

# Crowland/Westminster/Regents/St James -Spring 1

## Small Village, Big Horizons

## To Infinity and beyond

| Curriculum Area                                      | Key Knowledge Area   | 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)  | Reference to the Application of Knowledge Across All Curriculum Areas |
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| Topic theme<br><b>To Infinity and Beyond History</b> | <p>Yr 1/2 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 know what we mean by significant?</p> <p>Children know why we had to wait until recent times to be able to travel into space</p> <p>Children know why the people who lived long ago couldn't send space probes and rockets into space?</p> <p>Children know who Laika, Able and Baker were</p> <p>Children know what makes a good astronaut?</p> <p>Children know what the difference between Yuri Gagarin and Neil Armstrong was</p> <p>Children know what is in Space .Children talk about Space and what they already know</p> <p>Children know the problems of being in Space such as the lack of gravity, the distance from Earth</p> <p>Children know a timeline of events about Space Children know how to research information about Space travel Children know how to use a timeline Children know what and who went into Space</p> | <p><b>ENQUIRY SKILL</b><br/>Yr 1/2 Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?<br/>Yr 3 Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance<br/><b>INVESTIGATION</b> asking relevant questions;<br/>• using a variety of sources to find out about events, people and changes<br/><b>EXPRESSION</b><br/>• the ability to recall, select and organise information<br/>• the ability to use key historical dates and vocabulary to describe and explain different periods in history<br/><b>INTERPRETATION</b><br/>• the ability to draw meaning from artefacts, works of art, relics and buildings;<br/>• the ability to suggest meanings and draw conclusions from what they see<br/><b>APPLICATION</b><br/>• making the association between aspects of life in different societies,<br/>• considering the impact of past events on the present<br/>• learning both about and also from history.</p> | <p><b>ENQUIRY QUESTIONS</b><br/>Year 1<br/>Q1 why can we travel into space now when we couldn't a long time ago?<br/>Q2 Who was involved in the space race<br/>Q3 What makes a good astronaut?<br/>Q4 Who were Yuri Gagarin and Neil Armstrong?<br/>Year 2<br/>Q1 what allowed the space race to happen? Q2 How do you become an astronaut?<br/>Q3 Can people live in space?<br/>Q4 Why are Neil Armstrong and Yuri Gagarin famous?<br/>Q5 why was the moon landing so important<br/>Year 3<br/>Q1 what were the key events in the space race<br/>Q2 What are some of the problems of being in space?<br/>Q3 What can I find out about space travel?<br/>Q4 Where in space will we explore in future? KEY VOCABULARY<br/>T<br/>.Space Station<br/>Rockets<br/>NASA<br/>Moon<br/>Gravity<br/>Space</p> | <p><i>Year A Term 1 EYFS Science: Seasons and Weather</i><br/><i>Year A Term 6 EYFS Geography: Places around the world</i><br/><i>Year A Term 3 and 4 EYFS Science: Materials</i><br/><i>Year A Term 1 EYFS Instruction writing</i><br/><i>Year A Term 2 EYFS Information texts writing on health and safety</i><br/><i>Year A Term 3 EYFS recount writing</i></p> | <p><i>Year A Term 4 Year 3 Science: Forces and Magnets</i><br/><i>Year A Term 2 Year 3: Instructions writing on travel options between different places</i><br/><i>Year A Term 3 &amp; 4 Year 4 Science: Forces and Magnets, Gravity and Friction</i><br/><i>Year A Term 2 Year 5/6 Music: The Solar System</i><br/><i>Year A Term 3 Year 5/6 Science: Forces, Gravity and Air Resistance</i><br/><i>Year A Term 3 Year 5/6: Non-fiction research on environmental activists</i><br/><br/><i>Year B Term 3 Year 3: Report writing</i><br/><i>Year B Term 2 Year 4 Music: The Planets</i><br/><i>Year B Term 1 Year 5/6: Non-chronological report</i><br/><i>Year B Term 2 Year 5/6: Information text</i><br/><i>Year B Term 3 Year 5/6: Earth and Space</i></p> | <b>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</b>            |

|         |   |   |  | Earth<br>Astronaut  |  |  |  |  |
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| Science | <p>Yr 1 Distinguish between an object and the material from which it is made<br/>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock<br/>Describe the simple physical properties of a variety of materials<br/>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Yr 2/3<br/>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses<br/>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> | <p>Children can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock by matching a material to its name.<br/>Children know how to describe a material using their senses<br/>Children know that materials have different properties<br/>Children can name different properties-hard/soft/permeable, impermeable/flexible/rigid/floating/sink.<br/>Children know how to conduct a test. Children know how to sort objects by their properties</p> <p>Yr 3 Children know the materials from which common objects are made. Children know how to carry out an investigation into the properties of small objects. Children know how to predict and test whether a material is magnetic, transparent, floats, or can be squashed or stretched. Children know why materials are suitable in different situations. Children know how to group objects by material. Children know about three inventors of new materials - John Dunlop, John McAdam, and Charles Macintosh.</p> | <p>Yr. ½<br/>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<br/>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<br/><b>INVESTIGATION</b> - asking relevant questions; knowing how to use different types of sources as a way of gathering information<br/><b>EXPRESSION</b> – the ability to explain concepts, methods and practices; the ability to identify and articulate scientific understanding<br/><b>INTERPRETATION</b> – the ability to draw meaning from scientific theories, theories and studies; the ability to suggest meanings<br/><b>APPLICATION</b> - making the association in Science between chemistry, biology and physics; To ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p> | <p>Key Questions</p> <p>Year 1<br/>Q1 why can we travel into space now when we couldn't a long time ago?<br/>Q2 Who was involved in the space race<br/>Q3 What makes a good astronaut?<br/>Q4 Who were Yuri Gagarin and Neil Armstrong?</p> <p>Year 2<br/>Q1 what allowed the space race to happen? Q2 How do you become an astronaut?<br/>Q3 Can people live in space?<br/>Q4 Why are Neil Armstrong and Yuri Gagarin famous?<br/>Q5 why was the moon landing so important</p> <p>Year 3<br/>Q1 what were the key events in the space race<br/>Q2 What are some of the problems of being in space?<br/>Q3 What can I find out about space travel?<br/>Q4 Where in space will we explore in future? Key Vocabulary object. material. hard. soft. stretchy. shiny. dull rough smooth. bendy. not bendy waterproof. not waterproof absorbent not absorbent. transparent. opaque</p> | <p>Year A Term3 EYFS Science-materials</p> | <p>Year A term 3 Yr3 science, Rocks and soils<br/>Year A term 1 year4/5 Science , States of Matter<br/>Year A term 5 Yr5/6 science-properties and changes in materials<br/>Year B term 3 KS1 Materials<br/>Year B term 6 yr5/6 properties and changes in materials</p> | <p><b>INVESTIGATION</b><br/><b>EXPRESSION</b><br/><b>INTERPRETATION</b><br/><b>APPLICATION</b><br/><b>ANALYSIS</b><br/><b>EVALUATION</b></p> |  |

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|           |  |   | ANALYSIS – distinguishing between the feature's methods of different investigations<br>EVALUATION – the ability to evaluate a finished product and scientific investigation.  |  |   |  |  |
| <b>RE</b> | <u>Crowland and Regent Spring 1</u><br>God – Islam<br><br>Beliefs about God<br>The oneness of God (Tawhid)<br>Creation and harmony<br>Humans being on the straight path<br>Muhammed and the Qur'an<br><br><u>St James' and Westminster Spring 1</u><br>Jesus' Teaching | <p>Know that Muslims believe in one God he ne God (tawhid), created the universe in harmony</p> <p>Know that he created human beings to help keep the universe in harmony</p> <p>Know that Muslims believe he provided a straight path (shariah) to help keep the universe in harmony</p> <p>Know that Muslims have guidance to help humans follow the straight path (Qur'an, prophets, natural world)</p> <p>Know that Muslims have 99 Names of Allah – ways in which Muslims try to understand what God is like (not 100 because you can never fully know God)</p> <p>Know the Qur'an is the holy book of Islam; the words of God, providing guidance for human beings</p> <p>Know that the Prophet Muhammad – the final prophet; receives guidance (i.e. the Qur'an) directly from God, lives it out in his own life and leads people along the straight path</p> <p>Know the story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power')</p> <p>Know about issues of good and bad, right and wrong arising from the stories</p> <p>Know about some texts from different religions that</p> | <p>Understand Muhammed is a special person to help Muslims make good choices</p> <p>Recall the story of how Muhammed received the Qur'an from Angel Jibril</p> <p>Understand Muslim beliefs about one God and that he created the world as he wanted it to be – in harmony</p> <p>Understand what the straight path is and its importance for Muslims</p> <p>Understand that Muslims believe God made the world exactly as he wanted it to be – creation story/harmony</p> <p><b>INVESTIGATION</b><br/>knowing how to use different types of sources as a way of gathering information</p> <p><b>EXPRESSION</b><br/>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><b>INTERPRETATION</b><br/>the ability to draw meaning from artefacts, works of art, poetry and symbolism.<br/>the ability to suggest meanings</p> <p>Give examples what Jesus said about the importance of people following the Golden Rule</p> <p>Are able to explain the Golden Rule and apply it to other parts of their lives – school rules, laws, during worship</p> <p>Able to answer questions such as what would it be like if everyone followed the golden rule?</p> <p><b>INVESTIGATION</b><br/>knowing how to use different types of sources as a way of gathering information</p> <p><b>EXPRESSION</b><br/>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><b>INTERPRETATION</b></p> | <p><b>Enquiry Questions</b></p> <p>How is Allah described in the Qur'an?<br/>What do Muslims learn about Allah and their faith through the Qur'an<br/>Who is Muhammad? Prophet</p> <p><b>Key Vocabulary</b></p> <p>Islam<br/>Tawhid<br/>Qur'an<br/>Mohammed<br/>Angel Jibril<br/>Harmony<br/>Straight path<br/>Creation<br/>Allah<br/>Shariah<br/>Knight of Power</p> <p><b>Enquiry Questions</b></p> <p>Do we have school/bubble rules?<br/>What rules do you follow?<br/>Why do we have rules?</p> | <p>Year B Term 1<br/>Crowland and Regent RE: Creation</p> <p>Year A Term 1<br/>Crowland and Regent RE: Creation</p> <p>Year B Term 2<br/>Regent and Crowland RE: God-Christianity</p> <p>Year A Term 2<br/>Regent and Crowland RE: God-Christianity</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 2 /3 Y4/5 RE: How do Muslim's worship?</p> <p>Year B Term 6 Y5/6 RE: Islam – Life journey</p> <p>Year B Term5/6 KS1 RE: Thankfulness</p> <p>Year B Term 3 KS1 PSHE/RSE: Respect</p> <p>Year B Term 1 Y4/5 RE: Pilgrimage</p> <p>Year B Term 1 Y5/6 RE: God – Christianity</p> <p>Year A Term 3&amp;4 KS1 RE: Thankfulness</p> | <b>INVESTIGATION EXPRESSION INTERPRETATION</b> |
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|   | <p><i>"Teacher, which is the great commandment in the Law?" And he said to him, "You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment.</i></p> <p>One of the main Christian teachings about morality and how others should be treated comes from Jesus' teaching of the Golden Rule. The Golden Rule tells Christians to treat other people as they would like to be treated.</p> <p><b>The Greatest Commandment</b><br/>Mark 12:30-31<br/><b>The Golden Rule</b><br/>Matthew 7:12</p> | <p>promote the 'Golden Rule', and think about what would happen if people followed this idea more</p> <p>Know some texts from different religious scriptures about the 'Golden Rule' and know times when it has been followed and times when it has not been followed.</p> <p>Know about how the golden rule can make life better for everyone.</p>   | <p>the ability to draw meaning from artefacts, works of art, poetry and symbolism.</p> <p>the ability to suggest meanings</p>  | <p><b>Do you think Jesus gave Christians rules?</b></p> <p><b>Key Vocabulary</b><br/>Golden Rule<br/>Jesus<br/>Commandment<br/>Disciples (evangelists)<br/>Gospel</p>   |  | <p>Year A Term 6 KS1 RE: Inspirational Christians</p> <p>Year A Term 3 Y3&amp;4 PSHE/RSE: respect</p> <p>Year A Term 1 Y4/5 RE: Pilgrimage</p> <p>Year A Term 1 Y5/6 RE: God – Christianity - God</p>  |  |
| <b>Art/DT</b><br><br><b>Pneumatic rockets</b> | <p>Pupils should be taught to:</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria; generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; select from and use a wide range of materials and components, including construction materials,</p>        | <p>Children know about the development of space rockets</p> <p>Children know the different parts of a space rocket.</p> <p>Children can name the different structures on a space rocket, Children can explain how a space rocket uses propulsion to move.</p> <p>Children know the reason for fins to stabilise rockets.</p> <p>Children know why a nose cone is pointed. Children know that air can be used to propel an object. Children know that if air passes through a narrow point it moves faster. Children know how to draw an annotated diagram, Children know how to compile a list of components, Children know how to select tools to use</p> <p>Children can add features to a plastic bottle to follow a design. Children can use joining techniques to join different materials together.</p> | <p>Yr 1/2 use their knowledge of existing products and their own experience to help generate their ideas; design products that have a purpose and are aimed at an intended user; explain how their products will look and work through talking and simple annotated drawings; design models using simple computing software; plan and test ideas using templates and mock-ups; understand and follow simple design criteria; work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. with support, select from a range of materials, textiles and components according to their characteristics ; learn to use hand tools safely use a range of materials and components,; with help, measure and mark out; cut, shape and score materials with some accuracy; assemble, join and combine materials, components or ingredients; stages of the process.</p> <p>Yr 3 identify the design features of their products that will appeal to intended customers; use their knowledge of a broad range of existing products to help generate their ideas; design innovative and appealing products that have a clear purpose and are aimed at a specific user; explain how particular parts of their products work; use annotated sketches and cross-sectional drawings to develop and communicate their ideas; when designing, explore different initial ideas before coming up with a final design; when planning, start to explain their choice of materials and components including function and aesthetics; test ideas out through</p> | <p><b>What makes up a rocket?</b></p> <p><b>What are the fins for?</b></p> <p><b>Why is the nose cone pointed?</b></p> <p><b>What other features do I need to include?</b></p> <p><b>How do I join materials?</b></p> <p><b>How does my rocket fire ?</b></p> <p><b>What improvements do I need to make</b></p> <p><b>Key vocabulary</b><br/>Rocket, fins, nosecone, pneumatics , pressure, air, distance</p> | <p><b>Year A term 3 EYFS</b><br/><b>Moving Pictures</b><br/><b>Year A term 3 KS1</b><br/><b>DT pulleys for drawbridge</b><br/><b>Year B Term 2 EYFS</b><br/><b>Art vehicles</b><br/><b>Year B Term 2 KS1</b><br/><b>Art vehicles</b></p> | <p><b>Year A term 3 /Yr 3 /DT moving vehicle</b><br/><b>Year A term 1 yr 4/5 bridge construction</b><br/><b>Year A term 3 Yr 5/6 DT model ship</b><br/><b>Year A term 5 yr 5/6 Key designers</b><br/><b>Year B term 2 Yr 3 DT moving model</b><br/><b>Year B term 2 Yr 4/5 DT boats</b><br/><b>Year B term 3 Yr 5/6 DT electrical components</b></p> | <b>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</b> |

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|              | <p>textiles and ingredients, according to their characteristics.</p> <p>explore and evaluate a range of existing products; evaluate their ideas and products against design criteria. build structures, exploring how they can be made stronger, stiffer and more stable;</p> <ul style="list-style-type: none"> <li>•explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> <p>.</p>   | <p>Children can use different materials to represent different components.</p> <p>Children know that air can be pumped into a bottle through a needle Children know that air pressure will build up.</p> <p>Children know that a rocket will be propelled upwards.</p> <p>Children know how to measure distance moved.</p> <p>Children know how to evaluate their design and assess its performance</p> <p>Children know how to suggest improvements</p> | <p>using prototypes; develop and follow simple design criteria; work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</p> <p><b>INVESTIGATION –:</b><br/>asking relevant questions;</p> <p><b>knowing how to use different types of sources as a way of gathering information;</b></p> <p><b>knowing how pieces are created</b></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> |  |   |   |   |
| <b>Music</b> | <p>1.4 Weather (Exploring sounds)</p> <p>How can you use voices, movement and instruments to describe weather?</p> <p>Mu1/1.1 Using 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>Mu1/1.4 Experiment with, create, select and combine sounds.</p> <p>Mu1/1.3 Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>EYFS- How can you make the sound of rain, thunder and wind using instruments, voices and your bodies?</p> | <p>1.4 Weather (exploring sounds)</p> <p>Children explore control of dynamics (volume), duration and timbre with voices, body percussion and instruments. They develop their control of voices, movement and instruments to describe the weathers.</p> <p>EYFS: Children explore sounds to describe different weathers. They start to explore using instruments, voices and movement.</p>  | <p>1.4 Weather (exploring sounds)</p> <p>Children perform action songs about the wind and explore making wind sounds using voices and body percussion.</p> <p>Control duration and dynamics using voices, body percussion and instruments for sounds of thunder, winds and rain effects.</p> <p>Listen to Beethoven's depiction of a storm and respond in movement.</p> <p>EYFS: Learn to use voices in new songs and use body percussion and movement to respond to different sounds about the weather.</p>   | <p>1.4 Weather<br/>Key Questions</p> <p>What is dynamics in music?</p> <p>What actions can we use to match this piece of music or song?</p> <p>How can you match sounds to this music?</p> <p>Can you show your understanding of controlling duration and dynamics using your voice, body percussion and instruments?</p> <p>Can you respond to the music through movement?</p> <p><b>Key Vocabulary</b></p> <p>Duration – long/short</p> <p>Dynamics- loud/quiet, louder/quieter</p> <p>Timbre</p> <p>Rhythm</p> <p>Tempo</p> | <p>1.4 Weather (exploring sounds)</p> <p>Year B</p> <p>EYFS/Y1 Aut 2 1.7</p> <p>Our School</p> <p>Aut 1 1.1 Ourselves</p> <p>Year A</p> <p>EYFS/ Y1</p> <p>Sum 1 1.9 Storytime</p> <p>Spring 1 1.7 Our School</p> <p>Aut 2 1.1 Ourselves</p> <p>Aut 1 1.4 Weather</p> | <p>1.4 Weather (exploring sounds)</p> <p>Year B</p> <p>EYFS/ Yr 1</p> <p>Spring 1 1.9 Storytime</p> <p>KS1</p> <p>Aut 1 1.1 Ourselves</p> <p>Aut 2 1.7 Our School</p> <p>Spring 1 1.4 Weather, 1.9</p> <p>Storytime</p> <p>Spring 2 2.3 Our land</p> <p>Y2/3</p> <p>Aut 1 2.1 Ourselves</p> <p>Aut 2 2.3 Our Land</p> <p>Spring 1 2.9 Weather</p> <p>2.7 Storytime</p> <p>Summer 1 3.3 Sounds</p> <p>Year B (has Mu2/1.5)</p> <p>LKS2 Aut 1 3.1</p> <p>Environment</p> <p>3.2 Building</p> <p>Aut 2 3.4 Poetry</p> <p>Spring 2 4.3 Sounds</p> <p>4.5 Building</p> <p>Y4/5</p> <p>Aut 1 4.2 Environment</p> <p>4.4 Recycling</p> <p>Spring 1 4.6 Around the World</p> <p>4.12 Food and Drink</p> <p>Spring 2 5.3 Life Cycles</p> | <p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>INTERPRETATION</b></p> <p><b>APPLICATION</b></p> |

| 1.9 Storytime (Exploring sounds)<br>How can music be used to tell a story?<br>Mu1/ 1.3 Listen with concentration and understanding to a range of high-quality live and recorded music<br>Mu1/ 1.4 Experiment with, create, select and combine sounds. | 1.9 Storytime (Exploring sounds)<br>Children use music terms to discuss music- fast, slow, loud, quiet.<br>Children add instruments to match music and create sound effects.<br>Children create music to match an event in story.<br>Children develop their use of voices and learn new songs and chants. | <p><b>1.9 Storytime (Exploring sounds)</b><br/>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.<br/>Children use this knowledge to perform a musical.</p> <p><b>INVESTIGATION:</b> Investigating how the voice and body can be used to make sounds<br/>Exploring a range of tuned and untuned instruments to compose music</p> <p><b>EXPRESSION:</b> the ability to explore music as a medium for expressing themselves</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>REFLECTION:</b> the ability to consider their own performances and evaluate the effectiveness and levels of success</p> <p><b>APPLICATION:</b> exploring different ways music is made</p> <p><b>SYNTHESIS:</b> linking a range of musical devices together to create effective compositions</p> <p><b>EVALUATION:</b> the ability to evaluate their own and other performances</p> | <p><b>1.9 Storytime (Exploring sounds)</b><br/>Key Questions<br/>How can you describe this music? Is it fast, slow, loud or quiet?<br/>How can music tell a story?<br/>Can you add sound effects to the music?<br/>Can you play fast, slow, loud and quiet?<br/>Can you match music to the event in the story?<br/>Can you perform with others?</p> <p>Key vocabulary<br/>Tempo- fast, slow<br/>Dynamics- loud, quiet<br/>Timbre</p> | <p><b>1.9 Storytime (Exploring sounds)</b><br/>Year B<br/>EYFS/ Yr1 Spring 1<br/>1.4 Weather<br/>Aut 2 1.7 Our School<br/>Aut 1 1.1 Ourselves</p> <p><b>1.9 Storytime (Exploring sounds)</b><br/>Year A<br/>EYFS/ Y1 Summer 1 1.9<br/>Storytime<br/>KS1 Aut 1 1.4 Weather<br/>Spring 1 1.7 Our School<br/>1.9 Storytime<br/>Spring 2 2.1 Ourselves<br/>2.3 Our land<br/>Y2/3<br/>Aut 1 2.9 Weather<br/>Spring 1 2.3 Our Land<br/>2.7 Storytime<br/>Spring 2 3.3 Sounds<br/>LKS2 (has Mu2/1.5)<br/>Aut 1 3.1 Environment<br/>3.2 Buildings<br/>Aut 2 3.3 Sounds<br/>Spring 2 4.6 Around the World<br/>Sum 1 4.3 Sounds<br/>4.5 Building<br/>Sum 2 4.12 Food and Drink<br/>Y4/5<br/>Aut 1 4.2 Environment<br/>Aut 2 4.6 Around the World<br/>Spring 1 4.5 Buildings<br/>Spring 2 5.3 Life Cycles<br/>Summer 2 5.4 Keeping Healthy<br/>Sum 2 5.5 At The Movies<br/>Y6<br/>Aut 1 6.4 Roots<br/>Spring 1 6.2 Journeys<br/>Spring 2 6.3 Growth</p> | <p><b>Sum 1 5.4 Keeping Healthy</b><br/>Y6<br/><b>Aut 2 6.2 Journeys</b><br/><b>Spring 1 6.3 Growth</b><br/><b>Spring 2 6.4 Roots</b></p> <p><b>Year A</b><br/><b>EYFS/Y1 Summer 1 1.9</b><br/><b>Storytime</b><br/><b>KS1 Aut 1 1.4 Weather</b><br/><b>Spring 1 1.7 Our School</b><br/><b>1.9 Storytime</b><br/><b>Spring 2 2.1 Ourselves</b><br/><b>2.3 Our land</b><br/><b>Y2/3</b><br/><b>Aut 1 2.9 Weather</b><br/><b>Spring 1 2.3 Our Land</b><br/><b>2.7 Storytime</b><br/><b>Spring 2 3.3 Sounds</b><br/><b>LKS2 (has Mu2/1.5)</b><br/><b>Aut 1 3.1 Environment</b><br/><b>3.2 Buildings</b><br/><b>Aut 2 3.3 Sounds</b><br/><b>Spring 2 4.6 Around the World</b><br/><b>Sum 1 4.3 Sounds</b><br/><b>4.5 Building</b><br/><b>Sum 2 4.12 Food and Drink</b><br/><b>Y4/5</b><br/><b>Aut 1 4.2 Environment</b><br/><b>Aut 2 4.6 Around the World</b><br/><b>Spring 1 4.5 Buildings</b><br/><b>Spring 2 5.3 Life Cycles</b><br/><b>Summer 2 5.4 Keeping Healthy</b><br/><b>Sum 2 5.5 At The Movies</b><br/><b>Y6</b><br/><b>Aut 1 6.4 Roots</b><br/><b>Spring 1 6.2 Journeys</b><br/><b>Spring 2 6.3 Growth</b></p> <p><b>1.9 Storytime (Exploring sounds)</b><br/>Year B<br/>KS1<br/>Aut 1 1.1 Ourselves<br/>Aut 2 1.7 Our School<br/>Spring 1 1.4 Weather, 1.9<br/>Storytime<br/>Spring 2 2.3 Our land<br/>Y2/3</p> |
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Spring 1 6.3 Growth  
Spring 2 6.4 Roots*

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2.7 Storytime  
Spring 2 3.3 Sounds  
LKS2 (has Mu2/1.5)  
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3.2 Buildings  
Aut 2 3.3 Sounds  
Spring 2 4.6 Around the World  
Sum 1 4.3 Sounds  
4.5 Building  
Sum 2 4.12 Food and Drink  
Y4/5  
Aut 1 4.2 Environment  
Aut 2 4.6 Around the World  
Spring 1 4.5 Buildings  
Spring 2 5.3 Life Cycles*



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|  |  | <p><b>REFLECTION:</b> the ability to consider their own performances and evaluate the effectiveness and levels of success</p> <p><b>APPLICATION:</b> exploring different ways music is made</p> <p><b>SYNTHESIS:</b> linking a range of musical devices together to create effective compositions</p> <p><b>EVALUATION:</b> the ability to evaluate their own and other performances</p> | Timbre<br>Texture<br>Dynamics<br>Tempo<br>Duration<br>Pitch<br>Structure<br>Melody<br>Rhythm<br>Beat<br>Score | <b>2.7 Storytime (exploring sounds)</b><br>Year B<br>Y2/3<br>Spring 1 2.9<br>Weather<br>Aut 2 2.3 Our Land<br>Aut 1 2.1 Ourselves<br>KS1<br>Spring 2 2.3 Our land<br>Spring 1 1.4<br>Weather<br>1.9 Storytime<br>Aut 2 1.7 Our School<br>Aut 1 1.1 Our Bodies<br>EYFS/Y1<br>Spring 1<br>1.9 Storytime<br>1.4 Weather<br>Aut 2 1.7 Our school<br>Aut 1 1.1 Ourselves<br><br><b>Year A</b><br><b>KS1 Y2/3</b><br><b>Spring 2 3.3 Sounds</b><br><b>Spring 1 2.3 Our Land</b><br><b>2.7 Storytime</b><br><b>Aut 1 2.9 Weather</b><br><b>KS1 Y1/2</b><br><b>Spring 2 2.1</b><br><b>Ourselves</b><br><b>2.3 Our Land</b><br><b>Spring 1 1.9 Storytime</b><br><b>1.7 Our School</b><br><b>Aut 1 1.4 Weather</b><br><b>EYFS/Y1</b><br><b>Sum 1 1.9 Storytime</b><br><b>Spring 1 1.7 Our School</b><br><b>Aut 2 1.1 Ourselves</b><br><b>Aut 1 1.4 Weather</b> | <i>Aut 2 4.6 Around the World</i><br><i>Spring 1 4.5 Buildings</i><br><i>Spring 2 5.3 Life Cycles</i><br><i>Summer 2 5.4 Keeping Healthy</i><br><i>Sum 2 5.5 At The Movies</i><br><i>Y6</i><br><i>Aut 1 6.4 Roots</i><br><i>Spring 1 6.2 Journeys</i><br><i>Spring 2 6.3 Growth</i><br><br><b>2.7 Storytime (exploring sounds)</b><br><i>Sum 1 3.3 Sounds</i><br><i>Music Express Exploring sounds (has Mu2/1.5)</i><br><i>Year B</i><br><i>LKS2 Aut 1 3.1 Environment</i><br><i>3.2 Building</i><br><i>Aut 2 3.4 Poetry</i><br><i>Spring 2 4.3 Sounds</i><br><i>4.5 Building</i><br><i>Y4/5</i><br><i>Aut 1 4.2 Environment</i><br><i>4.4 Recycling</i><br><i>Spring 1 4.6 Around the World</i><br><i>4.12 Food and Drink</i><br><i>Spring 2 5.3 Life Cycles</i><br><i>Sum 1 5.4 Keeping Healthy</i><br><i>Y6</i><br><i>Aut 2 6.2 Journeys</i><br><i>Spring 1 6.3 Growth</i><br><i>Spring 2 6.4 Roots</i><br><br><i>Year A (has Mu2/1.5)</i><br><i>LKS2</i><br><i>Aut 1 3.1 Environment</i><br><i>3.2 Buildings</i><br><i>Aut 2 3.3 Sounds</i><br><i>Spring 2 4.6 Around the World</i><br><i>Sum 1 4.3 Sounds</i><br><i>4.5 Building</i><br><i>Sum 2 4.12 Food and Drink</i><br><i>Y4/5</i><br><i>Aut 1 4.2 Environment</i><br><i>Aut 2 4.6 Around the World</i> |  |
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|   |  |  |   |  |  | <i>Spring 1 4.5 Buildings</i><br><i>Spring 2 5.3 Life Cycles</i><br><i>Summer 2 5.4 Keeping Healthy</i><br><i>Sum 2 5.5 At The Movies Y6</i><br><i>Aut 1 6.4 Roots</i><br><i>Spring 1 6.2 Journeys</i><br><i>Spring 2 6.3 Growth</i>   |  |
| <i>Computing 1.3</i><br><i>Digital writing (Crowland/Regents)</i> | Pupils should be taught to:<br>Use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>Use technology safely and respectfully, keeping personal information private | Children know how to open a word processor. Children can recognise keys on a keyboard<br>Children can identify and find keys on a keyboard 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<br><br>Children can identify simple differences in pieces of music Children can listen with concentration to a range of music (links to the Music curriculum) Children know how music makes me feel, e.g. happy or sad Children | add text strings, text boxes and show and hide objects and images, manipulating the features;<br>use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape;<br>use applications and devices in order to communicate ideas, work, messages and demonstrate control;<br>save, retrieve and organise work;<br>use key vocabulary to demonstrate knowledge and understanding in this strand:<br><br>Yr 2<br>use software to record sounds; change sounds recorded; save, retrieve and organise work;<br>use key vocabulary to demonstrate knowledge and understanding in this strand:<br><br>Yr 3<br>use software to record, create and edit sounds and capture still images; change recorded sounds, volume, duration and pauses; use software to capture video for a purpose; use key vocabulary to demonstrate knowledge and understanding in this strand:<br><b>INVESTIGATION</b><br>asking relevant questions; | How can I use a computer to write?<br>Can I add and remove text on a computer?<br>How do I change what my text looks like?<br>How can I make it better?<br><br>Key Vocabulary<br>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 | <i>Year A term 2 EYFS</i><br><i>Computing-painting</i><br><i>Year A term 3 EYFS</i><br><i>Computing-writing</i><br><i>Year A term 2 KS1</i><br><i>Computing-photography</i><br><i>Year A term 3 Ks1</i><br><i>Computing-music</i><br><i>Year B term 2 EYFS</i><br><i>Computing-painting</i><br><i>Year B term 3 EYFS</i><br><i>Computing-writing</i><br><i>Year B term 2 KS1</i><br><i>Computing-painting</i><br><br><i>ALL OF THE MUSIC CURRICULUM</i><br><br><i>Year A term 2 EYFS</i><br><i>Computing-painting</i><br><i>Year A term 3 EYFS</i><br><i>Computing-writing</i> | <i>Year A term 2 Yr 3</i><br><i>Computing-animation</i><br><i>Year A term 3 Yr 3</i><br><i>Computing-publishing</i><br><i>Year A term 2 Yr 4</i><br><i>Computing-audio editing</i><br><i>Year A term 2 Yr 4/5</i><br><i>computing vector drawing</i><br><i>Year A term 3 Yr 4</i><br><i>Computing photo editing</i><br><i>Year A term 3 Yr 4/5</i><br><i>Video-editing</i><br><i>Year A term 2 Yr 5/6</i><br><i>Computing -3d modelling</i><br><i>Year A term 3 yr 5/6</i><br><i>Computing -web pages</i><br><i>Year B term 2 Yr 3</i><br><i>Computing-animation</i><br><i>Year B term 2 Yr 4/5</i><br><i>Computing -audio editing</i><br><i>Year B term 3 Yr 4/5</i><br><i>Computing photo editing</i><br><i>Year B term 2 Yr 5/6</i><br><i>Computing -vector drawing</i><br><i>Year B term 3 yr 5/6</i><br><i>Computing -video editing</i> | <b>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</b> |
| <i>2.3 Making Music ( St James/ Westminster)</i>                  | Pupils should be taught to:<br>Use technology purposefully to create,  |  |   |  |  | <i>Year A term 2 Yr 3</i><br><i>Computing-animation</i><br><i>Year A term 3 Yr 3</i><br><i>Computing-publishing</i><br><i>Year A term 2 Yr 4</i><br><i>Computing -audio editing</i>  |  |

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|               | organise, store, manipulate and retrieve digital content  | <p>know how to create a rhythm pattern<br/>Children can play an instrument following a rhythm pattern Children know that music is created and played by humans Children can connect images with sounds. Children can use a computer to experiment with pitch and duration. Children know how to relate an idea to a piece of music. Children know that music is a sequence of notes Children know how to use a computer to create a musical pattern using three notes Children can refine a musical pattern on a computer Children can describe an animal using sounds and explain their choices. Children know how to save their work Children know how to reopen their work. Children can explain how to make their work better. Children can listen to music and describe how it makes me feel</p> | <p>using different approaches to problem solving, how something can be created or works and debugging.</p> <p><b>EXPRESSION</b><br/>the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking.</p> <p><b>INTERPRETATION</b><br/>the ability to understand computing theories; the ability to suggest meanings.</p> <p><b>REFLECTION</b><br/>the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <p><b>APPLICATION</b><br/>the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects</p> <p><b>DISCERNMENT</b><br/>seeing clearly for themselves how they use computing in their daily lives and in future employment.</p> <p><b>ANALYSIS</b><br/>distinguishing between the feature's methods of different investigations.</p> <p><b>SYNTHESIS</b><br/>linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes.</p> <p><b>EVALUATION</b><br/>understand what can be done differently and what impact this may have on the outcome.</p> | <p>How does music make us feel?<br/>What patterns can we see in music?<br/>What are notes?<br/>How do I represent an animal in music?<br/>Key Vocabulary commands, add sound.notes, rhythm, pitch, duration audio, sound, video, movie, embed, link, file format,</p>   | <p><b>Year A term 2 KS1 Computing-photography</b><br/><b>Year A term 3 Ks1 Computing-music</b><br/><b>Year B term 2 EYFS Computing-painting</b><br/><b>Year B term 3 EYFS Computing-writing</b><br/><b>Year B term 2 KS1 Computing-painting</b></p> | <p><b>Year A term 2 Yr 4/5 computing vector drawing</b><br/><b>Year A term 3 Yr 4 Computing photo editing</b><br/><b>Year A term 3 Yr 4/5 Video-editing</b><br/><b>Year A term 2 Yr 5/6 Computing -3d modelling</b><br/><b>Year A term 3 yr 5/6 Computing -web pages</b><br/><b>Year B term 2 Yr 3 Computing-animation</b><br/><b>Year B term 2 Yr 4/5 Computing -audio editing</b><br/><b>Year B term 3 Yr 4/5 Computing photo editing</b><br/><b>Year B term 2 Yr 5/6 Computing -vector drawing</b><br/><b>Year B term 3 yr 5/6 Computing -video editing</b></p> |   |
| <b>PE Gym</b> | <p>Yr ½ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>Yr 3 Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate</p> | <p>Children know how to copy balances on a range of body parts; Children can say what is good about a partner's performance; Children know how to match the actions of their partner and copy a paired balance correctly; Children can perform a paired balance on a piece of apparatus; Children can demonstrate at least one type of roll correctly; Children can show some control when they are rolling; Children can perform at least one type of jump correctly, showing a clear body shape in the air; Children know how to jump off apparatus with support and land safely; Children</p>  | <p>Yr 1/2 Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care</p> <p>Yr 3 Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm</p>   | <p>What is a balance?<br/>How do I link movements?<br/>How do I perform a roll<br/>What is a sequence?</p> <p>Key Vocabulary. og roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward rol straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle tanding balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support</p> | <p><b>Year A term 3 EYFS Gym</b><br/><b>Year A term 3 KS1 Gym</b><br/><b>Year B term 3 EYFS Gym</b></p>   | <p><b>Year A term 3 Yr 3 Gym</b><br/><b>Year A term 3 Yr 4/5 Gym</b><br/><b>Year A term 3 Yr 3 Gym</b><br/><b>Year B term 3 Yr 3 Gym</b><br/><b>Year B term 3 Yr 4/5 Gym</b><br/><b>Year B term 3 yr 5/6 Gym</b></p>   | <p><b>INVESTIGATION</b><br/><b>EXPRESSION</b><br/><b>INTERPRETATION</b><br/><b>ANALYSIS</b></p> |

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|          | <p>improvement to achieve their personal best</p>   | <p>know how to copy, remember and perform three different movements to make a sequence; Children can describe a sequence and say what is good about it; Children can work with a partner to copy, remember and perform three different movements to make a matching sequence; • show some control</p>   | <p>up and cool down. Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements</p> <p><b>INVESTIGATION-</b><br/>           -asking relevant questions<br/>           - using different approaches to determine skills and tactics</p> <p><b>EXPRESSION-</b><br/>           -the ability to express themselves through movement<br/>           -the ability to explain what they do and how they do it</p> <p><b>INTERPRETATION</b><br/>           -understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p><b>APPLICATION</b><br/>           - make connections between different skills in different sports and how these are interlinked<br/>           -to apply the skills, they have learnt in different situations</p> | <p>Key vocabulary</p> <p>Crouched forward roll,<br/>           Forward roll from standing ,<br/>           Tucked backward roll, straight jump Tuck jump Jumping jack<br/>           Star jump Straddle jump Pike jump Straight jump half-turn<br/>           Cat leap hurdle step onto springboard Squat on vault<br/>           Star jump off Tuck jump off Straddle jump off Pike jump off Handstand Lunge into handstand Cartwheel Tiptoe, step, jump and hop Hopscotch</p> |   |  |  |
| PSHE/RSE | <p>Respect</p> <p>To acknowledge the existence of diversity within our community. To explore why respect is necessary within our community.</p> | <p>Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Know the practical steps they can take in a range of different contexts to improve or support respectful relationships •</p> <p>Know the conventions of courtesy and manners*</p> <p>Know the importance of self-respect and how this links to their own happiness know that in school and in wider society they can expect to be treated with respect by</p> | <p>Can listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view.</p> <p>Are able to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p> <p>Are able to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>Are able to consider the lives of people living in other places, and people with different values and customs</p> <p>Understand that people and other living things have rights and that everyone has responsibilities to protect those rights</p>   | <p>Enquiry Questions</p> <p>What does respect mean to me?<br/>           What would be considered 'disrespectful'?<br/>           Would some things be acceptable at home but not when out with their friends?<br/>           Do we treat everyone the same?</p> <p><b>Key Vocabulary</b></p> <p>Gender<br/>           Culture<br/>           Age<br/>           Ability<br/>           Race<br/>           Stereotype</p>  | <p>Year B Term 3 EYFS<br/>           PSHE/RSE: Respect</p> <p>Year B Term 1 EYFS<br/>           RE: Myself</p> <p>Year B Term 1 EYFS:<br/>           All About Me</p> <p>Year B Term 1 EYFS<br/>           English: Mini autobiography</p> <p>Year A Term 2 EYFS<br/>           RE: My Friends</p> <p>Year B Term 4 EYFS<br/>           RE: Special Time for Me and Others</p> <p>Year A Term 3 EYFS<br/>           PSHE/RSE: Respect</p> | <p>Year B Term 2 Y3&amp;4 RE:<br/>           Islam – God</p> <p>Year B Term 6 Y3&amp;4 RE:<br/>           What is a good life?</p> <p>Year B Term 2 Y3&amp;4<br/>           English: Autobiography</p> <p>Year B Term 1 Y4/5 RE:<br/>           Pilgrimage</p> <p>Year B Term 2 Y4/5 RE:<br/>           How do Muslims' Hindus worship?</p> <p>Year B Term 1 Y5/6 RE: Is God loving and holy?</p> <p>Year A Term 6 Y3&amp;4 RE:<br/>           Who am I? What is a good life?</p> <p>Year A Term 3 Y3&amp;4<br/>           PSHE/RSE: Respect</p> <p>Year A Term 3 Y4/5<br/>           PSHE/RSE: Respect</p> <p>Year A Term 3 Y5/6<br/>           PSHE/RSE: Respect</p> | <p>INVESTIGATION<br/>           EXPRESSION</p> |

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|  |  | <p>others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p> | <p>(including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>Understands what improves and harms their local, natural and built environments and develop strategies and skills needed to care for those (including conserving energy)</p> <p>Are able to identify and respect the differences and similarities between people.</p> <p>Understand how they can contribute to the life of the classroom and school</p> <p>Are able to help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>Understand that they belong to different groups and communities such as family and school</p> <p><b>INVESTIGATION –</b><br/>asking relevant questions;<br/>knowing how to use different types of sources as a way of gathering information.</p> <p><b>EXPRESSION –:</b><br/>the ability to explain patterns of behaviour, beliefs, feelings and practices;<br/>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> |  |  | Ear A Term 1 Y5/6 RE:<br>Christianity - God |  |
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|  | Crowland/Westminster/Regents/St James -Spring 2 Explorers of land and sea |
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|  | Small Village, Big Horizons   |

| Curriculum Areas                                     | Key Knowledge Areas  | 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)   | Reference to the Application of Knowledge Across Curriculum Areas               |
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| Topic theme<br><br>Explorers of Land and sea History | <p>Yr 1/2Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>•changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>•events beyond living memory that are significant nationally or globally</li> <li>•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</li> </ul> <p>yr 3 •</p> <ul style="list-style-type: none"> <li>•a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>•a local history study</li> </ul> | <p>Children know who explorers are, where they go, what they wear and what are the reasons for their journeys?</p> <p>Children know how explorers have to adapt their lives when exploring</p> <p>Children know who Ibn Battuta was Children know about his life and travels? Children know what he saw on his way?</p> <p>Children know how he lived whilst exploring. Children know what foods he encountered on his journey Children know how he travelled Children know how we know about ibn Battuta.</p> <p>Children know who Matthew Flinders was and what we know about his life and travels?</p> <p>Children know what he saw on his way? Children know how he lived whilst exploring. Children know what foods he encountered on his journey Children know how he travelled Which events do we think are the most important and why should we remember them?</p> | <p>ENQUIRY SKILL</p> <p>Yr 1/2Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p>Yr 3</p> <p>Asking "What was it like for people in the past?" and using information to help answer the question.</p> <p>Asking, "What happened in the past?" and using information to help answer the question.</p> <p>Asking, "How long ago did an event happen?" and trying to work it out. (Using language such as a little while ago, a very long time ago etc.)</p> <p>Compare and contrast different sources</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> | <p>Year 1</p> <p>Q1 What are explorers?</p> <p>Q2 who was Ibn Battuta and what did he go?</p> <p>Q3 who was Matthew Flinders and where did he go ?</p> <p>Q4 why do we still remember both of these explorers?</p> <p>Year 2</p> <p>Q1 why do people become explorers</p> <p>Q2 how do people have to adapt their lives when exploring?</p> <p>Q3 what do I know about Ibn Battuta and his life and travels ?</p> <p>Q4 why is Matthew Flinders important in the local area ?</p> <p>Q5 what did he discover ?</p> <p>Q6 how did he travel there?</p> <p>Year 3</p> <p>Q1 who was ibn Battuta?</p> <p>Q2 where did he start his journey and where did he end?</p> | <p>Year A term 4 EYFS Geography -Journeys</p> <p>Year A term 6 EYFS Around the world</p> | <p>Year A term 6 EYFS Geography Britain and the world</p> <p>Year A term 1 Yr3 Geography Maps of the World</p> <p>Year B Term 6 Geography Under the sea</p> <p>Year B Term 4 KS1 History Explorers</p> | <p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> |

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|                |  | <p><b>How do we know about Matthew Flinders</b></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><b>INTERPRETATION</b></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><b>APPLICATION</b></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><b>Q3 what did he see on the way?</b></p> <p><b>Q4 how did he live whilst exploring?</b></p> <p><b>Q5 how do we know about his travels?</b></p> <p><b>Q6 why do we know about Matthew Flinders?</b></p> <p><b>Q7 what did he discover?</b></p> <p><b>Q8 which events do we think are the most important?</b></p> <p><b>Q9 why should we remember them</b></p> <p><b>Key Vocabulary</b></p> <p>commemorate.<br/>explorer.<br/>exploration<br/>recent in the past but not long ago.<br/>Rihla<br/>significant voyage</p>  |   |   |  |
| <b>Science</b> | <p>Yr 1/2: find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Yr 3 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> | <p>Children know that humans need water to drink to survive</p> <p>Children know that humans need food to survive.</p> <p>Children know that humans need air to breathe</p> <p>Children know that food needs to be clean to eat</p> <p>Children know that germs can damage your health</p> <p>Children know that they need to exercise to keep healthy</p> <p>Yr 3 Children know about the 5 food groups - bread, cereals and potatoes (carbohydrates), meat and fish, fruit and vegetables, milk and dairy, and fats and sugars. Children can identify some food which belong to each of these groups</p> <p>Children know that animals can be classified as herbivores, carnivores or omnivores based on their diet.</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</p> | <p><b>Key Questions</b></p> <p>Year 1</p> <p><b>Q1 What do we mean by diet?</b></p> <p><b>Q2 What else do you need to keep healthy?</b></p> <p><b>Q3 How can you exercise?</b></p> <p><b>Q4 Why do we need to wash our hands?</b></p> <p>Year 2</p> <p><b>Q1 What key elements do we need to survive ? ( water, food, air)</b></p> <p><b>Q2 Why do we need food to be clean before we eat it?</b></p> <p><b>Q3 why do we need to exercise?</b></p> <p>Year 3</p> <p><b>Q1 what are the main food groups((breads, cereal and potatoes, meat and fish, fruit and vegetables ,milk and dairy, fats and sugars) Q2 which food belongs in each group ?</b></p> <p><b>Q3 do all animals eat the same?</b></p> | <p>Year A Term2 EYFS Science-animal structure</p> <p>Year A term 5 EYFS Science animals and habitats</p> <p>Year B term 1 EYFS Science -animals and senses</p> <p>Year A term 2 KS1 Science, animals and living/non-living</p> <p>Year A term 5 KS1 animals and senses/basic needs</p> <p>Year A term 1 Yr3 science, animals-nutrition</p> <p>Year A term5 year 3 Science , animals-skeletons</p> <p>Year A term 2 Yr4/5 science-animals and digestion</p> <p>Year A term 2 Year 5/6 Science Animals and circulation</p> <p>Year A Term 4 year 5/6 Science -animals and diet</p> <p>Year B term 1 KS1 science Animals-senses</p> <p>Year B Term 4 KS1 science animals and health</p> <p>Year B term6 KS1 science Animals</p> <p>Year B Term 2 Yr 3 Science Animals and digestion, Year B term 3</p> | <p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>INTERPRETATION</b></p> <p><b>APPLICATION</b></p> <p><b>EVALUATION</b></p> |

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|           |  |  | <p>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><br/>asking relevant questions<br/>Knowing how to use different types of sources as a way of gathering information.</p> <p><b>EXPRESSION</b><br/>the ability to explain concepts, methods and practices<br/>the ability to identify and articulate scientific understanding.</p> <p><b>INTERPRETATION</b><br/>the ability to suggest meanings</p> <p><b>APPLICATION</b><br/>The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts</p> <p><b>EVALUATION</b><br/>the ability to evaluate a finished product and scientific investigation</p> | <p><b>Q4 what do we mean by herbivore, carnivore and omnivore ?</b></p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Dehydrate</li> <li>Diet</li> <li>Disease</li> <li>Energy</li> <li>exercise</li> <li>Hygiene</li> <li>Germs</li> <li>Nutrition</li> <li>Carbohydrates</li> <li>Proteins</li> <li>Dairy</li> <li>Herbivores</li> <li>Carnivores</li> <li>omnivores</li> </ul> |  | <p><i>Year 4/5 science animals and life cycles</i><br/><i>Year B term 2 Year 5/6 science animals and nutrients</i></p>   |
| <i>RE</i> | <u>Crowland and Regent</u><br><u>Spring 2</u><br>Community - Islam | What do Muslims do to express their beliefs? | Know about Muslim worship (ibadah) – prayer five times a  | Are \able to explain key Muslim beliefs: oneness of   | <p><b>Enquiry Questions</b></p> <p>Does everyone worship the same?</p> | <p><b>INVESTIGATION</b><br/><b>EXPRESSION</b><br/><b>EMPATHY</b><br/><b>APPLICATION</b><br/><b>SYNTHESIS</b></p> <p>Year B Term 1 Crowland and Regent RE: Creation</p> |

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|  | <p>Which celebrations are important to Muslims? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?</p> <p><b>St James and Westminster Spring 2</b><br/>Jesus' Teaching</p> <p>Christian beliefs about God and Jesus' teaching about the relationship between God and people. It explores what it means to believe someone. The parables of the Lost Sheep, the Good Samaritan and the Prodigal Son are explored as ways to find out what Jesus taught about the relationship between God and people and how</p> | <p>day: all Muslims in the region praying at the same time = harmony; movements and words of prayer the same for everyone = harmony; always includes saying the statement of belief (shahadah): "There is no God but God and Muhammad is his prophet"; all Muslims pray facing Makkah; preparation for prayer: washing (wudu)</p> <p>Know the key objects associated with prayer: prayer mat (cleanliness is important, Muslims don't prayer directly on the ground), prayer beads (subha), compass (to indicate the direction of Makkah)</p> <p>Know about how Muslims study the Qur'an: the madrassah (school) – studying the Qur'an to find out how to follow the straight path (shariah); learning to recite the Qur'an</p> <p>know about a Muslim festival: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet Ibrahim's test of faith) – key practices, symbols, etc., and how they relate to Muslim beliefs about God, the universe and human beings</p> <p>Know that Christian's trust Jesus who, they believe told humans about God.</p> <p>Can recall with a partner what is already known about Jesus and his work of teaching people about God.</p> <p>Know that Jesus was a good storyteller who told some of</p> | <p>God; Harmony, Human beings and the straight path and understand the guidance on the natural world and what the prophet and the Qur'an say</p> <p>Understand why prayer is important</p> <p>Understand that Muslims are asked to keep on the straight path by praying five times a day and what this involves</p> <p>Understand the links between what Muslims do when they pray and the beliefs that underpin this (e.g. harmony – all praying at the same time of day, saying the same words, carrying out the same actions, facing the same direction, etc.)</p> <p>Through immersive experiences, can understand the straight path (call to prayer/rituals involved)</p> <p>Understand that Eid ul-Adha is a festival that celebrates the sacrifice that the Prophet Ibrahim (Abraham) was willing to make for God. God asked him to sacrifice his son, Ismail, and the Prophet (pbuh – peace be upon him) was willing to do so.</p> <p>Understand that Christians believe Jesus told them about God</p> <p>Are able to appreciate what makes people special</p> <p>Are able to retell religious stories and suggest meanings for religious actions. They</p> | <p>what their favourite toy/book/food is; tell them that they are not going to be able to play with/read/eat it for the next week. How do they feel?</p> <p>what is prayer and why is it important?</p> <p>What makes a place special?</p> <p><b>Key Vocabulary</b></p> <p>Oneness of God (Tawhid)<br/>Harmony<br/>Qur'an<br/>Prophets<br/>Straight path<br/>Prayer mat<br/>Compass<br/>Subha beads<br/>Eid-ul-Adha</p> <p>Enquiry Questions</p> <p>Who might Jesus have meant by a 'neighbour'?<br/>What did he mean by 'love'?</p> <p><b>Key Vocabulary</b></p> <p>Christian<br/>Jesus<br/>Parable<br/>Samaritan<br/>Sorry<br/>Forgive forgiveness<br/>Sheep<br/>Shepherd<br/>Lost found</p> | <p>Year A Term 1 Crowland and Regent RE: Creation</p> <p>Year B Term 2 Regent and Crowland RE: God- Christianity</p> <p>Year A Term 2 Regent and Crowland RE: God- Christianity</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 2 /3 Y4/5 RE: How do Muslim's worship?</p> <p>Year B Term 6 Y5/6 RE: Islam – Life journey</p> <p>Year B Term5/6 KS1 RE: Thankfulness</p> <p>Year B Term 3 KS1 PSHE/RSE: Respect</p> <p>Year B Term 1 Y4/5 RE: Pilgrimage</p> <p>Year B Term 1 Y5/6 RE: God – Christianity</p> <p>Year A Term 3&amp;4 KS1 RE: Thankfulness</p> <p>Year A Term 6 KS1 RE: Inspirational Christians</p> |
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|  | Christians believe God wants people to live.  | <p>the most well-known stories in the world. These are written in the Bible.</p> <p>Know that Jesus used stories to teach people about God and how they should live.</p> <p>Jesus said that everyone is important to God like the sheep are important to the shepherd.</p> <p>Know about the instruction from Jesus to 'Love your neighbour'.</p> <p>Know the story of the 'Good Samaritan' the Lost / Prodigal Son, the Lost Sheep</p>                                   | <p>identify how religion is expressed in different ways. Pupils make links between beliefs and sources, including religious stories. They begin to identify the impact religion has on believers' lives</p> <p>Pupils talk about their experiences and feelings and what is of value and concern to themselves and to others.</p> <p><b>INVESTIGATION</b><br/>knowing how to use different types of sources as a way of gathering information</p> <p><b>EXPRESSION</b><br/>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><b>EMPATHY</b><br/>developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow.</p> <p><b>APPLICATION</b><br/>making the association between religions and individual, community, national and international life.</p> <p><b>SYNTHESIS</b><br/>connecting different aspects of life.</p> | Good<br>Bad neighbour<br>Son<br>Bible  |   | Year A Term 3 Y3&4<br>PSHE/RSE: respect<br>Year A Term 1 Y4/5 RE:<br>Pilgimage<br>Year A Term 1 Y5/6 RE:<br>God – Christianity - God   |  |
| <b>Art/DT</b><br><br><i>Aboriginal art</i> | Yr ½ Pupils should be taught:<br>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 | Children know what crosshatching is. Children know how aborigines use symbols in their work, Children know a dreamtime story. Children can portray a journey using symbols. Children can create pictures using cross-hatching Children know how to use dots to create a picture in a given style Children can portray animals in the Indigenous Australian style? Children know how to incorporate different styles in a boomerang design. Children know what a rainstick | Yr ½<br>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; use key vocabulary to demonstrate knowledge and understanding in this strand: draw lines of varying thickness; use dots and lines to demonstrate pattern and   | <p>What is cross hatching?<br/>What are dreamtime stories?<br/>How do aborigines use dots?<br/>What does indigenous art mean<br/>What is ochre?</p> <p>Key vocabulary<br/>Aboriginal, cross hatching, dreamtime, symbols, dots, ochre, rock paintings, boomerang, rainstick</p> <p>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash,</p> | <p><i>Year A term 1 EYFS-art-transient art</i><br/><i>Year A Term 4 EYFS landscape collages</i><br/><i>Year A term 6 EYFS Geog-around the world</i><br/><i>Year A term 1 KS1 transient art</i><br/><i>Year A term 4 KS1 Art-land and seascapes</i><br/><i>Year B term 1 EYFS-art portraits</i><br/><i>Year B term 2 EYFS -art-observational drawings</i><br/><i>Year B term 4 EYFS Geog-pirates</i></p> | <p><i>Year A term 1 Yr 3 geof-maps of the world</i><br/><i>Year A term 2 Yr 3 art-Picasso</i><br/><i>Year A term 5 Yr 3 History-Commonwealth</i><br/><i>Year A term 2 yr 4/5 Art-Constable</i><br/><i>Year A term 1 yr 5/6 Art-Paula Hallam</i></p> <p><i>Year B term 1 Yr 3 art-Van Gogh</i><br/><i>Year B term 1 Yr 4/5 Geog-Mountains and deserts</i></p> | <b>INVESTIGATION</b><br><br><b>EXPRESSION</b><br><br><b>INTERPRETATION</b><br><br><b>APPLICATION</b> |

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|              | <p>makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p><b>Yr 3 Pupils should be taught:</b> to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history</p> | <p>is and how to use symbols to decorate it.</p> <p><b>Yr 3</b></p> <p>experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; 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</p> <p><b>INVESTIGATION –</b><br/>asking relevant questions; knowing how to use different types of sources as a way of gathering information; 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>sweep, dab, bold brushstroke, acrylic paint</p> | <p><b>Year B term 5 EYFS -art-Arcimboldo</b><br/><b>Year B term 1 KS1 art-portraits</b><br/><b>Year B term 2 Ks1 art-observational drawings</b><br/><b>Year B term 4 Ks1 Geog-Explorers</b><br/><b>Year B term 5 EYFS -art Arcimboldo</b><br/><b>Year B term 1 KS1 art-portraits</b></p> | <p><b>Year B term 1 Yr 4/5 art-ladnscapes</b><br/><b>Year B term 6 Yr 4/5 Maya art</b><br/><b>Year B term 2 yr 5/6 art-volcano paintings</b></p> |                                   |
| <b>Music</b> | 2.3 Our Land (Exploring sounds)   | 2.3 Our Land (Exploring sounds)  | 2.3 Our Land (Exploring sounds)                    | 2.3 Our Land (Exploring sounds)  | 2.3 Our Land (Exploring sounds)  | <b>INTERPRETATION APPLICATION</b> |

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|  | <p><b>Mu1/ 1.4 Experiment with, create, select and combine sounds.</b><br/> <b>Mu1/ 1.3 Listen with concentration and understanding to a range of high-quality live and recorded music</b></p> <p><b>2.8 Seasons (Pitch)</b><br/> <b>Mu1/ 1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</b><br/> <b>Mu1/ 1.2 Play tuned and untuned instruments musically</b><br/> <b>Mu1/ 1.4 Experiment with, create, select and combine sounds.</b></p> | <p><b>Children explore and develop knowledge of timbre and texture.</b><br/> <b>Children use skills of listening to match sounds and images.</b><br/> <b>Children identify contrasting sections of descriptive music.</b><br/> <b>Children explore and identify ways of producing sounds.</b><br/> <b>Children develop their listening, evaluation and compositions skills.</b></p> <p><b>2.8 Seasons (Pitch)</b><br/> <b>Children develop singing with expression, paying attention to pitch shape and the melody.</b><br/> <b>Children accompany a song with vocal and instrumental ostinato.</b><br/> <b>Children identify rising and falling pitch.</b><br/> <b>Children show understanding of pitch by performing a rising pitch sequence in a song.</b></p> | <p><b>Children explore myths of Scotland and Northern Ireland using vocal and body percussion sounds.</b><br/> <b>Children identify water inspired musical instrumental sounds in music.</b><br/> <b>Children explore sounds to accompany monster and giant myths.</b><br/> <b>Children rehearse the vocal sounds and chants.</b><br/> <b>Children rehearse the instrumental sounds for a performance.</b></p> <p><b>2.8 Seasons (Pitch)</b><br/> <b>Children to learn to sing using maketon to accompany the song.</b><br/> <b>Children sing in ostinato to accompany a song.</b><br/> <b>Children sing a song and identify rising and falling pitch.</b><br/> <b>Children sing a Japanese song, following the pitch shape of the melody.</b></p> <p><b>INTERPRETATION</b><br/> <b>The ability to draw meaning from a range of different musical pieces from a range of genres</b></p> | <p><b>Key Questions</b><br/> <b>What is timbre?</b><br/> <b>What is texture when used in music?</b><br/> <b>How can we make descriptive sounds?</b><br/> <b>Can you match the sound with the image? Can you explain your choices?</b><br/> <b>Can you listen to and compare music?</b><br/> <b>What ways can you make the sounds?</b></p> <p><b>Key Vocabulary</b><br/> <b>Tempo</b><br/> <b>Dynamics</b><br/> <b>Beat</b><br/> <b>Rhythm</b><br/> <b>Drone</b><br/> <b>Melody</b><br/> <b>Duration</b><br/> <b>Texture</b><br/> <b>Timbre</b></p> <p><b>2.8 Seasons (Pitch)</b><br/> <b>Key Questions</b><br/> <b>How can you sing with expression?</b><br/> <b>What is pitch shape of a melody?</b><br/> <b>What is singing language, makton?</b><br/> <b>How can you accompany a song with vocal and instrumental ostinato?</b><br/> <b>Can you show the rising and falling pitch?</b></p> <p><b>Key Vocabulary</b><br/> <b>Pitch</b><br/> <b>Ostinato</b><br/> <b>Accompaniment</b></p> | <p><b>Year B</b><br/> <b>Y2/3</b><br/> <b>Spring 1 2.9 Weather</b><br/> <b>2.7 Storytime</b><br/> <b>Aut 2 2.3 Our Land</b><br/> <b>Aut 1 2.1 Ourselves</b><br/> <b>KS1</b><br/> <b>Spring 2 2.3 Our land</b><br/> <b>Spring 1 1.4 Weather</b><br/> <b>1.9 Storytime</b><br/> <b>Aut 2 1.7 Our School</b><br/> <b>Aut 1 1.1 Our Bodies</b><br/> <b>EYFS/Y1</b><br/> <b>Spring 1</b><br/> <b>1.9 Storytime</b><br/> <b>1.4 Weather</b><br/> <b>Aut 2 1.7 Our school</b><br/> <b>Aut 1 1.1 Ourselves</b></p> <p><b>Year A</b><br/> <b>KS1 Y2/3</b><br/> <b>Spring 2 3.3 Sounds</b><br/> <b>Spring 1 2.3 Our Land</b><br/> <b>2.7 Storytime</b><br/> <b>Aut 1 2.9 Weather</b><br/> <b>KS1 Y1/2</b><br/> <b>Spring 2 2.1 Ourselves</b><br/> <b>2.3 Our Land</b><br/> <b>Spring 1 1.9 Storytime</b><br/> <b>1.7 Our School</b><br/> <b>Aut 1 1.4 Weather</b><br/> <b>EYFS/Y1</b><br/> <b>Sum 1 1.9 Storytime</b><br/> <b>Spring 1 1.7 Our School</b><br/> <b>Aut 2 1.1 Ourselves</b><br/> <b>Aut 1 1.4 Weather</b></p> <p><b>2.8 Seasons (Pitch)</b><br/> <b>Year B</b><br/> <b>Y2/3</b><br/> <b>Spring 1 2.9 Weather</b><br/> <b>2.7 Storytime</b><br/> <b>Aut 2 2.3 Our Land</b><br/> <b>Aut 1 2.1 Ourselves</b><br/> <b>KS1</b><br/> <b>Spring 2 2.3 Our land</b><br/> <b>Spring 1 1.4 Weather</b><br/> <b>1.9 Storytime</b><br/> <b>Aut 2 1.7 Our School</b><br/> <b>Aut 1 1.1 Our Bodies</b><br/> <b>EYFS/Y1</b><br/> <b>Spring 1</b><br/> <b>1.9 Storytime</b><br/> <b>1.4 Weather</b><br/> <b>Aut 2 1.7 Our school</b><br/> <b>Aut 1 1.1 Ourselves</b></p> |
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|                      |   |   | <p><b>APPLICATION</b><br/>Identifying key musical terminology and using it in description of music<br/>Exploring different ways music is made</p> <p><b>ANALYSIS</b><br/>Distinguishing between the features of music</p>  | <p>Arrangement<br/>Timbre<br/>Melody</p>   | <p>EYFS/Y1<br/>Sum 2 1.12 Water<br/>1.3 Animals<br/>Aut 2 1.6 Seasons</p> <p>Year A<br/>KS1<br/>Aut 2 1.3 Animals<br/>Aut 1 1.6 Seasons</p>   | <p>Sum 1 2.5 Animals<br/>Sum 2 2.11 Water<br/>LKS2</p> <p><i>Spring 1 3.7 In the past<br/>Y4/5 Spring 1 4.6 Around the World<br/>Year 5 units covering notation elements<br/>Spring 2 5.3 Life Cycles<br/>Summer 1 5.4 Keeping Healthy<br/>Year 6 covering elements of notation<br/>Aut 1 6.1 World Unite<br/>Spring 1 6.3 Growth<br/>Summer 2 6.6 Moving On</i></p> <p><i>Year A<br/>LKS2<br/>Aut 2 3.7 In the Past<br/>Spring 1 3.10 Singing French<br/>Spring 2 4.6 Around the World<br/>Y4/5 Aut 2 4.6 Around the World<br/>4.8 Singing Spanish<br/>Year 5 units covering notation elements<br/>Spring 2 5.3 Life Cycles<br/>Summer 1 5.4 Keeping Healthy<br/>Summer 2 5.5 At the movies<br/>Year 6 covering elements of notation<br/>Aut 2 6.1 World Unite<br/>Spring 2 6.3 Growth<br/>Summer 2 6.6 Moving On</i></p> |  |
| St James Westminster | <p>3.5 China (Pitch)<br/>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.<br/>Mu2/ 1.4 Use and understand staff and other musical notations</p> | <p>3.5 China (Pitch)<br/>Children explore and understand the pentatonic scale.<br/>Children continue to develop knowledge of pitch and recognise pitch patterns in music.<br/>Children use graphic notation with the pentatonic scale.<br/>Children perform a pentatonic song with tuned and untuned instruments.</p> | <p>3.5 China (Pitch)<br/>Children listen to a piece of Chinese pentatonic music played on the pipa.<br/>Children practise singing melodies that use the pentatonic scale.<br/>Children play and compose pentatonic melodies on tuned percussion.<br/>Children recognise pentatonic pitch movement in a listening game.</p> | <p>3.5 China (Pitch)<br/>Key Questions<br/><b>What is the pentatonic scale?</b><br/><b>What is graphic notation with the pentatonic scale?</b><br/><b>How do you compose, notate and read graphic notations?</b><br/><b>Can you play in steps using graphic notation?</b></p> <p><b>Key vocabulary</b><br/>Chordophone</p> | <p>3.5 China (Pitch)<br/>Year B<br/>KS1<br/>Sum 1 2.5 Animals<br/>Sum 2 2.11 Water<br/>EYFS/Y1<br/>Sum 2 1.12 Water<br/>1.3 Animals<br/>Aut 2 1.6 Seasons</p> <p>Year A<br/>KS1<br/>Aut 2 1.3 Animals<br/>Aut 1 1.6 Seasons</p> | <p>3.5 China (Pitch)<br/>Year B<br/>Sum 2 2.11 Water<br/>LKS2</p> <p><i>Spring 1 3.7 In the past<br/>Y4/5 Spring 1 4.6 Around the World<br/>Year 5 units covering notation elements<br/>Spring 2 5.3 Life Cycles<br/>Summer 1 5.4 Keeping Healthy</i></p> <p><i>Year A<br/>KS1<br/>Aut 2 1.3 Animals<br/>Aut 1 1.6 Seasons</i></p>   | <p><b>INVESTIGATION</b><br/><b>EXPRESSION</b><br/><b>REFLECTION</b><br/><b>EMPATHY</b><br/><b>DISCERNMENT</b><br/><b>SYNTHESIS</b></p> |

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|  | <p>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>3.7 In the Past (Pitch)</b><br/>Mu2/ 1.4 Use and understand staff and other musical notations<br/>Mu2/ 1.6 Develop an understanding of the history of music</p> | <p>Children learn to sing with a pentatonic melody and learn percussion accompaniment to then perform.</p> <p><b>INVESTIGATION</b><br/>Investigating how the voice and body can be used to make sounds<br/>Exploring a range of tuned and untuned instruments to compose music</p> <p><b>3.7 In the Past (Pitch)</b><br/>Children learn a singing game about pitch.<br/>Children follow a conductor to sing an improvised three note melody.<br/>Children use hand movements to trace the path of a medieval song.<br/>Children learn to sing a song and follow ladder notation of a melody.<br/>Children compose and notate a melody using three pitches.<br/>Children learn dance steps.</p> <p><b>INVESTIGATION:</b> Investigating how the voice and body can be used to make sounds<br/><b>EXPRESSION:</b> the ability to explore music as a medium for expressing themselves<br/><b>REFLECTION:</b> the ability to reflect on feelings a piece of music gives, the features within it and their own opinions of a variety of music<br/><b>EMPATHY:</b> the ability to consider the thoughts, feelings, experiences, attitudes, opinions and values of others.<br/>Developing the power of imagination to identify ways to express feelings through music such as love, excitement and sorry</p> | <p>Pentatonic Pitch</p> <p><b>3.7 In the Past (Pitch)</b><br/>Key Questions<br/>What is pitch?<br/>How can you read pitch notation?<br/>Can you read rhythm notation?<br/>Can you learn a Tudor dance?</p> <p><b>Key Vocabulary</b><br/>Pitch<br/>Drone<br/>Notation<br/>Stave<br/>Crotchet<br/>Quaver<br/>Dynamics<br/>Beat Rhythm</p> | <p><b>Year 6 covering elements of notation</b><br/>Aut 1 6.1 World Unite<br/>Spring 1 6.3 Growth<br/>Summer 2 6.6 Moving On</p> <p><b>Year A</b><br/>LKS2<br/>Aut 2 3.7 In the Past<br/>Spring 1 3.10 Singing French<br/>Spring 2 4.6 Around the World<br/>Y4/5 Aut 2 4.6 Around the World<br/>4.8 Singing Spanish</p> <p><b>Year 5 units covering notation elements</b><br/>Spring 2 5.3 Life Cycles<br/>Summer 1 5.4 Keeping Healthy<br/>Summer 2 5.5 At the movies</p> <p><b>Year 6 covering elements of notation</b><br/>Aut 2 6.1 World Unite<br/>Spring 2 6.3 Growth<br/>Summer 2 6.6 Moving On</p> <p><b>3.7 In the Past (Pitch)</b><br/>Year B<br/>KS1<br/>Sum 1 2.5 Animals<br/>Sum 2 2.11 Water<br/>EYFS/Y1<br/>Sum 2 1.12 Water<br/>1.3 Animals<br/>Aut 2 1.6 Seasons</p> <p><b>Year A</b><br/>KS1<br/>Aut 2 1.3 Animals<br/>Aut 1 1.6 Seasons</p> <p><b>3.7 In the Past (Pitch)</b><br/>Year B<br/>Y4/5 Spring 1 4.6 Around the World<br/><b>Year 5 units covering notation elements</b><br/>Spring 2 5.3 Life Cycles<br/>Summer 1 5.4 Keeping Healthy<br/><b>Year 6 covering elements of notation</b><br/>Aut 1 6.1 World Unite<br/>Spring 1 6.3 Growth<br/>Summer 2 6.6 Moving On</p> <p><b>Year A</b><br/>LKS2<br/>Aut 2 3.7 In the Past<br/>Spring 1 3.10 Singing French<br/>Spring 2 4.6 Around the World<br/>Y4/5 Aut 2 4.6 Around the World<br/>4.8 Singing Spanish</p> |
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|  |  |  | <b>APPLICATION:</b> identifying key musical terminology and using it in description of music<br><b>Discernment:</b> recognising that people perceive music in a range of different ways<br><b>Synthesis:</b> taking inspiration from existing musical performances to compose and perform music effectively |   |   | <b>Year 5 units covering notation elements</b><br><i>Spring 2 5.3 Life Cycles</i><br><i>Summer 1 5.4 Keeping Healthy</i><br><i>Summer 2 5.5 At the movies</i><br><b>Year 6 covering elements of notation</b><br><i>Aut 2 6.1 World Unite</i><br><i>Spring 2 6.3 Growth</i><br><i>Summer 2 6.6 Moving On</i>  |   |
| <i>Computing 1.4 Grouping data (crowd/agent)</i> | Pupils should be taught to:<br>Use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>Use technology safely and respectfully | Children can describe objects using labels Children know how to match objects to groups Children can identify the label for a group of objects Children know how to count and group objects Children can count a group of objects Children know how to describe an object using its properties Children can find objects with similar properties Children know how to group similar objects in more than one way Children can count how many objects share a property Children know to group objects and record how many objects are in a group Children know how to group objects to answer a question. Children can compare groups of objects Children know how to record and share what they have found | Yr ½ Children begin to understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information.   | What are objects?<br>How do I count them?<br>How can I describe them<br>How can I compare them?<br>Key Vocabulary<br>Object, sort, property   | <b>Year A term 4 EYFS – computing -grouping data</b><br><b>Year A term 4 KS1 computing-pictograms</b><br><b>Year B term 4 EYFS – computing -grouping data</b> | <b>Year A term 4 yr 3 Computing -branching databases Year A term 4 Yr 4 Computing-data logging</b><br><b>Year A term 4 yr 4/5 Computing flat file data bases</b><br><b>Year A term 5 yr /45 Science -classification</b><br><b>Year B term 4 Yr 5/6 Computing-spreadsheets</b><br><b>Year B term 4 Yr 4/5 Computing-data logging</b><br><b>Year B term 4 Yr 5/6 Science-classification</b><br><b>Year B term 4 Yr 5/6 Computing-flat file databases</b> | <b>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS</b> |
| <i>2.4 - pictograms St James/ Westminster</i>    |  | Children know how to record data in a tally chart. Children know how to represent a tally count as a total. Children know how to compare totals in a tally chart Children know how to enter data onto a computer. Children know how to use a computer to view data in a different format Children know how to use pictograms to answer simple questions about  | talk about the different ways data can be organised; sort and organise information to use in other ways; search a ready-made database to answer questions; use key vocabulary to demonstrate knowledge and understanding in this strand:  | What is a tally chart?<br>What is a pictogram?<br>To create a pictogram<br>What is an attribute<br>How do we describe using attributes<br>How do we use a computer to show data<br>Key Vocabulary | <b>Year A term 4 EYFS – computing -grouping data</b><br><b>Year B term 4 EYFS – computing -grouping data</b>  | <b>Year A term 4 yr 3 Computing -branching databases Year A term 4 Yr 4 Computing-data logging</b><br><b>Year A term 4 yr 4/5 Computing flat file data bases</b><br><b>Year A term 5 yr /45 Science -classification</b><br><b>Year B term 4 Yr 5/6 Computing-spreadsheets</b><br><b>Year B term 4 Yr 4/5 Computing-data logging</b><br><b>Year B term 4 Yr 5/6 Science-classification</b>  |   |

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|   |   | <p>objects Children know how to organise data in a tally chart Children know how to use a tally chart to create a pictogram. Children can explain what the pictogram shows Children know how to tally objects using a common attribute. Children can create a pictogram to arrange objects by an attribute Children can answer 'more than'/'less than' and 'most/least' questions about an attribute Children can choose a suitable attribute to compare people. Children know how to collect the data they need to create a pictogram and draw conclusions from it. Children can use a computer program to present information in different ways Children know why information should not be shared</p> | <p><b>INVESTIGATION</b><br/>asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p><b>EXPRESSION</b><br/>the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking.</p> <p><b>INTERPRETATION</b><br/>the ability to understand computing theories; the ability to suggest meanings.</p> <p><b>APPLICATION</b><br/>the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects.</p> <p><b>DISCERNMENT</b><br/>seeing clearly for themselves how they use computing in their daily lives and in future employment.</p> <p><b>ANALYSIS</b><br/>distinguishing between the feature's methods of different investigations.</p> <p><b>EVALUATION</b><br/>the ability to evaluate how a computing system works.</p> | <p>Google Docs, insert, table. Tally chart., pictogram, attribute</p>  |  | <p><i>Year B term 4 Yr 5/6 Computing-flat file databases</i></p>  |  |
| <p><i>PE<br/>Outdoor activities</i></p> | <p>Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> | <p>Yr ½</p> <p>Children can work in pairs or small groups to follow a trail. Children can follow simple instructions . Children can move from one point to another in a given manner. Children can use 4 compass points on a route Children can follow signs and symbols around an outdoor course. Children can say where they went wrong and correct their course</p>   | <p>Know what happens to their body when they exercise, are able to, explain why it's important to warm up and cool down, can find their way following some simple directions, work with others on a goal, use simple symbols to help them find a route, follow a short trail, make their own trail, use 4 compass directions to assign direction</p> <p>Yr 3 . recognise and describe the effects of exercise on the body know the importance of strength and flexibility for physical activity, explain why it's important to warm up and</p>   | <p>What is teamwork?<br/>How do I follow directions?<br/>What is a symbol?</p> <p>Key vocabulary<br/>Map, directions, symbol, orienteering, teamwork</p> | <p><i>Year A term 3 EYFS<br/>Outdoor activities<br/>Year A term 3 KS1<br/>Outdoor activities<br/>Year B term 3 EYFS<br/>Outdoor activities</i></p> | <p><i>Year A term 3 Yr 3<br/>Outdoor activities<br/>Year A term 3 Yr 4/5<br/>Outdoor activities<br/>Year A term 3 yr 5/6<br/>Outdoor activities<br/>Year A term 3 Yr 3<br/>Outdoor activities<br/>Year B term 3 Yr 4/5<br/>Outdoor activities<br/>Year B term 3 yr 5/6<br/>Outdoor activities</i></p> | <p><b>INVESTIGATION</b><br/><b>EXPRESSION</b><br/><b>INTERPRETATION</b><br/><b>APPLICATION</b></p> |

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|                 |  | <p>Yr 3 Children know how to work effectively with others to complete a task Children know how to follow multi step instructions Children know how to solve a range of problems Children know how to follow a set of directions correctly Children can give clear and precise directions for someone else to follow Children can follow simple Maps Children know what orienteering is Children know and understand a range of map symbols</p> | <p>cool down, orientate themselves with increasing confidence and accuracy around the short trail, identify and use effective communication to begin to work as a team, identify symbols used on a map, begin to use equipment that is appropriate for an activity, communicate with others, offer an evaluation of personal performance and activities, describe how that performance has improved overtime.</p> <p><b>INVESTIGATION-</b><br/>           -asking relevant questions<br/>           - using different approaches to determine skills and tactics</p> <p><b>EXPRESSION-</b><br/>           -the ability to express themselves through movement<br/>           -the ability to explain what they do and how they do it</p> <p><b>INTERPRETATION-</b><br/>           -understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p><b>APPLICATION</b><br/>           - make connections between different skills in different sports and how these are interlinked<br/>           -to apply the skills they have learnt in different situations</p> |   |  |  |
| <b>PSHE/RSE</b> | <b>E-Safety</b><br><br>Know that almost all devices, websites, apps and other online services come with privacy setting that can be used to control what is shared. Knowing different strategies for staying safe when communicating with others, especially people they do not know/have never met. | Know that people sometimes behave differently online, including by pretending to be someone they are not<br>Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous<br>Know the rules and principles for keeping safe online, how to recognise risks, harmful content  | Are able to use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others<br>Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is   | <b>Enquiry Questions</b><br><br>Who can be in your 'safety circle'?<br>Is someone you meet online a real friend?<br>What do you do if something makes you feel worried/scared/unhappy?<br><br><b>Key Vocabulary</b><br>Communication<br>Privacy settings<br>Sage/unsafe | <u><b>At the start of every Computing topic</b></u><br><br>Year B Term 5 EYFS<br>PSHE/RSE: E-safety<br>Year B Term 4 EYFS<br>PSHE/RSE: E-safety<br><br><u><b>At the start of every Computing topic</b></u><br><br>Year B Term 5 Year 3&4<br>PSHE/RSE: E-safety<br>Year B Term 4 KS1<br>PSHE/RSE: E-safety<br>Year B Term 5 EYFS<br>PSHE/RSE: E-safety<br>Year A Term 4 Year 3&4<br>PSHE/RSE: E-safety<br>Year A Term 4 KS1<br>PSHE/RSE: E-safety<br>Year A Term 4 EYFS<br>PSHE/RSE: E-safety | <b>INVESTIGATION</b><br><b>EXPRESSION</b><br><b>INTERPRETATION</b> |

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|  | <p>and contact, and how to report them</p> <p><b>Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</b></p> <p><b>Know how information and data is shared and used online.</b></p> <p><b>Know that for most people the internet is an integral part of life and has many benefits*</b></p> <p><b>know about the benefits of rationing time spent online</b></p> <p><b>know the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</b></p> <p><b>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</b></p> <p><b>know why social media, some computer games and online gaming, for example, are age restricted</b></p> <p><b>Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</b></p> <p><b>Know how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted</b></p> <p><b>Know where and how to report concerns and get support with issues online</b></p> | <p>right to 'break a confidence' or 'share a secret'</p> <p>Understand the rules for and ways of keeping physically and emotionally safe</p> <p>including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>Are able to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p><b>INVESTIGATION –:</b><br/>asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p> <p><b>EXPRESSION –:</b><br/>the ability to explain patterns of behaviour, beliefs, feelings and practices;</p> <p>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><b>INTERPRETATION –</b><br/>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> | <p><b>Privacy</b></p> <p><b>Cyber bullying</b></p> <p><b>Online</b></p> <p><b>Safety circle</b></p> <p><b>'ThinkUKnow' - CEOP</b></p> |  | <p><b>Year B Term 4 Year 5/6<br/>PSHE/RSE: E-Safety</b></p> <p><b>Year A Term 4 Year 5/6<br/>PSHE/RSE: E-safety</b></p> |
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