

## Tintern Year 1 Summer 1 Heroes

### Small Village, Big Horizons

	Key Knowledge	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Application of knowledge across all curriculum areas
<i>Topic Heroes-pollution, recycling</i>	<p>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, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</p>	<p>Children should Know what pollution is Know how to name a climate from around the world Know that pollution is affecting the environment Know some of the effects of climate change Know what the Messy Magpie would do to help recycling Know how we can keep our local area clear of litter Know who Greta Thunberg is and why she is famous Know who Finlay Pringle is and which animal he is helping&gt;</p>	<p>• I ask what is this place like? • I tell others' the things I like and dislike about a place</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> <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>Q1 what is recycling? Q2 How can I re-use different materials Q3 How can I save electricity? Year 1 Q1 What is pollution? Q2 What is climate change? Q3 Who are Greta Thunberg and Finley pringle Q4 What have they done to help the planet</p>	<p><i>Year A Term 1 EYFS science-seasons and weather</i> <i>Year A Term 6 EYFS Geography around the world</i> <i>Year A Term 6 EYFS Science Plants and their structure</i> <i>Year B Term 2 EYFS Local area geography</i> <i>Year B Term 2 EYFS Science Seasons</i></p>	<p><i>Year A Term 1 KS1 Science-Seasons</i> <i>Year A Term 1 Year 3 Geography -Maps of the World</i> <i>Year A Term 1 Year 3 Nutrition</i> <i>Year A Term 1 Year 5/6 land Uses</i> <i>Year A Term 2 KS1 Science-Plants and how they grow and Animals Year A Term 2 Year 3 Plants and Climates</i> <i>Year A term 2 yr4/5 science-digestion</i> <i>Year A term 4 yr5/5 science-diet</i> <i>Year A term5 EYFS art healthy foods</i> <i>Year A Term 6 KS1 Geography-Britain and the World</i> <i>Year B Term 5 KS1 Geog-Food</i> <i>Year B term 5 KS1 Art-Arcimboldo</i> <i>Year B term 1 Year 3 Climates</i> <i>Year B term 3 yr. 4/5 Music</i> <i>Year B Term 5 year 4/5 geog World's Kitchen</i> <i>Year B Term 5 year 4/5 DT –healthy snacks</i> <i>Year B term 2 year 5/6 science-nutrients</i></p>	<p>INVESTIGATION – EXPRESSION INTERPRETATION</p>
<i>Science Animals</i>	Identify, name, draw and label the basic parts of the human body and	Children know how to label parts of a human body (include head, neck, arm,	They talk about what they see, hear touch, smell or taste. They ask	Q1 what are the main parts of a human body	<i>Year A Term2 EYFS Science Animals inc Humans</i>	<i>Year A Term2 Science KS1 Animals and habitats</i>	INVESTIGATION EXPRESSION EVALUATION

<p><i>and their habitats</i> <i>SC1/2.2</i> <i>Yr. R</i> <i>similarities and differences in living things</i> <i>Yr. 1</i> <i>Human Body and senses</i></p>	<p>say what part of the body is associated with which sense</p>	<p>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 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>questions about what they see. They try to answer 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 EXPRESSION - the ability to explain concepts, methods and practices; the ability to identify and articulate scientific understanding EVALUATION - the ability to evaluate a finished product and scientific investigation.; Distinguishing between opinion and fact</p>	<p>Q2 What are the key organs and where are they found? Q3 What are the five senses? Q4 Which body part do I use for each sense? Q5 What is the difference about touch?</p>	<p><i>Year A Term 5 EYFS science -animals and their habitats</i> <i>Year B Term 1 EYFS Animals-senses</i> <i>Year B Term 4 EYFS - exercise</i></p>	<p><i>Year A Term 5 KS1 Animals and offspring</i> <i>Year A Term 1 Year 3 Animals-nutrition</i> <i>Year A Term5 Year 3 Animals-skeletons</i> <i>Year A Term 2 Year 4/5 Animals-digestion</i> <i>Year A Term 5 Year 4/5</i> <i>Animals Classification</i> <i>Year A term 1</i> <i>Year 5/6 Evolution and inheritance</i> <i>Year A term2 Year 5/6 Animals-circulation</i> <i>Year A Term 4 Year 5/6 Animals-diet</i></p>	
<p><i>RE</i> <i>Places of Worship - The Church and the Synagogue</i></p>	<p>What key objects tell us about beliefs about God/humans/the world around them and 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 Yad is a hand-shaped pointer used to help Jewish people read the Torah scroll without touching it Ner Tamid: the everlasting light, often lit outside the Ark represents God and the fact that he is eternal and</p>	<p>Key Jewish beliefs – one God, the chosen people of Israel, the covenants (special promises/contracts between God and his chosen people) ☑ Key people, e.g., Moses and Abraham ☑ Key texts, e.g., Torah ☑ Key Places, The synagogue A variety of denominational churches in the local areas and their significant characteristics</p>	<p>Enquiry Questions Q1 What is a church)? Q2 What are the key features of a church and how do they connect with Christian beliefs about God, the world and human beings? 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>Year B Term 1 RE: Creation Year A Term 1 RE: Creation  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 Yr. B EYFS Term 3 RSE - Respect</p>	<p>Year A Term 3 Crowland and Regent RE: Islam – Community Year A Term 1 KS1 RE: Islam – Being Human Year A Term 2 KS1 RE: Islam – Life Journey Year A Term 3 KS1 PSHE/RSE: Respect Year A Term 2 Y3&amp;4 RE: Islam – God Year A Term 3 Y3&amp;4 PSHE/RSE: Respect Year A Term 2 Y4/5 RE: How do Muslim's worship?</p>	<p>INVESTIGATION EXPRESSION EMPATHY APPLICATION SYNTHESIS</p>

		<p>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 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>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; 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>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 Torah, Ner Tamid, Tallit, mitzvot, candle, font, altar</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><i>Art/DT Superfoods - sensationa l salads</i></p>	<p>Cooking and Nutrition Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>•use the basic principles of a healthy and varied diet to prepare dishes;</li> </ul> <p>understand where food comes from.</p>	<p>Children can</p> <ul style="list-style-type: none"> <li>• Explain that the food they eat can be split into different groups and know they should eat a balance of foods, including fish, to have a healthy and varied diet.</li> <li>• Use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy.</li> <li>• Follow a simple recipe.</li> <li>• Work with some independence to correctly use measuring spoons, zesters and juicers when preparing dishes.</li> <li>• Understand that fruit and vegetables are</li> </ul>	<p>Planning</p> <p>A with support, follow a simple plan or recipe; Begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; Practical skills and techniques learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; use a range of materials and components, including textiles and food ingredients; assemble, join and combine materials,</p>	<p>Q1 what is a fruit</p> <p>Q2 What is a vegetable</p> <p>Q3 How can I make a salad?</p> <p>Yr. 1</p> <p>Q1 What is the difference between fruit and vegetables?</p> <p>Q2 Why are both good for you?</p> <p>Q3 Why is it important to eat fish</p> <p>Q4 What would a healthy salad include?</p>	<p><i>Year A term 3 EYFS DT Moving pictures</i></p> <p><i>Year A term 3 EYFS Art-landscapes</i></p>	<p><i>Year A term 3 KS1 Moving pictures</i></p> <p><i>Year A term 3 Yr. 3 DT-wheels</i></p> <p><i>Year A term 4 KS1 Art-landscapes</i></p> <p><i>Year A term 3 KS1 DT-pulleys</i></p> <p><i>Year B term 2 Yr. 3 DT-revolving structures</i></p> <p><i>Year B term 3 Yr. 3 DT-Wheels</i></p>	<p><i>INVESTIGATION</i></p> <p><i>EXPRESSION</i></p> <p><i>INTERPRETATION</i></p> <p><i>APPLICATION</i></p> <p><i>EVALUATION</i></p>

		<p>grown in different places and that fish is caught in seas, rivers and lakes.</p>	<p>components or ingredients; cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; <b>INVESTIGATION</b> – asking relevant questions; carrying out investigative work to develop a better knowledge of products around us. <b>EXPRESSION</b> – the ability to suggest how products work in the real world. <b>INTERPRETATION</b> – The ability to interpret a design brief. <b>APPLICATION</b> –: applying new skills to making products. <b>EVALUATION</b> – the ability to evaluate a product.</p>				
<p><i>Music (Music express)</i></p>	<p><b>1.10 Our bodies (Beat)</b> Mu1/1.1 Listen with concentration and understanding to a range of high- quality live and recorded music Mu1/ 1.4 Experiment with, create, select and combine sounds.</p>	<p><b>1.10 Our Bodies (beat)</b> Children develop their knowledge of a steady beat. Children will know how to perform a steady beat at two different speeds (tempo). Children will respond to music and play rhythm patterns on body percussion.</p>	<p><b>1.10 Our Bodies (beat)</b> Children will recognise and respond to a steady beat in a song. Children will recognise and respond to a steady beat at different speeds. Children will identify a recurring rhythm pattern in a song. Children will perform rhythm patterns and perform together.</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>1.10 Our Bodies (beat)</b> Key Questions</p> <p>What is the beat? How can you show that you know the beat? Can you hear the beat, what happens to the speed? What actions can be used to mark the steady beat in the song? What is the rhythm pattern in this song? Can you mark the beat?</p> <p>Key vocabulary Beat Tempo (slow/fast, slower/faster) Timbre (spooky, scary, bright, cheery) Rhythm</p>	<p><b>1.10 Our Bodies (beat)</b> Year B EYFS/ Y1 Aut 1 1.10 Our Bodies</p> <p>Year A EYFS/ Y1 Aut 1 1.2 Number</p>	<p><b>1.10 Our Bodies (beat)</b> Year B EYFS/Y1 Sum 1 1.2 Number 1.5 Machines Y1/2 Aut 1 1.10 Our Bodies Aut 2 1.8 Pattern Sum 1 1.5 Machines 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>	<p><b>INVESTIGATION INTERPRETATION APPLICATION SYNTHESIS</b></p>

	<p>1.9 Storytime (Exploring sounds) How can music be used to tell a story? Mu1/ 1.3 Listen with concentration and understanding to a range of high- quality live and recorded music Mu1/ 1.4 Experiment with, create, select and combine sounds.</p> <p>EYFS- Can you match music to a story?</p>	<p>1.9 Storytime (Exploring sounds) Children use music terms to discuss music- fast, slow, loud, quiet. Children add instruments to match music and create sound effects. Children create music to match an event in story. Children develop their use of voices and learn new songs and chants.</p> <p>EYFS: children use their voices to learn new songs. Children continue to explore sounds made by different instruments, body percussion.</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>SYNTHESIS:</b> taking inspiration from existing musical performances to perform music effectively</p> <p>1.9 Storytime (Exploring sounds) Children learn how music can be used to tell a story. Children identify and start to use musical terms to describe contrasts of fast and slow, loud and quiet. Children use this knowledge to perform a musical.</p> <p>EYFS: Children start to hear differences in music, learn new songs and use their voices in a performance.</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</p>	<p>1.9 Storytime (Exploring sounds) Key Questions How can you describe this music? Is it fast. Slow, loud or quiet? How can music tell a story? Can you add sound effects to the music? Can you play fast, slow, loud and quiet? Can you match music to the event in the story? Can you perform with others?</p> <p>Key vocabulary Tempo- fast, slow Dynamics- loud, quiet Timbre</p>	<p>1.9 Storytime (Exploring sounds) Year B EYFS/ Yr1 Spring 1 1.4 Weather Aut 2 1.7 Our School Aut 1 1.1 Ourselves</p> <p>Year A EYFS/ Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p>	<p>Year A EYFS/ Y1 Spring 1 1.1.5 Machine Sum 1 1.10 Our Bodies Sum 2 1.8 Pattern Y1/2 Aut 2 1.5 Machines Sum 1 2.4 Our Bodies 2.6 Numbers Y2/3 Aut 2 2.6 Numbers Spring 2 3.6 Time LKS2 Aut 1 3.2 Building Sum 1 4.5 Buildings Spring 1 4.5 Buildings Sum 1 5.4 Keeping Healthy Yr6 Most units have an element of Beat</p> <p>1.9 Storytime (Exploring sounds) Year B KS1 Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather, 1.9 Storytime Spring 2 2.3 Our land Y2/3 Aut 1 2.1 Ourselves Aut 2 2.3 Our Land Spring 1 2.9 Weather 2.7 Storytime Summer 1 3.3 Sounds Year B (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles</p>	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			<p>piece, such as dynamics, timbre, and tempo</p> <p>Empathy: developing the power of imagination to identify ways to express feelings through music such as love, excitement and sorry</p> <p>Application: identifying key musical terminology and using it in description of music</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</p> <p>INTERPRETATION: the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>APPLICATION: Identifying key musical terminology and using it in description of music Exploring different ways music is made</p> <p>SYNTHESIS: taking inspiration from existing musical performances to perform music effectively</p>			<p><i>Sum 1 5.4 Keeping Healthy Y6</i></p> <p><i>Aut 2 6.2 Journeys</i></p> <p><i>Spring 1 6.3 Growth</i></p> <p><i>Spring 2 6.4 Roots</i></p> <p><i>Year A</i></p> <p><i>EYFS/Y1 Summer 1 1.9 Storytime</i></p> <p><i>KS1 Aut 1 1.4 Weather</i></p> <p><i>Spring 1 1.7 Our School</i></p> <p><i>1.9 Storytime</i></p> <p><i>Spring 2 2.1 Ourselves</i></p> <p><i>2.3 Our land</i></p> <p><i>Y2/3</i></p> <p><i>Aut 1 2.9 Weather</i></p> <p><i>Spring 1 2.3 Our Land</i></p> <p><i>2.7 Storytime</i></p> <p><i>Spring 2 3.3 Sounds</i></p> <p><i>LKS2 (has Mu2/1.5)</i></p> <p><i>Aut 1 3.1 Environment</i></p> <p><i>3.2 Buildings</i></p> <p><i>Aut 2 3.3 Sounds</i></p> <p><i>Spring 2 4.6 Around the World</i></p> <p><i>Sum 1 4.3 Sounds</i></p> <p><i>4.5 Building</i></p> <p><i>Sum 2 4.12 Food and Drink</i></p> <p><i>Y4/5</i></p> <p><i>Aut 1 4.2 Environment</i></p> <p><i>Aut 2 4.6 Around the World</i></p> <p><i>Spring 1 4.5 Buildings</i></p> <p><i>Spring 2 5.3 Life Cycles</i></p> <p><i>Summer 2 5.4 Keeping Healthy</i></p> <p><i>Sum 2 5.5 At the Movies</i></p> <p><i>Y6</i></p> <p><i>Aut 1 6.4 Roots</i></p> <p><i>Spring 1 6.2 Journeys</i></p> <p><i>Spring 2 6.3 Growth</i></p>	
<p><b>Computing</b> (Teach computing)</p>	<p>Pupils should be taught to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Children know how to open a word processor. Children can recognise keys on a keyboard Children can identify and find keys on a keyboard</p>	<p>add text strings, text boxes and show and hide objects and images, manipulating the features.</p>	<p>How can I use a computer to write? Can I add and remove text on a computer? How do I change what my text looks like?</p>	<p><i>Year A term 2 EYFS Computing-painting</i></p> <p><i>Year B term 2 EYFS Computing-painting</i></p>	<p><i>Year A term 2 KS1 Computing-photography</i></p> <p><i>Year A term 3 Ks1 Computing-music</i></p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>REFLECTION</i> <i>EVALUATION</i></p>

<p><b>1.5</b> <i>creating media-digital writing</i></p>	<p>Use technology safely and respectfully, keeping personal information private</p>	<p>Children know how to enter text into a computer. Children know how to use letter, number, and space keys. Children know how to use backspace to remove text. Children know how to type capital letters. Children can explain what the keys that they have learnt about already do. Children know the toolbar and can use bold, italic, and underline. Children can select a word by double-clicking and all of the text by clicking and dragging. Children know how to change the font Children know what tool they used to change the text. Children know if changes have improved the writing and can use 'undo' to remove changes. Children can write a message on a computer and on paper and then compare using a computer with using a pencil and paper. Children know which method they like best</p>	<p>use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape. use applications and devices in order to communicate ideas, work, messages and demonstrate control. save, retrieve and organise work. 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;</p> <p><b>INTERPRETATION</b> the ability to suggest meanings.</p> <p><b>REFLECTION</b> the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <p><b>EVALUATION</b> the ability to evaluate how a computing system works.</p>	<p>How can I make it better?</p> <p>Key Vocabulary paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present</p>		<p><i>Year A term 2 Yr. 3 Computing-animation</i> <i>Year A term 3 Yr. 3 Computing-publishing</i> <i>Year A term 2 Yr. 4 Computing -audio editing</i> <i>Year A term 2 Yr. 4/5 computing vector drawing</i> <i>Year A term 3 Yr. 4 Computing photo editing</i> <i>Year A term 3 Yr. 4/5 Video-editing</i> <i>Year A term 2 Yr. 5/6 Computing -3d modelling</i> <i>Year A term 3 yr. 5/6 Year B term 2 KS1 Computing-painting</i> <i>Computing -web pages</i> <i>Year B term 2 Yr. 3 Computing-animation</i> <i>Year B term 2 Yr. 4/5 Computing -audio editing</i> <i>Year B term 3 Yr. 4/5 Computing photo editing</i> <i>Year B term 2 Yr. 5/6 Computing -vector drawing</i> <i>Year B term 3 yr. 5/6 Computing -video editing</i></p>	
-------------------------------------------------------------	-------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>PE</p> <p>Team activities</p>	<p>Pupils should be taught to: • 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; • participate in team games, developing simple tactics for attacking and defending</p>	<p>Children can identify useful spaces for passing and receiving a ball; Children know how to defend a goal or space; Children know how to indicate their intentions to their teammates; Children can attempt to evade defenders; Children can identify strengths and areas in which they could improve.</p>	<p>Describe how the body feels before, during and after exercise. Carry and place equipment safely. Use hitting skills in a game. Practise basic striking, sending and receiving Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency Pass the ball to another player in a game. Use kicking skills in a game Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills</p>	<p>What do we mean by defending? What do we mean by attacking? How can we regain possession?</p> <p>Kick, throw, goal, dodging, pass, receive, tactics</p>	<p>Year A Term 5 EYFS -team games</p>	<p>Year A term 1 yr. 3 attacking/defending Year A term 1 yr. 4/5 football/hockey Year A term 1 yr. 5/6-netball/tag rugby Year A term 5 KS1 - team games Year A term 5 Yr. 3 - defending/attacking skills Year B term 1 Yr. 3 - throwing/catching skills Year B term 1 Yr. 4/5 football/hockey Year B term 1 Yr. 5/6 netball/tag rugby Year B term 5 KS1 - team games Year B term 5 Yr. 3 - defending/attacking skills</p>	<p>INVESTIGATION- EXPRESSION- INTERPRETATION- APPLICATION DISCERNEMENT ANALYSIS</p>

			<p>such as dodging to get past a defender.</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-in PE,</b> this covers -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><b>DISCERNEMENT-</b> -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team.</p> <p><b>ANALYSIS-</b> -explaining what they have done to improve a skill and what can be done to improve efficiency the next time</p>				
<p><b>PSHE/ RSE Topic Five- Being safe</b></p>	<p>.What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children</p>	<p>Children can: • explain what a secret is and what it means to keep a secret • explain what a surprise is and what it means to surprise someone</p>	<p>The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not</p>	<p>Enquiry questions: Q1, do we have to keep promises and secrets if someone says so? Q2 When should we tell someone else?</p>	<p>None</p>	<p>Year A Term 5 KS1 PSHE/RSE: being Safe Year A Term 5 Yr. 3 PSHE/RSE: being Safe Year A Term 5 Yr. 4/5 PSHE/RSE: being Safe</p>	<p><b>INVESTIGATION –:</b> <b>EXPRESSION –</b></p>

	<p>and adults; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice from e.g. family, school and/or other sources</p>	<ul style="list-style-type: none"> <li>• recognise that no one should ask someone to keep a secret or surprise that will be hurtful to themselves or someone else</li> <li>• identify who they can go to in school if they are worried about a surprise or a secret</li> </ul>	<p>keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>INVESTIGATION –: asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p> <p>EXPRESSION – the ability to explain patterns of behaviour, beliefs, feelings and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.</p>	<p>Q3 Who can we tell? Q4, Will we get into trouble if we tell? Q5 What should someone do or say if they are asked to keep a secret, they feel unsure about?</p> <p>Key vocabulary Promises Secrets Asking for help</p>		<p>Year A Term 5 Yr. 5/6 PSHE/RSE: being Safe</p>	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------	--

	<h2 style="margin: 0;">Kirkstead/Tintern/Richmond Summer 2 Around the World</h2> <h3 style="margin: 0;">Small Village, Big Horizons</h3>
--	------------------------------------------------------------------------------------------------------------------------------------------

	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>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> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</li> </ul>	<p>Children should:</p> <p>Know the names of the 7 continents of the world.</p> <p>Know the name 2-3 of the world's oceans.</p> <p>Know how to find a continent in an atlas</p> <p>Know the difference between an atlas and a globe</p> <p>Know what a journey line is</p> <p>Know the difference between an ocean and a continent</p> <p>Know the four main compass directions</p> <p>know the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.</p> <p>know what hot and cold countries are like</p> <p>Know where Europe is</p> <p>Know where France is</p> <p>Know what an aerial photograph is</p> <p>know how to identify key human and physical features on a photograph</p>	<ul style="list-style-type: none"> <li>• I ask what is this place like? • I tell others' the things I like and dislike about a place</li> </ul> <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> <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>Q1 What is the difference between land and sea?</p> <p>Q2 Where do I live (wider area)</p> <p>Q3 What is the difference between a country and a continent?</p> <p>Year 1</p> <p>Q1 Which continents can I name?</p> <p>Q2 Which oceans can I name?</p> <p>Q3 Where is Europe?</p> <p>Q4 What does the world look like from the air?</p> <p>World map, continent, ocean, equator, Northern Hemisphere, Southern Hemisphere, Asia, Africa, North America, South America, Australia, Europe, Antarctica, Atlantic, Pacific, Indian, Arctic Ocean, Antarctic Ocean, land, sea, sphere. Journey line, route, travel, sphere, compass, directions, North, East, South, West, northern hemisphere, southern hemisphere, equator hot, cold, climate zones, weather, climate: cold/polar, temperate, warm, tropical, adapt, habitats, France, Paris</p>	<p><i>Year A Term 6 EYFS Geography around the world</i></p> <p><i>Year B Term 2 EYFS Local area geography</i></p>	<p><i>Year A Term 1 Year 3 Geography -Maps of the World</i></p> <p><i>Year A Term 1 Year 5/6 land Uses</i></p> <p><i>Year A Term 6 KS1 Geography-Britain and the World</i></p> <p><i>Year B term 1 Year 3 Climates</i></p> <p><i>Year B term 3 yr. 4/5 Music</i></p> <p><i>Year B Term 5 year 4/5 geog World's Kitchen</i></p>	<p>INVESTIGATION – EXPRESSION INTERPRETATION</p>
---------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------

<p><b>Science Plants SC1/2.1</b> Yr. R Observations of plants Yr. 1 Identify and name common plants and their structure</p>	<p>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>Children know the names of three common garden plants. Children know that trees are plants. Children know that some trees lose their leaves in autumn, and some don't 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.</p>	<p>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><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 concepts, methods and practices The ability to identify and articulate scientific understanding <b>INTERPRETATION</b> The ability to suggest meanings <b>APPLICATION</b> The ability to be able to apply a range of scientific knowledge and skills in a range of contexts <b>EVALUATION</b> The ability to evaluate a finished product and scientific investigation</p>	<p>Q1 What is a plant? Q2, Can I name 3 different plants that grow in the garden Q3 What happens to the leaves from trees in winter Q Year 1 Q1 What common garden plants can I name Q2 How do we grow plants and vegetables? Q3 What common wild plants can I name? Q4 What are the key features of some common trees(leaves/fruit/seeds) Q5 What do we mean by deciduous and evergreen Q6 What are the main features of a plant (flower/stem/leaf/root/petals/trunk/branch/seed/fruit/bulb)</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 Year B Term 3 Year 5/6 Earth and Space Year B term 5 Year 5/6 Light</p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b> <b>EVALUATION</b></p>
<p><b>RE</b> <i>Our Beautiful World</i></p>	<p><u>Our Beautiful World</u> Explore and respond to the natural world and recognise there are some questions that are difficult to answer</p> <p><b>Golden Threads</b></p>	<p>Begin to learn and become aware of their own cultures, beliefs and those of other people. Ask questions about religion and culture as they encounter them in everyday experiences.</p> <p><b>Explore different stories of creation</b> (including the Jewish story), e.g., Christianity, Hinduism <b>Explore beliefs about the natural world and how human beings should relate</b></p>	<p>They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Understanding the World (The World) Children know about similarities and differences in relation to places and objects.</p> <p><b>INVESTIGATION</b> asking relevant questions; knowing how to use different types of sources as a way of gathering information</p>	<p><b>Enquiry Questions</b> Do you think there are questions we don't know the answer to? Do you think religion might provide some answers for some people? How do you think the world was created? How can we care for our world?</p>	<p>Year B Term 2 EYFS Geography: Local area Year B Term 5 EYFS Geography: Local area – farming Year B Term 6 EYFS English: Lighthouse Keepers Lunch Year B Term 4 EYFS Music: Our Land Year B Term 3 EYFS RSE/PSHE: Respect Year B Term 1 Year 1 RE: Creation</p>	<p>Year B Term 2 KS1 Geography: Local area Year B Term 4 KS1 Geography: Explorers Year B Term 6 KS1 History: Holidays across time Year B Term 4 KS1 Music: Our Land Year B Term 3 KS1 English: Information text Year B Term 6 KS1 English: Recounts Year B Term 5/6 KS1 RE: Thankfulness</p>	<p>Investigation Interpretation Empathy Analysis</p>

		to it (e.g., stewardship in Christianity and Judaism, every living thing being part of Brahman, the ultimate reality in Hinduism, etc.)	<p>INTERPRETATION the ability to suggest meanings</p> <p>EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others and to see issues from their point of view.</p> <p>ANALYSIS distinguishing between the features of different religions</p>	<p>What makes our world a beautiful place?</p> <p>Key Vocabulary Creation Environment Caring God/gods (Brahman) Stewardship</p>	<p>Year B Term 4 EYFS PE: Outdoor activities (follow trails)</p>	<p>Year B Term 1 Year 3&amp;4 English: Explanation text of geographical features Year B Term 6 KS1 Geography: Maps of the World Year B Term 1 Y4/5 Art: Contrasting landscapes Year B Term 4 Y4/5 RE: Creation Year B Term 3&amp;4 Year 5/6 RE: Creation Year B Term 2 Year 5/6 English: Information text Year A Term 1 KS1 Science: seasonal changes Year A Term 2 KS1 Science: Habitats Year A Term 1 KS1 RE: Creation Year A Term 5 Year 4/5 RE: Creationism Year A Term ¼ Year 5/6 RE: Creation, Christianity and Science – conflicting or complimentary?</p>	
<p><u>RE 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</p>	<p>Ask good questions that reveal understanding about places of worship and what happens there. Connect the features of the mosque, synagogue and church to stories in the Koran, Bible and Torah Use religious vocabulary to name and describe the features of a synagogue and church building and other places of worship. Describe a few similarities and differences between places of worship.</p> <p>INVESTIGATION 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>EXPRESSION the ability to explain concepts, rituals and practices</p> <p>INTERPRETATION</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 – Indepth 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>Investigation Expression Interpretation Application Discernment Analysis Synthesis</p>

		<p>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 Muslim beliefs about God and harmony</p> <p>Hindus-The Mandir Beliefs about Brahman (the ultimate reality) – salt in water example Beliefs about the cycle of life [make connections with science] and the connection between this and the Trimurti (Brahma, Vishnu and Shiva:) Beliefs about dharma (duty) and the importance of always doing your duty Hindu worship: murtis, puja, arti at home and in the mandir 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>Year A Y5/6 Term 5/6 RE – In=depth study of Judaism</p>	
<p>Art/DT</p> <p>M</p>	<p>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</p>	<p>Children can: Create their own loom from paper.</p> <ul style="list-style-type: none"> <li>Weave materials into a loom, alternating between over and under.</li> </ul> <p>Use the terms ‘loom’, ‘warp’ and ‘weft’ correctly to explain the weaving process.</p> <ul style="list-style-type: none"> <li>Consider their choices of colours and materials when making and decorating a product.</li> <li>Suggest why artists and crafts makers might have decorated their artworks or products.</li> <li>Design several options for a product before selecting the best and explaining their choice.</li> </ul>	<p>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>INVESTIGATION – asking relevant questions.</p> <ul style="list-style-type: none"> <li>knowing how to use different types of sources as a way of gathering information.</li> <li>knowing how pieces are created</li> </ul>	<p>Q1 What do we mean by weaving? Q2, Can I weave two colours together? Q3 What does wax do on a picture? Yr. 1 Q1 What is paper weaving? Q2 Who is Gunta Stoltz Q3 What is batik? Q4 Where is it found?</p>	<p>Year B term 1 EYFS - Art-self portraits Year B term 2 EYFS Art-observational drawings Year B term 1 KS1 Art-self portraits Year B term 2 KS1 Art-observational drawings</p>	<p>Year A term 2 Yr. 3 Art Monet/Picasso Year A term 2 yr. 4/5 Art Constable Year A term 5 Yr. 4/5 Art portraits Year A term 1 Yr. 5/6 Art- Hallam Year A term 2 yr. 5/6 Art Warhol</p> <p>Year B term 1 yr. 3 Art-Van Gogh Year B term 1 yr. 4/5 Art-landscapes Year B term 1 yr. 5/6 Art-watercolours Year B Term 2 yr. 5/6  Art-pastels</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION APPLICATION DISCERNMENT ANALYSIS</p>

	<p>similarities between different practices and disciplines, and making links to their own work</p>	<ul style="list-style-type: none"> <li>• Use wax to transfer a design to fabric.</li> <li>• Use a paintbrush to apply dye to their wax-resist coaster to change the colour of the fabric.</li> <li>• Explain the process of batik in simple terms. Use terms like 'canting', 'wax-resist' and dye' to explain the process of batik.</li> <li>• Suggest products that are made using batik fabric.</li> </ul>	<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>REFLECTION –</b></p> <ul style="list-style-type: none"> <li>•the ability to reflect on pieces of art, including their purpose, meaning, and technique.</li> <li>•the process the artist went through to create their piece.</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><b>DISCERNMENT –</b></p> <ul style="list-style-type: none"> <li>•explaining the significance of aspects of a piece of art.</li> <li>•developing insight into individuals and communities.</li> <li>•seeing clearly for themselves how individuals might learn from the artists they study.</li> </ul> <p><b>ANALYSIS –:</b></p> <ul style="list-style-type: none"> <li>•distinguishing between an artist's meaning and what others may interpret.</li> <li>•distinguishing between the features of a piece of art and its significance.</li> </ul>				
<p><i>Music (Music express)</i></p>	<p>1.8 Patterns (Beat) Mu1/ 1.2 Play tuned and untuned instruments musically Mu1/ 1.4 Experiment with, create, select and combine sounds. Mu1/ 1.3 Listen with concentration and understanding to a range of high- quality live and recorded music</p>	<p>1.8 Patterns (Beat) Children develop their understanding of steady beat with voices and body percussion. Children count a steady beat. Children explore different ways to emphasise the first beat in a repeating pattern or metre. Develop knowledge of beat to identify metre and recognising patterns.</p>	<p>1.8 Patterns (Beat) Children learn new songs and tap the beat on their knees. Children then perform song developing the knowledge of beats using voices and bodies. Count in beats in groups. Match sounds to the beat pattern. Create snake sounds on instruments and play two, three and four beat groups.</p>	<p>1.8 Patterns Key Questions What is a metre in music? What is a score in music? Can you show the steady beat through counting, body percussion and reading scores?  Key Vocabulary Beat</p>	<p>1.8 Patterns (Beat) Year B EYFS/ Y1 Aut 1 1.10 Our Bodies  Year A EYFS/ Y1 Aut 1 1.2 Number</p>	<p>1.8 Patterns (Beat) Year B EYFS/Y1 Sum 1 1.2 Number 1.5 Machines Y1/2 Aut 1 1.10 Our Bodies Aut 2 1.8 Pattern Sum 1 1.5 Machines Y2/3 Aut 1 2.4 Our Bodies Aut 2 2.10 Pattern Sum 2 3.6 Time LKS2 Aut 1 3.2 Building</p>	<p><b>INVESTIGATION EXPRESSION INTERPRETATION</b></p>

	<p>1.12 Water (Pitch)          Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes          Mu1/1.2 play tuned and untuned instruments musically          Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music          Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>EYFS          EYFS          Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Exploring sounds on instruments and finding different ways to vary sounds.</p> <p>EYFS – Children start to play to a beat. Children explore sounds on instruments and vary sounds they make.</p> <p>1.12 Water (Pitch)          Children are able to create a picture in sound. They understand musical structure by listening and responding. Children perform a simple repeated pattern. They understand what a repeated pattern is.</p> <p>EYFS          Children can identify differences in music. They can explore how to make different sounds.</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</p> <p>INTERPRETATION: the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>APPLICATION: exploring different ways music is made</p> <p>SYNTHESIS: taking inspiration from existing musical performances to compose and perform music effectively</p> <p>1.12 Water          The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p> <p>INVESTIGATION- Investigating how the voice and body can be used to make sounds          Investigating own feelings and emotions related to a range of musical experiences          EXPRESSION- the ability to explore music as a medium for expressing themselves          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          exploring different ways music is made          EVALUATION- the ability to evaluate their own and others performances</p>	<p>Metre (beats in patterns of 2,3,4 beats)          Pitch (higher/ lower)          Dynamics (louder/ quieter)          Duration (longer/ shorter)</p> <p>1.12 Water (Pitch)          Key Questions?          What actions would go with this piece of music?          How can we make waves using percussion?          What is the structure of music?          How would you move to this piece of music?          Can you join in with the music?          Can you compare the pieces of music?</p> <p>Key Vocabulary          Dynamics- (loud/quiet, louder/ quieter)          Timbre- (splash, ripple, crash)          Tempo - (fast/slow, faster/ slower)          Glissando - (slide)          Pitch (high/ low, higher/ lower, steps, jumps)</p>	<p>1.12 Water (Pitch)          Year B Aut 2 1.6 Seasons          Year A Aut 2 1.3 Animals          Year A Spring 1 1.6 Seasons          Year A Summer 2 1.12 Water</p> <p>Link to PE- PE Dance          Year A EYFS Aut 2 Dance          KS1 Aut 2 Dance          Year B EYFS Aut 2 Dance</p>	<p>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>Year A          EYFS/ Y1          Spring 1 1.1.5 Machine          Sum 1 1.10 Our Bodies          Sum 2 1.8 Pattern Y1/2          Aut 2 1.5 Machines          Sum 1 2.4 Our Bodies          2.6 Numbers          Y2/3 Aut 2 2.6 Numbers          Spring 2 3.6 Time          LKS2          Aut 1 3.2 Building          Sum 1 4.5 Buildings          Spring 1 4.5 Buildings          Sum 1 5.4 Keeping Healthy          Yr6          Most units have an element of Beat</p> <p>1.12 Water (Pitch)          Music Express units focusing on Pitch          KS1 Year A Aut 1 1.6 Seasons          Aut 2 1.3 Animals          Sum 2 2.11 Water</p> <p>LKS2 Year B Spring 1 3.7 In the Past</p> <p>UKS2 Year A Aut 2 4.6 Around the World          4.8 Singing Spanish</p>	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

				Rhythm Timbre (slide, bubbling, wooden) Pitch - (ascending : low to high) Descending : high to low			
<b>Computing (Teach computing )</b> <b>1.6</b> <b>Programming B</b>	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 behaviour of simple programs	Children know how to find the commands to move a sprite. Children can compare different programming tools Children know how to use more than one block by joining them together Children can use a Start block in a program and then run my program. Children know how to find blocks that have numbers and change them Children know what happens when they do Children know how to include more than one sprite and can delete a sprite if needed Children know how to add blocks to each of my sprites Children know how to choose appropriate artwork for my project Children can decide how each sprite will move Children know how to create an algorithm for each sprite and use an algorithm to create a program Children know how to use sprites that match a design Children know how to add programming blocks based on an algorithm Children know how to test the programs	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  INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging. EXPRESSION the ability to explain processes, concepts and practice, rituals and practices; INTERPRETATION the ability to suggest meanings. REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve. EVALUATION the ability to evaluate how a computing system works.	What is Scratch? How do I choose a command for a given purpose? What happens when a series of commands are joined together? What are the numbers for? How do I move different sprites? Key Vocabulary Yr1 algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink	<i>Year A term 5 EYFS- Moving a robot</i> <i>Year B term 5 EYFS- Moving a robot</i>	<i>Year A term 5 KS1 -Robot algorithms</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 KS1 Introduction to quizzes</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 5 KS1 -Robot algorithms</i> <i>Year B Term 6 Yr. 3 Events and Actions</i> <i>Year B term 5 Yr4/5- repetition in shapes</i> <i>Year B term 5 yr. 5/6 selection in physical computing</i> <i>Year B term 6 KS1 Introduction to quizzes</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>	<b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>REFLECTION</b> <b>EVALUATION</b>
<b>PE</b>  <b>Running, throwing catching</b>	Pupils should be taught to: • 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	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	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.	How do I improve my sprinting technique? How do I combine running and jumping in a long jump? How do I throw over a longer distance?	<i>Year A term 6 EYFS- Athletics</i>	<i>Year A term 6 EYFS- Athletics</i> <i>Year A term 6 KS1 Athletics</i> <i>Year A term 6 yr. 3 Athletics</i> <i>Year A term 6 Yr. 4/5 Athletics</i> <i>Year A term 6 yr. 5/6 Athletics</i>	<b>INVESTIGATION</b> <b>EXPRESSION</b> <b>APPLICATION</b> <b>INTERPRETATION</b> <b>DISCERNEMENT</b> <b>ANALYSIS</b>

	<p>range of activities; • participate in team games, developing simple tactics for attacking and defending</p>	<p>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.</p>	<p>Be able to maintain and control a run over different distances.  <b>INVESTIGATION-</b>          -asking relevant questions          - using different approaches to determine skills and tactics  <b>EXPRESSION-</b>          -the ability to express themselves through movement          -the ability to explain what they do and how they do it  <b>INTERPRETATION</b>          -understanding the effects of what they do and how this could be changed to improve or maintain a standard  <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  <b>DISCERNEMENT-</b>          -understanding and responding to the tactics and games of others          -developing insights into tactics and working as a team.  <b>ANALYSIS-</b>          -explaining what they have done to improve a skill and what can be done to improve efficiency the next time</p>	<p>Forward, backwards, jump, run, throw</p>		<p><i>Year B term 6 KS1 Athletics</i>  <i>Year B term 6 Yr. 3 Athletics</i>  <i>Year B term 6 Yr. 4/5 Athletics</i>  <i>Year B term 6 Yr. 5/6 Athletics</i></p>	
<p><i>PSHE/RSE</i>   <b>Economic Well-being and Enterprise</b></p>	<p>That money comes from different sources and can be used for different purposes, including The concepts of spending and saving</p> <p>Learn about the role money plays in their lives including how to manage them money, keep it safe, choices about spending money and what influences those choices</p>	<p>Know how people make different choices around money          Know money needs to be looked after          Know how to carry out a transaction          Know that we have to pay for things          Know that we need money to pay for things          Know that advertising and the items their friends have can influence the products they would like</p> <p>Enhanced/continuous provision - shop</p>	<p>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p><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>Enquiry Questions          Can you buy anything you want from our shop?          How will you know if you have enough money?          What are some of the important items we need to buy from the shop?          Why can I not just buy sweets/toys/ice-creams from the shop?          Do you save money? What would you like to buy?</p>	<p>None</p>	<p>Year B term 6 KS1 PSHE/RSE: Economic well-being          Year B term 6 Y3&amp;4 PSHE/RSE: Economic well-being          Year B term 6 5&amp;6 PSHE/RSE: Economic well-being          Year B term 5 5/6 PSHE/RSE: Economic well-being          Year A term 6 KS1 PSHE/RSE: Economic well-being          Year A term 6 Y3&amp;4 PSHE/RSE: Economic well-being          Year A term 6 Y4/5 PSHE/RSE: Economic well-being</p>	<p><b>INVESTIGATION</b>  <b>EXPRESSION</b></p>

				<b>Key Vocabulary</b> Spending Saving Transaction Buying Selling Adverts		Year A term 6 KS1 PSHE/RSE: Economic well-being Year A term 6 Y5/6 PSHE/RSE: Economic well-being	
--	--	--	--	--------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------	--