programming Algorithms</b></p>	<p>Yr. 1/2          Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behavior of simple programs.</p> <p>Yr. 3 Design, write, and debug programs that accomplish</p>	<p>Children can follow instructions given by someone else. Children know how to choose a series of words that can be enacted as a sequence. Children can give clear and unambiguous instructions Children know how to create different algorithms for a range of sequences (using the same commands). Children can use an algorithm to program a sequence on a floor robot. Children know the difference in outcomes between two sequences that consist of the same commands. Children know how to follow a sequence and predict the outcome. Children can compare a prediction to the program outcome . Children can</p>	<p>Yr. 1/ 2          give commands one at a time to control direction and movement, including straight, forwards, backwards, turn. control the nature of events: repeat, loops, single events and add and delete features. give a set of Instructions to follow and predict what will happen. improve/change their sequence of commands by debugging; use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Yr. 3          use logical thinking to solve an open-ended problem by breaking it up into smaller parts.</p>	<p>Q1 What is a sequence?          Q2 What happens if I change the order?          Q3 Why do programs work          Q4 What do programs look like?)          Q5 What went wrong?</p> <p>Key Vocabulary          Yr. 2 algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks,</p>	<p><i>Year A term 5 EYFS- Moving a robot</i>  <i>Year A Term 6 EYFS- Introduction to Animation</i>  <i>Year B term 5 EYFS- Moving a robot</i>  <i>Year B Term 6 EYFS- Introduction to Animation</i></p>	<p><i>Year A term 6 KS1 Introduction to quizzes</i>  <i>Year A Term 6 Yr. 3 Events and Actions</i>  <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 KS1 Introduction to quizzes</i></p>	<p><b>INVESTIGATION</b>  <b>EXPRESSION</b>  <b>INTERPRETATION</b>  <b>APPLICATION</b>  <b>DISCERNMENT</b>  <b>ANALYSIS</b>  <b>SYNTHESIS</b>  <b>EVALUATION</b></p>

	<p>specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs 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>explain the choices made for a mat design and identify different routes around a mat. Children know how to test a mat to make sure that it is usable. Children know what an algorithm should achieve and can create an algorithm to meet a goal Children know how to use an algorithm to create a program. Children can plan algorithms for different parts of a task. Children know how to test and debug each part of the program and put together the different parts of a program</p>	<p>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  <b>INVESTIGATION</b>  asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.  <b>EXPRESSION</b>  the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking.  <b>INTERPRETATION</b>  the ability to understand computing theories; the ability to suggest meanings.  <b>REFLECTION</b>  the ability to reflect on why their process may not have worked and use resilience to problem solve.  <b>APPLICATION</b>  the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects  <b>DISCERNMENT</b>  seeing clearly for themselves how they use computing in their daily lives and in future employment.  <b>ANALYSIS</b>  distinguishing between the feature's methods of different investigations.  <b>SYNTHESIS</b>  linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes.  <b>EVALUATION</b>  understand what can be done differently and what impact this may have on the outcome.</p>	<p>sequence, project, repeat, repeat forever, invisible, grow, shrink  Yr. 3: 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 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. 45/6 Selection in quizzes</i></p>	
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<p><b>PE</b></p> <p><u>Team Games</u></p>	<p><u>Year ½</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul> <p><u>Year 3 Pupils should be taught to:</u></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	<p><u>Yr. ½</u> Children can recognise and describe how the body feels during and after physical activity. Children know the terms attacking and defending; Children can throw and catch a ball with a partner using different techniques and begin to choose the best pass to make in a game; Children know how to kick a ball, using the correct technique whilst moving, with some control and fluency; Children can</p> <ul style="list-style-type: none"> <li>• pass a ball in different ways, using the correct technique, with some control and accuracy; Children can use throwing, catching and kicking skills in a game with increasing confidence and success; Children know how to apply a range of attacking and defending skills in a game successfully, including dodging and marking;</li> </ul> <p><u>Year 3</u> Children know some of the basic principles of invasion games; Children can recognise and begin to apply basic attacking skills such as dodging, with some success; Children know how to recognise and apply basic defending skills such as marking and intercepting, with some success; Children can pass, receive and travel with a ball in a variety of ways with increasing control and accuracy; Children know how to identify and use tactics to help themselves and their team keep possession of the ball; Children can use space well to pass and receive a ball.</p>	<p><u>Year ½</u> Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throws used. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game Know how to pass the ball in different ways</p> <p><u>Yr. 3</u> Demonstrate successful hitting and striking skills. Develop a range of skills in striking (And fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success Know how to keep and win back possession of the ball in a team game.</p> <p><b>INVESTIGATION-</b> -asking relevant questions - using different approaches to determine skills and tactics</p> <p><b>EXPRESSION-</b> -the ability to express themselves through movement -the ability to explain what they do and how they do it</p> <p><b>INTERPRETATION</b> -understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p><b>APPLICATION</b> - 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><u>What do we mean by defending?</u> <u>What do we mean by attacking?</u> <u>How can we regain possession?</u></p> <p>Marking, intercepting, dodging, pass, receive, tactics</p>	<p><u>Year A Term 5 EYFS -team games</u> <u>Year A term 5 KS1 - team games</u> <u>Year B Term 5 EYFS -team games</u> <u>Year B term 5 KS1 - team games</u></p>	<p><u>Year A term 1 yr. 3 attacking/defending</u> <u>Year A term 1 yr. 4/5 football/hockey</u> <u>Year A term 1 yr. 5/6-netball/taq rugby</u> <u>Year A term 5 Yr. 3 -defending/attacking skills</u> <u>Year B term 1 Yr. 3 -throwing/catching skills</u> <u>Year B term 1 Yr. 4/5 football/hockey</u> <u>Year B term 1 Yr. 5/6 netball/taq rugby</u> <u>Year B term 5 Yr. 3 -defending/attacking skills</u></p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>ANALYSIS</b></p>
<p><b>PSHE/ RSE</b></p> <p><u>Topic 5 Being Safe</u></p>	<p>Being Safe Keeping safe; recognising risk; rules</p>	<p>Know how rules and restrictions help them to keep safe (e.g., basic</p>	<p>Can understand and apply rules and age restrictions that keep us safe Can recall and recognise risk in simple everyday situations and what action to take to</p>	<p>Enquiry Questions Can you think of anything that might be</p>	<p>Year B Term 4 EYFS PSHE/RSE: Health and prevention</p>	<p>Year B Term 3&amp;4 Y3&amp;4 PSHE/RSE: Health and Prevention</p>	

	<p>road, fire, cycle, water safety; in relation to medicines/household products and online).          Know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them. Know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets. Know how not everything they see online is true or trustworthy and that people can pretend to be someone they are not. Know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.</p>	<p>minimise harm          Explain about how to keep safe at home (including around electrical appliances) and fire safety (e.g., not playing with matches and lighters)          Understand that household products (including medicines) can be harmful if not used correctly.          Understand ways to keep safe in familiar and unfamiliar environments (e.g., beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely          Are able to explain about the people whose job it is to help keep us safe.          Apply basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them          Are able to explain about what to do if there is an accident and someone is hurt          Can try to get help in an emergency.          Understand that sometimes people may behave differently online, including by pretending to be someone they are not.          Can explain how to respond safely to adults they don't know          Can explain about how to respond if physical contact makes them feel uncomfortable or unsafe          Explain about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)  <b>INVESTIGATION –</b>          asking relevant questions;          knowing how to use different types of sources as a way of gathering information.  <b>EXPRESSION –:</b>          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>dangerous within the home?          Why do you need to keep safe at the beach/park/pond?          Can you name any jobs where people keep us safe?          What would you do in an emergency?</p> <p><b>Key Vocabulary</b>          Police, Fire Service, Doctors/Nurses/          Risk          Safety          Danger          Online safety</p>	<p>Year A Term 2 EYFS          PSHE/RSE: Health and Safety          Year A Term 6 EYFS          PSHE/RSE: Being Safe          Year B Term 2 EYFS:          Stop, Look and Listen – Road Safety</p>	<p>Year B Term 3&amp;4 Y4&amp;5          PSHE/RSE: Health and Prevention          Year B Term 3 Y5&amp;6          PSHE/RSE: Health and Prevention          Year A Term 6 KS1 English:          Instructions          Year A Term 5 KS1          PSHE/RSE: Being Safe          Year A Term 5 Y3&amp;4          PSHE/RSE: Being Safe          Year A Term 5 Y4&amp;5          PSHE/RSE: Being Safe          Year A Term 5 Y5/6          PSHE/RSE: Being Safe</p>	

**Crowland/Westminster/Regent/ST James Summer 2 Britain and the World**  
**Small Village, Big Horizons**

	Key Knowledge	Knowledge Building Blocks	Application of Skills	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
<b>Topic Britain and the World</b>	<p>Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>•understand geographical similarities and differences through studying the human and physical geography of a small area of the UK,</p>	<p>Yr. 1 Children should:</p> <p>Know they live in Lincolnshire            Know Lincolnshire is in England            Know the four countries of the UK            know the capital cities of the UK            know the four compass points            Know where to find the North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann.            Know where to find Snowdon, Ben Nevis, Scafell Pike, Slieve Donard            Know the four countries of the UK            Know some of the local counties            Know the difference between a country and a county            Know how London was first settled and why it became important            Know how it has developed            Children should            Know how to locate the countries that make up the UK on a map.            Know the capital cities of the countries of the UK.            Know how to label key cities in the UK on a map.            Know how to use the eight compass points to describe a location on a map.</p>	<p>Yr. 1</p> <ul style="list-style-type: none"> <li>• I ask what is this place like?</li> <li>• I tell others' the things I like and dislike about a place</li> </ul> <p>Yr. 2</p> <ul style="list-style-type: none"> <li>• I ask what is this place like?</li> <li>• I tell others' the things I like and dislike about a place. • I use words, pictures, bar charts, and pictograms to help me describe places</li> </ul> <p>Yr. 3</p> <p>I ask, "Which HUMAN features does this place have?" •• I describe different points of view on an environmental issue affecting a locality.*.</p> <p>INVESTIGATION –</p> <ul style="list-style-type: none"> <li>• Asking relevant questions;</li> <li>• Using a variety of sources to find out about events, people, processes and changes</li> <li>• Carrying out fieldwork and observational skills to develop a greater place knowledge</li> </ul> <p>EXPRESSION</p> <ul style="list-style-type: none"> <li>• The ability to recall, select and organise information</li> </ul>	<p>Year 1</p> <p>Q1 Where in the country do I live?            Q2 What do we mean by physical features of a country?            Q3 What is the difference between a County and a country?            Q4 How did London grow?            Year 2</p> <p>Q1 What are the countries and capital cities of countries of the UK?            Q2, can I use a compass direction to find a location?            Q3 What are the names of the seas surrounding the UK?            Q4 What are some of the main rivers and areas of high ground in the UK?            Q5 what is a County?            Q6 who first settled in London?</p>	<p><i>Year A Term 1 EYFS science-seasons and weather Geography around the world</i></p> <p><i>Year B Term 2 EYFS Local area geography</i></p>	<p><i>Year A Term 1 KS1 Science-Seasons</i>  <i>Year A term 1 yr. 3 Geog-Maps of the world</i>  <i>Year A Term 1 Year 5/6 land Uses</i>  <i>Year A Term 2 Year 3 Plants and Climates</i>  <i>Year B term 1 Year 3 Climates</i>  <i>Year B Term 5 year 4/5 World's Kitchen</i></p>	<p><i>INVESTIGATION</i>  <i>EXPRESSION</i>  <i>INTERPRETATION</i>  <i>APPLICATION</i></p>

	<p>Yr. 3 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and them identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul>	<p>Know how to name the seas surrounding the UK. Know the names of some of the UK's main rivers. (Ouse, Thames, Severn, Tay, Bann.) Know the names of the seas some rivers flow into. Know the names of some areas of high ground in the UK. Know how to find the altitude of the main peaks (Snowdon Nevis, Scafell Pike, Slieve Donard) Know what a county is Know some counties local to my area. Know how to identify some counties on a map (Lincolnshire, Yorkshire Norfolk, Nottinghamshire) Know who first settled in London. Know some ways that London has changed since AD 43. Know where London is on world and UK maps. Know the location of the Prime Meridian. Know why London was chosen to be the location of the Prime Meridian. Know why Britain has changed in terms of human geography Know where some immigrants to the UK have come from Know where Paris is on a map and identify its key geographical features know how to use digital mapping to describe and locate Parisian tourist attractions. know how to compare and contrast Paris and London.</p>	<ul style="list-style-type: none"> <li>The ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography</li> </ul> <p>INTERPRETATION</p> <ul style="list-style-type: none"> <li>The ability to draw meaning from maps, atlases, globes, and data collected through fieldwork;</li> <li>The ability to suggest meanings and draw conclusions from what they see</li> </ul> <p>APPLICATION</p> <ul style="list-style-type: none"> <li>Making the association between aspects of life in different countries,</li> <li>Considering the impact of human activities on the environment</li> <li>Learning both about and also from geography</li> </ul>	<p>Q7 how has London grown and changed? Q8 why do places change? Year 3 Q1, Can I label key cities and countries in the UK on a map Q2 how do I use 8 compass points to describe one location relative to another Q3, can I name the seas and rivers of the UK Q4, can I identify key areas of high ground on a map Q5 what counties are local to my area Q6 how has London changed since 1843 Q7 where is the prime Meridian Q8 how has population changed overtime Q9 How do London and Paris compare, what are the key similarities and differences? Key Vocabulary Town, country, village, city, country, farm, house, pros, cons, different, similar, county, river, hill, mountain River, sea, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann. Mountain, hill, range, peak, height, legend Snowdon, Ben Nevis, Scafell Pike, Slieve Donard, London, City of London, Greater London, population, growth, immigration, trading, finance, suburbs, Prime Meridian Population, immigration, migrants. Paris, France</p>			
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<p><b>Science Plants</b>  <b>Yr. 1</b>  Identify and name common plants and their structure  <b>Yr. 2</b>  Identify and name a variety of plants and animals and how seeds grow  <b>Yr. 3</b> <i>Light and eye safety</i></p>	<p>Yr. 1 Sc1/2.1 Plants  Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>3d1: recognise that they need light in order to see things and that dark is the absence of light  3d2: notice that light is reflected from surfaces  3d3: recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p>	<p>Children know what a plant is, Children know a variety of common garden plants, are able to identify some of their features, and consider why they are appealing to people. Children name some wild plants and know how their seeds came to be there. Children name trees, they know the differences between deciduous and evergreen trees. Children know the main parts of a variety of plants and describe their functions. Children know ways in which plants change over time. Children know the function of the flower, stem, leaves and roots. Children Know the 4 stages in the life cycle of a flowering plant - germination, growth, flowering, and fertilisation/seed production. Children know different seed dispersal methods evolved by plants including dispersal by gravity, by wind, by water, and by animals.</p> <p>Yr. 3 Children know that we need light in order to see things. Children know that dark is the absence of light. Children know that light is reflected from surfaces Children know that some objects are sources of light. Children know that light from the sun can damage our eyes and therefore we should not look directly at the Sun Children know different ways to protect our eyes.</p>	<p>Yr. ½  they talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g., Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p> <p>Yr. 3  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><b>INVESTIGATION</b>  asking relevant questions</p>	<p><b>Enquiry Questions</b>  Year 1  Q1 What are the functions of different parts of the flowers ( flower, stem, roots, leaves)  Q2 do all plants grow in the same places?  Q3 How do wild flowers get there] ?  Q4 How do plants grow from bulbs and seeds?  Q4 Are the trees in the school grounds deciduous or evergreen?  Year 2  Q1 What is the difference between a plant and a tree?  Q2 How does the structure of a tree compare to the structure of a flower?  Q3 How many different common and wild plants and trees can I identify?  Q4 Which of the trees I can identify are deciduous and which are evergreen?  Year 3  Question 1 What is the difference between light and dark?  Question 2 What do we mean by reflective  Question 3 Why is the sun dangerous?  Key Vocabulary  Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud •  Names of trees in the local area • Names of garden and wild flowering plants in the local area  Yr. 3  Reflection  Surfaces  sources</p>	<p>Year A Term1 EYFS  Science-seasonal changes  Year A term 1 KS1 Geog-weather  Year A term 1 KS1 Science- seasons  Year A term 3 EYFS music-seasons  Year B Term2 KS1 Science-seasonal changes</p>	<p>Year A term 6 KS1 science, plants  Year A term 6 year 3, Plants  Year B term 2 KS1 music-seasons  Year B term 1 yr. 3 Geog-climates and biomes  Year B term 1 yr. 5/6 Geog -resources and environments  Year B term 5 KS1 science-plants  Year B term 5 Year 3 Plants  Year B term 5 Yr. 4/5 Geog-world's kitchen  Year B term 5 yr. 4/5 science reproduction in plants  <i>Year B Term 3 Year 5/6 Earth and  Space</i>  <i>Year B term 5 Year 5/6 Light</i></p>	<p><b>INVESTIGATION</b>  <b>EXPRESSION</b>  <b>INTERPRETATION</b>  <b>APPLICATION</b>  <b>EVALUATION</b></p>
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			<p>Knowing how to use different types of sources as a way of gathering information.</p> <p><b>EXPRESSION</b> the ability to explain concepts, methods and practices</p> <p>the ability to identify and articulate scientific understanding.</p> <p><b>INTERPRETATION</b> the ability to suggest meanings</p> <p><b>APPLICATION</b> The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts</p> <p><b>EVALUATION</b> the ability to evaluate a finished product and scientific investigation</p>				
<p><u>RE Crowland and Regent Summer 2 Places of Worship- The Mandir and the Mosque</u></p>	<p>The mosque/church/synagogue is a special place to worship and pray. It is also the body of people not just the building. People of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there.</p> <p><b>Golden Threads</b></p>	<p>Islam- The Mosque Prayer mat: know it is used during prayer (five times a day); links between regular prayer and <b>Muslim beliefs about God and harmony</b>; preparations for prayer (wudu); prayer facing Makkah; actions and words associated with prayer and ways in which they connect with Muslim beliefs about God and harmony Qibla: know it indicates the direction of Makkah; Makkah as the birthplace of Islam, the site of the Kaaba (<b>Muslims believe this is the first place dedicated to the worship of one God</b>); links between Makkah and the <b>Prophets Ibrahim and Muhammad</b>; used to work out which direction to face when praying; ensures everyone is praying in harmony around the world Minaret: know it is the tower from which the adhaan (call to prayer) is given; adhaan is sung by a muezzin; minaret ensures this adhaan can be heard as far as possible to make sure as many Muslims as possible know it is time to pray; links with <b>Muslim beliefs about God and harmony</b></p> <p><b>Hindus-The Mandir</b></p>	<p>Ask good questions that reveal understanding about places of worship and what happens there.</p> <p>Connect the features of the mosque, synagogue and church to stories in the Koran, Bible and Torah</p> <p>Use religious vocabulary to name and describe the features of a synagogue and church building and other places of worship.</p> <p>Describe a few similarities and differences between places of worship.</p> <p><b>INVESTIGATION</b> asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing what may constitute evidence for understanding religions.</p> <p><b>EXPRESSION</b> the ability to explain concepts, rituals and practices</p> <p><b>INTERPRETATION</b></p>	<p>Q1 What is a mosque/mandir? Q2 What are the key features of a both and how do they connect with religious beliefs about God, the world and human beings? Q3 What makes them a special place? Q4 What are the key beliefs of Muslims and Hindus</p>	<p>Year A EYFS Term 4 Geography – Journeys</p> <p>Year A EYFS Term 1 RE – Myself</p> <p>Year A EYFS Term 2 RE – My Friends/God (Christianity)</p> <p>Year A EYFS Term 5 &amp; 6 RE – Our Special Places</p> <p>Year A EYFS Term 4 English – Recounts</p> <p>Year A EYFS Term 5 English – Information Texts</p> <p>Year B EYFS Term 3 English – Information Texts</p> <p>Year B EYFS Term 3 RSE - Respect</p>	<p>Year B Y3 Term 4 RE – The Trinity</p> <p>Year B Y3 Term 2 PSHE – Friendships and Community</p> <p>Year B Y4/5 Term 2 &amp; 3 RE – How do Muslims and Hindus worship?</p> <p>Year B Y4/5 Term 5 &amp; 6 RE – In-depth study of Judaism</p> <p>Year B Y5/6 Term 5/6 RE – Rites of Passage</p> <p>Year B Y5/6 Term 2 PSHE – Friendship and Community</p> <p>Year A Y4/5 Term 1 RE – Christian pilgrimage</p> <p>Year A Y5/6 Term 2 RE – How do Muslims and Hindus worship?</p> <p>Year A Y5/6 Term 5/6 RE – In-depth study of Judaism</p>	<p>Investigation</p> <p>Expression</p> <p>Interpretation</p> <p>Application</p> <p>Discernment</p> <p>Analysis</p> <p>Synthesis</p>

		<p>☒ Beliefs about Brahman (the ultimate reality) – salt in water example</p> <p>☒ Beliefs about the cycle of life [make connections with science] and the connection between this and the Trimurti (Brahma, Vishnu and Shiva:)</p> <p>☒ Beliefs about dharma (duty) and the importance of always doing your duty</p> <p>☒ Hindu worship: murtis, puja, arti at home and in the mandir</p> <p>☒ The mandir – key features and activities; ways in which these connect with Hindu beliefs about Brahman, the cycle of life and dharma</p>	<p>the ability to draw meaning from artefacts, works of art, poetry and symbolism</p> <p>APPLICATION making the association between religions and individual, community, national and international life</p> <p>DISCERNMENT explaining the significance of aspects of religious belief and practice</p> <p>ANALYSIS distinguishing between the features of different religions.</p> <p>SYNTHESIS linking significant features of religion together in a coherent pattern</p>				
<p><i>Westminster/St James inspiration al Christians Summer 2</i></p>	<p>Inspirational Christians How can faith be seen in actions of inspirational Christians? Daniel, Noah, David, Esther, Jonah, the disciples <a href="https://www.inspirationalchristians.org/category/bible-characters/">https://www.inspirationalchristians.org/category/bible-characters/</a></p> <p><b>Golden Threads</b></p>	<p>Children know the <b>Bible story</b> of Daniel and the Lions Den Children know Christians believe that Daniel believed in obeying God, and he didn't care who knew it.</p> <p>Children know the <b>Bible story</b> of Noah. Children know Christians believe that whenever a challenge God has given us appears beyond our threshold of perseverance, Noah's story is an inspiration</p> <p>Children know the story of David. Children know Christians believe Followers of God come from all beginnings</p> <p>Children know the story of Esther. <b>Children know Christians believe that others, like Esther, have risked their lives to protect others and to protect a faith that is founded on the Word of God.</b></p> <p>Children know the <b>Bible story</b> of Jonah. Children know Christians believe there is nowhere to hide from God</p> <p>Children know the <b>Bible story</b> of Simon Peter. Children know Christians believe everyone can be of use to God</p>	<p>Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.</p> <p>INVESTIGATION</p> <ul style="list-style-type: none"> <li>·Asking relevant questions;</li> <li>·Knowing how to use different types of sources as a way of gathering information;</li> <li>·Knowing what may constitute evidence for understanding religions.</li> </ul> <p>EXPRESSION</p> <ul style="list-style-type: none"> <li>•the ability to explain concepts, rituals and practices</li> </ul> <p>INTERPRETATION</p> <ul style="list-style-type: none"> <li>•the ability to draw meaning from artefacts, works of art, poetry and symbolism</li> </ul>	<p>Enquiry Questions Q1 Who was Daniel in the Bible? Q2 How was Daniel faithful to God? Q3 Who built the ark? Q4 What does Noah teach us? Q5 Did David go bad? Q6 Why did God forgive David Q7 Was David the best King of Israel Q8 Who was Esther in the Bible? Q9 How did God use Esther? Q10 Who was Jonah in the Bible? Q11 Why did Jonah disobey God? Q12 What scared Simon Peter?</p>	<p>Year A EYFS Term 1 RE – Myself Year A EYFS Term 2 RE – My Friends/God (Christianity) Year A EYFS Term 5 &amp; 6 RE – Our Special Places Year B EYFS Term 3 RSE - Respect Year A EYFS Term 2 RSE – Friendship and Community Year A EYFS Term 4 RE – Special Times for Me and Others Year A EYFS Term 5 RE – My Life Year B EYFS Term 3 RSE - Respect</p>	<p>Year B Term 1 Year 4/5 RE: Pilgrimage Year B Term 1 Year 5/6 RE: What does it mean if God is loving and holy? Year B Term 2 Year 5/6 RE: Big Question – Do you have to believe in God to be good? Year A Term 1 Year 4/5 RE: Pilgrimage Year A Term 1 Year 5/6 RE: God – Christianity Year A Term 5/6 Year 4/5 History: Walls and Barricades Year A Term 3&amp;4 Year 5/6 History: Pilgrim Fathers Year A Term 2 Year 5/6 RE: Do you believe in God to be good? Humanism Year B Term 1 Year 4/5 RSE/PSHE: Well-being</p>	

		(plus stories of modern Christians e.g. Bear Grylls, Mother Theresa etc)	<p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>•making the association between religions and individual, community, national and international life</li> </ul> <p><b>DISCERNMENT</b></p> <ul style="list-style-type: none"> <li>•explaining the significance of aspects of religious belief and practice</li> </ul> <p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>·Distinguishing between the features of different religions.</li> </ul> <p><b>SYNTHESIS</b></p> <ul style="list-style-type: none"> <li>•linking significant features of religion together in a coherent pattern</li> </ul>				
<p><i>Art/DT</i></p> <p><b>African Art- Key stage exhibition of African art using repeating pattern jewellery and sunset silhouettes</b></p> <p><i>M</i></p>	<p>Yr. ½ Pupils should be taught: to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Yr. 3 Pupils should be taught: to develop their techniques, including their control and their use of materials, with</p>	<p>Children can locate Africa on a world map. Children can describe the colours, shapes and patterns found in different African landscapes. Children can create repeating patterns. Children can use different shapes and colours in them patterns. Children can explain what a pattern is and describe the colours and shapes in a pattern. Children can explore the jewellery and culture of the Maasai warriors. They can learn about Maasai jewellery and describe the colours and patterns within different pieces. They can design and make their own Maasai jewellery. Children can use craft materials to design their own jewellery.</p> <ul style="list-style-type: none"> <li>• Children know that jewellery is made with different patterns and colour combinations.</li> <li>• Children understand that art includes dance and music.</li> </ul> <p>Children know about African masks and their importance to African tribes. They know masks have different features that need to be made separately. Children can design and decorate their own mask. Children can use an image to guide their own art work. • Children understand adding artistic features to masks makes them look more elaborate.</p>	<p>Yr. ½ respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades;</p> <p>. Yr. 3 use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g., tint, shade, primary and secondary; create different textures and effects with paint; use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p><b>INVESTIGATION –</b> asking relevant questions; knowing how to use different types of sources as a way of gathering information;</p>	<p>Enquiry Questions</p> <p>Yr. 1</p> <p>Q1 Where is Africa?</p> <p>Q2 How did the Maasai use repeating patterns</p> <p>Q3, Can I create a Masai bracelet</p> <p>Year 2</p> <p>Q1 What were tribal masks used for?</p> <p>Q2, Can I create my own mask using repeating patterns?</p> <p>Q3, Can I add features to my mask?</p> <p>Year 3</p> <p>Q1 What is a silhouette?</p> <p>Q2, Can I create a shaded background using paint</p> <p>Q3, Can I add landscape silhouettes</p> <p>Q4, Can I create a coil water jar</p>	<p><i>Year B term 1 EYFS -Art-self portraits</i></p> <p><i>Year B term 2 EYFS Art-observational drawings</i></p> <p><i>Year B term 1 KS1 Art-self portraits</i></p> <p><i>Year B term 2 KS1 Art-observational drawings</i></p>	<p><i>Year A term 2 Yr. 3 Art Monet/Picasso</i></p> <p><i>Year A term 2 yr. 4/5 Art Constable</i></p> <p><i>Year A term 5 Yr. 4/5 Art portraits</i></p> <p><i>Year A term 1 Yr. 5/6 Art-  Hallam</i></p> <p><i>Year A term 2 yr. 5/6 Art Warhol</i></p> <p><i>Year B term 1 yr. 3 Art- Van Gogh</i></p> <p><i>Year B term 1 yr. 4/5 Art-landscapes</i></p> <p><i>Year B term 1 yr. 5/6 Art-watercolours</i></p> <p><i>Year B Term 2 yr. 5/6  Art-pastels</i></p>	<p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>INTERPRETATION</b></p> <p><b>APPLICATION</b></p>

	<p>creativity, experimentation and an increasing awareness of different kinds of art, craft and design;</p> <p>to create sketch books to record their observations and use them to review and revisit ideas;</p> <p>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];</p> <p>about great artists, architects and designers in history.</p>	<p>Children can look at and describe the colours and blends in African sunset images. They know that many artists like to capture the beauty of sunsets and sunrises. Children can make silhouettes and use paint to create their own African sunset pictures. Children can use paint to create a layered background. Children can make black silhouettes. • Children can create a landscape from scratch. Children know how scarce water is in Africa and how African people collect water. Children can work with clay to make African water jars. Children can use different materials to make a useful object. • Children can use their fine motor skills to wrap and hold string to a bottle.</p>	<p>knowing how pieces are created</p> <p><b>EXPRESSION –</b></p> <ul style="list-style-type: none"> <li>•the ability to explain techniques, colours and use of media;</li> <li>•the ability to identify and articulate opinions on how an artist has chosen to express their ideas</li> </ul> <p><b>INTERPRETATION –:</b></p> <ul style="list-style-type: none"> <li>•the ability to draw meaning from pieces of art;</li> <li>•the ability to suggest alternative meanings.</li> </ul> <p><b>APPLICATION –</b></p> <ul style="list-style-type: none"> <li>•making the association between the purpose, technique, media and meaning behind a piece;</li> <li>•identifying the purpose of the piece.</li> </ul>				
<p><i>Music (Music express)</i></p>	<p><b>2.11 Water (Pitch)</b></p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p><b>2.12 Travel (Performance)</b></p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality</p>	<p><b>2.11 Water</b></p> <p>Children will gain understanding of pitch through singing, movement and note names. Children will know what a melody is and perform one. Children will understand what a melody is through songs, movement and performing pitch shapes on tuned instruments. Children will explore and develop an understanding of pitch. Children will use musical scales, high and low notes in a composition.</p> <p><b>2.12 Travel</b></p> <p>Children will explore patterns of physical movement in a game song. Children will be able to respond to a song with movement. Children will be able to use simple musical vocabulary to describe music. Children will be able to combine a steady beat and rhythms to accompany a song. Children will be able to play an instrument game to practise steady beat at changing tempi.</p>	<p><b>2.11 Water</b></p> <p>Children will sing and play a variety of pitch shapes, using movement and reading from scores. They will create a class composition which describes the sounds and creatures of a pond.</p> <p><b>INVESTIGATION-</b></p> <p>Investigating how the voice and body can be used to make sounds</p> <p>Exploring a range of tuned and untuned instruments to compose music</p> <p><b>EXPRESSION-</b></p> <p>the ability to explore music as a medium for expressing themselves</p> <p><b>REFLECTION-</b> the ability to consider their own performances and evaluate the effectiveness and levels of success</p> <p><b>APPLICATION-</b> identifying how music is used for a variety of reasons, for religion, relaxation, communication etc</p>	<p><b>2.11 Water</b></p> <p><b>Key Questions</b></p> <p>Can you join in the song?</p> <p>What actions could we use to show the pitch movement?</p> <p>Can you play a tuned percussion to the melody?</p> <p>What is a melody?</p> <p>What is pitch?</p> <p>What can you tell me about the pitch pattern?</p> <p>What is a score in music?</p> <p>Can you interpret the score?</p> <p>What music affect can we use to describe water?</p> <p><b>Key Vocabulary</b></p> <p>Pitch</p> <p>Melody</p> <p>Score</p> <p>Timbre</p> <p>Duration</p>	<p><b>2.11 Water (Pitch)</b></p> <p>Year B</p> <p>KS1 Summer 1 2.5 Animals</p> <p>Spring 2 2.8 Seasons</p> <p>EYFS/Y1 Summer 2 1.12 Water</p> <p>1.3 Animals</p> <p>Aut 2 1.6 Seasons</p> <p>Year A</p> <p>KS1</p> <p>Summer 2 2.12 Water</p> <p>Aut 2 1.3 Animals</p> <p>Aut 1 1.6 Seasons</p> <p>EYFS/ Y1</p> <p>Summer 2 1.12 Water</p> <p>Spring 1 1.6 Seasons</p> <p>Aut 2 1.3 Animals</p>	<p><b>2.11 Water (Pitch)</b></p> <p>Year B</p> <p><b>LKS2</b></p> <p><i>Spring 1 3.7 In the past</i></p> <p><i>Y4/5 Spring 1 4.6 Around the World</i></p> <p><i>Year 5 units covering notation elements</i></p> <p><i>Spring 2 5.3 Life Cycles</i></p> <p><i>Summer 1 5.4 Keeping Healthy</i></p> <p><i>Year 6 covering elements of notation</i></p> <p><i>Aut 1 6.1 World Unite</i></p> <p><i>Spring 1 6.3 Growth</i></p> <p><i>Summer 2 6.6 Moving On</i></p> <p>Year A</p> <p><b>LKS2</b></p> <p><i>Aut 2 3.7 In the Past</i></p> <p><i>Spring 1 3.10 Singing French</i></p> <p><i>Spring 2 4.6 Around the World</i></p> <p><i>Y4/5 Aut 2 4.6 Around the World</i></p> <p><i>4.8 Singing Spanish</i></p> <p><i>Year 5 units covering notation elements</i></p>	<p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>INTERPRETATION</b></p> <p><b>APPLICATION</b></p> <p><b>ANALYSIS</b></p> <p><b>SYNTHESIS</b></p> <p><b>EVALUATION</b></p>

	<p>live and recorded music Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Children will perform and improve a performance using movement, voice and percussion. Children will be able to use instruments expressively. Children will understand notation.</p>	<p>Identifying key musical terminology and using it in description of music Exploring different ways music is made ANALYSIS- distinguishing between the features of music SYNTHESIS- taking inspiration from existing musical performances to compose and perform music effectively EVALUATION- the ability to evaluate their own and others performances</p> <p>2.12 Travel Children will learn a Tanzanian game song and accompany a travelling song using voices and instruments. They will listen to an orchestral piece and improvise their own descriptive 'theme park' music. INVESTIGATION- Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music EXPRESSION- the ability to explore music as a medium for expressing themselves REFLECTION- the ability to consider their own performances and evaluate the effectiveness and levels of success 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 ANALYSIS- distinguishing between the features of music</p>	<p>Glissando Conductor</p> <p>2.12 Travel Key Questions What is the pattern of physical movement? Can you sing and add movement to the song? How can you describe music using musical vocabulary? Can you listen to the music? What can you hear? What is the changing tempi? What is notation? How can your performance be improved?</p> <p>Key Vocabulary Beat Rhythm Accompaniment Tempo Dynamics Ostinato Timbre Score Improvisation.</p>	<p>2.12 Travel (Performance) Year B KS1 All previous units have elements of performance 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 EYFS/Y1 Spring 2 1.11 Travel Other units also cover the skills in this unit.</p>	<p><i>Spring 2 5.3 Life Cycles Summer 1 5.4 Keeping Healthy Summer 2 5.5 At the movies Year 6 covering elements of notation Aut 2 6.1 World Unite Spring 2 6.3 Growth Summer 2 6.6 Moving On</i></p> <p>2.12 Travel (Performance) Year B LKS2 <i>Spring 1 3.4 Poetry 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 The other units also cover elements of performance. Y4/5 Aut 1 4.1 Poetry The other units in Y5 also cover performance. Year 6 all units are performance related.</i></p>	
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			SYNTHESIS- taking inspiration from existing musical performances to compose and perform music effectively EVALUATION- the ability to evaluate their own and others performances				
	<p><b>3.5 China (Pitch)</b> 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. Mu2/ 1.4 Use and understand staff and other musical notations 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><b>3.10 Singing French (Pitch)</b> NC Mu21.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations</p>	<p><b>3.5 China (Pitch)</b> Children explore and understand the pentatonic scale. Children continue to develop knowledge of pitch and recognise pitch patterns in music. Children use graphic notation with the pentatonic scale. Children perform a pentatonic song with tuned and untuned instruments.</p> <p><b>3.10 Singing French (Pitch)</b> Children will develop their understanding of pitch through melody. They will develop a song. They will understand pitch through singing and playing a melody. They will recognise pitch shapes and read notations to play a melody.</p>	<p><b>3.5 China (Pitch)</b> Children listen to a piece of Chinese pentatonic music played on the pipa. Children practise singing melodies that use the pentatonic scale. Children play and compose pentatonic melodies on tuned percussion. Children recognise pentatonic pitch movement in a listening game. Children learn to sing with a pentatonic melody and learn percussion accompaniment to then perform.</p> <p><b>INVESTIGATION</b> Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music</p> <p><b>INTERPRETATION</b> The ability to draw meaning from a range of different musical pieces from a range of genres</p> <p><b>APPLICATION</b> Identifying key musical terminology and using it in description of music Exploring different ways music is made</p> <p><b>ANALYSIS</b> Distinguishing between the features of music</p> <p><b>3.10 Singing French (Pitch)</b> Children will learn to sing a traditional greeting song in</p>	<p><b>3.5 China (Pitch)</b> Key Questions What is the pentatonic scale? What is graphic notation with the pentatonic scale? How do you compose, notate and read graphic notations? Can you play in steps using graphic notation?</p> <p>Key vocabulary Chordophone Pentatonic Pitch</p> <p><b>3.10 Singing French (Pitch) Use and understand staff and other musical notations</b> Key Questions Q1. What is pitch through melody? Q2. Can you show your understanding of pitch through singing? Q3. What are pitch shapes? Q4. Can you show your understanding of notation by reading notations to play a melody?</p> <p>Key vocabulary Beat</p>	<p><b>3.5 China (Pitch)</b> Year B KS1 Sum 1 2.5 Animals Sum 2 2.11 Water EYFS/Y1 Sum 2 1.12 Water 1.3 Animals Aut 2 1.6 Seasons</p> <p>Year A KS1 Aut 2 1.3 Animals Aut 1 1.6 Seasons</p> <p><b>3.10 Singing French (Pitch)</b> Year B KS1 Sum 1 2.5 Animals Sum 2 2.11 Water EYFS/Y1 Sum 2 1.12 Water 1.3 Animals Aut 2 1.6 Seasons</p> <p>Year A KS1 Aut 2 1.3 Animals Aut 1 1.6 Seasons</p>	<p><b>3.5 China (Pitch)</b> Year B Sum 2 2.11 Water LKS2 <i>Spring 1 3.7 In the past</i> <i>Y4/5 Spring 1 4.6 Around the World</i> <i>Year 5 units covering notation elements</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 1 5.4 Keeping Healthy</i> <i>Year 6 covering elements of notation</i> <i>Aut 1 6.1 World Unite</i> <i>Spring 1 6.3 Growth</i> <i>Summer 2 6.6 Moving On</i></p> <p>Year A LKS2 <i>Aut 2 3.7 In the Past</i> <i>Spring 1 3.10 Singing French</i> <i>Spring 2 4.6 Around the World</i> <i>Y4/5 Aut 2 4.6 Around the World</i> <i>4.8 Singing Spanish</i> <i>Year 5 units covering notation elements</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 1 5.4 Keeping Healthy</i> <i>Summer 2 5.5 At the movies</i> <i>Year 6 covering elements of notation</i> <i>Aut 2 6.1 World Unite</i> <i>Spring 2 6.3 Growth</i> <i>Summer 2 6.6 Moving On</i></p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b></p>

			<p>French. They will identify pitch shapes in the melody. They will perform new versions of a song by selecting their own lyrics and actions. They will perform their new versions. They will perform a class arrangement, developing the arrangement of a song using tuned and untuned instruments. They will add beat, rhythm, pitched and chord accompaniment to a song. Children will explore pitch patterns in a number song and understand pitch by following a graphic notation. Children will compare different arrangements of a melody.</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 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, and tempo Synthesis: linking a range of musical devices together to create effective compositions Taking inspiration from existing musical performances to compose and perform music effectively Evaluation: the ability to evaluate their own and others performances</p>	<p>Pitch Melody Phrase Drone Tempo Dynamics Expression Ternary Metre Hocket</p>		<p>3.10 Singing French (Pitch)</p> <p>Year B Y4/5 Spring 1 4.6 Around the World Year 5 units covering notation elements Spring 2 5.3 Life Cycles Summer 1 5.4 Keeping Healthy Year 6 covering elements of notation Aut 1 6.1 World Unite Spring 1 6.3 Growth Summer 2 6.6 Moving On</p> <p>Year A LKS2 Aut 2 3.7 In the Past Spring 1 3.10 Singing French Spring 2 4.6 Around the World Y4/5 Aut 2 4.6 Around the World 4.8 Singing Spanish Year 5 units covering notation elements Spring 2 5.3 Life Cycles Summer 1 5.4 Keeping Healthy Summer 2 5.5 At the movies Year 6 covering elements of notation Aut 2 6.1 World Unite Spring 2 6.3 Growth Summer 2 6.6 Moving On</p>	
<p>Computing (Teach computing ) 2.6 Programming B</p>	<p>Yr. 2 Children understand what algorithms are, how they are implemented as programs on digital devices, and that</p>	<p>Children can identify the start of a sequence. Children know that a program needs to be started Children know how to run a program and predict the outcome of a sequence of commands Children know how to match two sequences</p>	<p>Yr. 2 give commands one at a time to control direction and movement, including straight, forwards, backwards, turn.</p>	<p>Enquiry Questions How do I start? What happens if.....? How can I change the program? How do I make my own program?</p>	<p>Year A term 5 EYFS- Moving a robot Year A term 5 KS1 - Robot algorithms Year A Term 6 EYFS- Introduction to Animation</p>	<p>Year A Term 6 Yr. 3 Events and Actions Year A term 5 Yr4- repetition in shapes Year A term 5 yr. 4/5 selection in physical computing</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS</p>

<p><b>Introduction to quizzes</b></p>	<p>programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs.</p> <p>Yr. 3 Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs 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>with the same outcome. Children can change the outcome of a sequence of commands. Children can work out the actions of a sprite in an algorithm Children know which blocks to use to meet the design Children know how to build the sequences of blocks they need. Children know how to choose backgrounds and characters for the design. Children can create a program based on the new design. Children know how to choose the images for my own design. Children know how to create an algorithm and can build sequences of blocks to match my design. Children know how to compare a project to a design Children can improve a project by adding features. Children know how to debug</p>	<p>control the nature of events: repeat, loops, single events and add and delete features. give a set of Instructions to follow and predict what will happen. improve/change their sequence of commands by debugging; use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Yr. 3 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><b>INVESTIGATION</b> asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p><b>EXPRESSION</b> the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking.</p> <p><b>INTERPRETATION</b> the ability to understand computing theories; the ability to suggest meanings.</p> <p><b>APPLICATION</b></p>	<p>What happens when it goes wrong?</p> <p>Key Vocabulary Yr. 2 algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink Yr. 3: 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>Year A term 6 KS1 Introduction to quizzes Year B term 5 EYFS- Moving a robot Year B term 5 KS1 - Robot algorithms</p> <p>Y</p>	<p>Year A term 6 yr. 4 repetition in games Year A term 6 yr. 4/5 Selection in quizzes Year A term 6 yr. 5/6 variables in games Year A term 6 yr. 5/6 sensing Year B Term 6 Yr. 3 Events and Actions Year B term 5 Yr4/5- repetition in shapes Year B term 5 yr. 5/6 selection in physical computing Year B term 6 yr. 4/5 repetition in games Year B term 6 yr. 45/6 Selection in quizzes</p>	
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			<p>the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects.</p> <p><b>DISCERNMENT</b> seeing clearly for themselves how they use computing in their daily lives and in future employment.</p> <p><b>ANALYSIS</b> distinguishing between the feature's methods of different investigations.</p> <p><b>EVALUATION</b> the ability to evaluate how a computing system works.</p>				
PE	<p>Pupils should <u>compare their performance with previous ones and demonstrate improvement to achieve their personal best</u></p>	<p>Yr. <u>½</u> <u>Children know how to sprint in a straight line and explain what they can do to move faster; Children can change direction quickly when sprinting; Children know how to balance an egg on a spoon while travelling forwards; Children can jump from two feet to two feet in different directions, e.g. forwards, sideways, backwards; Children know how to use their arms and legs to help them jump further; Children can throw underarm with control and throw overarm with control; Children know how to alternate between jumping and hopping across an agility ladder; • move equipment between hoops independently; • Children can jump over a series of hurdles without stopping running first.</u></p> <p>Yr. <u>3</u> <u>Children know how to apply and try to improve existing running, throwing and jumping skills; Children can demonstrate increasing control and coordination when running and performing a jump or throw; Children can identify and 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</u></p>	<p>Yr. <u>½</u> <u>Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.</u></p> <p>Yr. <u>3</u> <u>Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.</u></p> <p><b>INVESTIGATION-</b> -asking relevant questions - using different approaches to determine skills and tactics</p> <p><b>EXPRESSION-</b> -the ability to express themselves through movement</p>	<p><u>How do I improve my sprinting technique?</u> <u>How do I combine running and jumping in a long jump?</u> <u>How do I throw over a longer distance?</u></p> <p><u>Flexibility, strength, pace, acceleration, teamwork</u></p>	<p><u>Year A term 6 EYFS- Athletics</u> <u>Year B term 6 EYFS- Athletics</u> <u>Year B term 6 KS1 Athletics</u></p>	<p><u>Year A term 6 EYFS- Athletics</u> <u>Year A term 6 KS1 Athletics</u> <u>Year A term 6 yr. 3 Athletics</u> <u>Year A term 6 Yr. 4/5 Athletics</u> <u>Year A term 6 yr. 5/6 Athletics</u> <u>Year B term 6 Yr. 5/6 Athletics</u></p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b></p>

		<p><u>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;</u></p>	<p>-the ability to explain what they do and how they do it INTERPRETATION- -understanding the effects of what they do and how this could be changed to improve or maintain a standard 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>PSHE/ RSE</p>	<p>Economic wellbeing – Money Understand how people make different choices around money. Money needs to be looked after,</p>	<p>Know what money is - that money comes in different forms. Know how money is obtained (e.g., earned, won, borrowed, presents) Know how people make choices about what to do with money, including spending and saving Know the difference between needs and wants - that people may not always be able to have the things they want Know how to keep money safe and the different ways of doing this. Knowing that some people raise money for good causes Know that there are different ways to raise money</p>	<p>Understand that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. Explain about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices. Explain 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 Explain what is meant by enterprise and begin to develop enterprise skills. INVESTIGATION –: asking relevant questions; knowing how to use different types of sources as a way of gathering information. 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. INTERPRETATION –</p>	<p>Enquiry Questions Q1 How can you get money? Q2 What do we need money for? Q3 What do you want money for? Q4How, can we save money? Q5 How can we raise funds? Q6 What can we raise funds for? <b>Key Vocabulary</b> Spending Saving Earned Borrowed Won Jobs Pocket money</p>	<p>Year B Term 6 EYFS PSHE/RSE: Economic well-being and enterprise Year A Term 5 EYFS PSHE/RSE: Fairtrade</p>	<p>Year B Term 6 KS1 PSHE/RSE: Economic well-being and enterprise Year B Term 6 KS1 English: Explanation text Year B Term 6 Y3&amp;4 PSHE/RSE: Economic well-being and enterprise Year B Term 6 Y4&amp;5 PSHE/RSE: Economic well-being and enterprise Year B Term 5 Y5/6 PSHE/RSE: Economic well-being and enterprise Year A Term 6 Y3&amp;4 PSHE/RSE: Economic well-being and enterprise Year B Term 6 Y4/6 PSHE/RSE: Economic well-being and enterprise Year B Term 6 Y5/6 PSHE/RSE: Economic well-being and enterprise</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>

			<p>the ability to draw meaning from different viewpoints, world events and societal change;</p> <p>the ability to know that we are all different and we live in a diverse world;</p> <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>				
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