

Kelso/Ramsey/Hyde-Spring 1 and 2 -Parliament and Power
Small Village, Big Horizons

| 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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| <p><i>Parliament and Power</i></p> <p><i>History</i></p> | <p>Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> | <p>Children know how England was ruled in 1215. Children know why changes occurred? Children know what the impact is today and why it was considered to be an important turning point Children know who Simon De Montfort was and the part he played in the development of parliamentary democracy. Children know Simon De Montfort changed the way power was divided between the monarch and the people. Children know who was invited to Parliament and why. Children know how Parliament has changed since. Children can explain what is the same and what is different about parliamentary structure. Children know key facts about Guy Fawkes, Robert Catesby, Thomas Percy, Lord Montague, King James1. Children know why the Catholics were discriminated against. Children know what the impact of the plot on Parliament and democracy was. Children know who Oliver Cromwell was. Children know why</p> | <p>Asking "What was it like for a... (child, rich person, etc) "during...and explaining why changes have occurred Comparing and contrasting sources of evidence to help answer questions, realising that there is often not a single answer to historical questions INVESTIGATION asking relevant questions; · using a variety of sources to find out about events, people and changes EXPRESSION · the ability to recall, select and organise information · the ability to use key historical dates and vocabulary to describe and explain different periods in history INTERPRETATION · the ability to draw meaning from artefacts, works of art, relics and buildings; · the ability to suggest meanings and draw conclusions from what they see APPLICATION</p> | <p>Key Questions Q1 How was England ruled in 1215 and what changes occurred? Q2 What part did Simon De Montfort play in changing parliament? Q3 What was the impact of the Gunpowder Plot on parliament Q4 Why did the Civil War occur and what was the local impact? Q5 Who were the suffragettes and why were they protesting? Q6 What have we learnt about the development of democracy?</p> <p>Year 6 Q 1 Why did King John sign the Magna Carta Q 2 Was Simon De Montfort a traitor or a saviour Q3 What does the Gunpowder Plot show us about intolerance and discrimination Q4 Was the Civil War a rebellion or a popular uprising?</p> | <p><i>Year A Term 2 EYFS - Geog Around the History Gunpowder Plot</i> <i>Year A Term 3 KS1 History-Castles</i> <i>Year A Term 5Year 3 History- Commonwealth</i> <i>Year A Term5 Year 4/5 History -Walls and Barricades</i> <i>Year A Term 3 Years5/6 History- Pilgrim fathers</i></p> | <p>None</p> | <p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</p> |

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| | | <p>the Civil War occurred. Children can say which side they would support. Children know what the impact was locally and can identify the evidence.</p> <p>Children know who the Suffragettes were and what they were advocating for? Children can evaluate the methods used and suggest what methods might be used today</p> <p>Question 6 What have we knowt about the development of democracy? What do we mean by parliamentary democracy? Is this a global method of government? Is breaking the law justifiable?</p> | <ul style="list-style-type: none"> · making the association between aspects of life in different societies, · considering the impact of past events on the present · learning both about and also from history. <p>DISCERNMENT</p> <ul style="list-style-type: none"> · explaining the importance of significant people and events from history; · developing insight into people, motives, actions and consequences; · seeing clearly for themselves how individuals might learn from the study of history. <p>ANALYSIS</p> <ul style="list-style-type: none"> · distinguishing between opinion, belief and fact; · distinguishing between the features of different periods of history nationally and internationally. <p>SYNTHESIS</p> <ul style="list-style-type: none"> · linking significant periods of history together in a coherent pattern; · connecting different aspects of life for people across different periods. <p>EVALUATION</p> <ul style="list-style-type: none"> · the ability to evaluate an event of significance with reference to evidence and argument; · weighing up the respective evidence available and reach conclusions | <p>Q 5 Would the Suffragettes have been more successful with less severe methods of protest?</p> <p>Q 6 Is breaking the law justifiable? ?</p> <p>Key Vocabulary Parliament Democracy Barons Feudal Protestant Catholic Persecution Civil war Roundheads Cavaliers Regicide Universal suffrage</p> | | | |
| Science | 5d1: describe the movement of the Earth, and other planets, relative to the Sun in the solar system | Children know how the Moon moves around the Earth. Children know about theories of the Moon's formation, and that it has been explored. Children know that ancient astronomers developed the | Children describe how experimental evidence and creative thinking have been combined to provide a scientific explanation Children find an | Year 5 Q 1 How does the moon travel? Q 2 What did the earliest astronomers believe? Q 3 Why have views changed? | Year A term 1 EYFS <i>science-seasonal changes</i> Year A term 1 KS1 3 <i>Science -seasonal changes</i> | None | INVESTIGATION EXPRESSION INTERPRETATION DISCERNMENT SYNTHESIS EVALUATION |

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| <p><i>Earth and Space (Spring 1)</i></p> <p><i>Living Things and Habitats-classification (Spring 2)</i></p> | <p>5d2: describe the movement of the Moon relative to the Earth 5d3: describe the Sun, Earth and Moon as approximately spherical bodies 5d4: use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>6a1: describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals 6a2: give reasons for classifying plants and animals based on specific characteristics</p> | <p>geocentric model because it was the best explanation available at the time. Children know that the heliocentric model superseded it for scientific reasons - because it agrees more closely with observations. Children know about the modern theory for the formation of the solar system. Children know that a cloud of gas and dust collapsed under its own gravity, compressing the centre until thermonuclear fusion began and the Sun was formed. Children know that the planets and other bodies accreted from smaller objects over time because of gravity. Children know that day and night are caused by the rotation of the Earth, and that the Sun only appears to move across the sky</p> <p>Children know that a dichotomous classification key has exactly two answers to each question. Children know that Carl Linnaeus developed a classification system which placed organisms into hierarchical groups. Children know about binomial nomenclature. Children know that evolutionary taxonomy is the most modern way of grouping organisms. Children know that it is a development of Linnaeus' system, but is superior because it shows how closely organisms are related to each other. Children know that animals can be classified as vertebrates (those that have a spinal column) and invertebrates. Children know</p> | <p>appropriate approach when trying to answer a question. Children select from a range of sources of information. When investigation involves a fair test, Children find the key factors to be considered. Children make predictions based on scientific knowledge and understanding. Children select apparatus and plan to use it effectively. Children make a series of observations, comparisons or measurements with precision. Children use the computer to collect data (data logging.) Children record observations and measurements systematically. Children can present (where appropriate) data as line graphs. Children use appropriate scientific language and conventions to communicate quantitative and qualitative data.</p> <p>They repeat observations and measurements and offer explanations for any differences. Children draw conclusions that are consistent with the evidence and relate these to scientific knowledge. Children make practical suggestions about how working methods can be improved.</p> <p>INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSION</p> | <p>Q 4 How was the solar system created Q 5 How are day and night created</p> <p>Year 6 Q1 What is the difference between a geocentric and heliocentric model of the solar system? Q2 How do we classify planets Q3 How was the moon formed and how does it move relative to the Earth? Q4 What effect does the lunar cycle have on the appearance of the moon and its impact on earth? Q5 How can we use the movement of the sun to tell the time?</p> <p>Vocabulary Sun, star, moon, planet, sphere, satellite, orbit, rotate, axis, geocentric, heliocentric, astronomer, Copernicus, Kepler, Galileo,</p> <p>Q 1 What do we mean by classification? Q2 Who was Carl Linnaeus ? Q3 What is evolutionary taxonomy? Q4 What groups can we classify animals into Q5 What groups can we classify trees into?</p> | <p><i>Year B term 6 Year 3 Science-Light</i></p> <p><i>Year A Term 2 EYFS science -animal names</i> <i>Year A term 2 KS1 science-animals-identification</i> <i>Year A term 1 year 3 science-animals/nutrition</i> <i>Year A term5 yr 3 Animals-structure</i> <i>Year A term5 Year 4/5 science classification</i> <i>Year A term 1 yr 5/6 Evolution and Inheritance</i> <i>Year B term 1 yr 3 Science -living things</i> <i>Year B term 1 Yr 4/5 science habitats</i> <i>Year B term 4 Yr 4/5 science-life cycles</i></p> | | |
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| | | that vertebrates have a common ancestor and comprise the fish and tetrapods. Children know that arthropods are a large and diverse phylum (group), comprising insects, arachnids, crustaceans and myriapods. Children know that all arthropods have a segmented body, a hard exoskeleton, and jointed legs. Children know that one way of identifying trees is by examining their leaves. Children know terms used to describe leaves, such as pinnate, palmate, simple, compound and lobed | the ability to identify and articulate scientific understanding INTERPRETATION the ability to draw meaning from scientific theories, theories and studies. DISCERNMENT Explaining the significance of scientific studies and investigations. SYNTHESIS linking significant features of history and Science together in a coherent pattern. EVALUATION the ability to evaluate a finished product and scientific investigation; Distinguishing between opinion and fact. | Year 6 Q1 What is dichotomous classification? Q2 How did Linnaeus use binomial classification? Q3 How does evolutionary taxonomy improve on Linnaeus's system? Q4 How do we classify vertebrates and arthropods Q5 How do we use a classification key to identify arthropods in their habitat Vocabulary Characteristics, taxonomy, key, domain, kingdom, phylum, class, order, family, genus, species, bacteria, micro-organism, Linnaeus, Darwin | | | |
| MFL | <p>O6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <p>O6.2 Perform to an audience</p> <p>O6.3 Understand longer and more complex phrases or sentences</p> <p>O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <p>L6.1 Read and understand the main points and some detail from a short written passage</p> <p>L6.2 Identify different text types and read short, authentic texts for enjoyment or information</p> | Children can ask and talk about daily routine. Children know how to talk about times of daily routine. Children know how to ask and talk about breakfast. Children can talk about details of a typical day. Children can use it to join sentences together. Children know how to use adverbs and time expressions to make longer paragraphs | <p>Yr 5</p> <p>Oracy: Understand numbers in multiples of 10 up to 100. Understand and give simple directions. Say that Children don't understand and ask for something to be repeated. Give information. Use short sentences when asking and answering questions. Prepare a short talking task alone or with a partner and present this with reasonable pronunciation. Listen to a story or poem and identify key words and phrases.</p> <p>Reading: Show understanding of a short text containing familiar and unfamiliar language. Retrieve information from a text. To make predictions</p> | <p>Key Questions</p> <p>Question 1 What do you do during the day?</p> <p>Question 2 What time do you have breakfast?</p> <p>Question 3 What are you having for tea?</p> <p>Key Vocabulary</p> <p>Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche</p> <p>• Daily routine phrases (Lesson 1) + à... une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq</p> <p>• Qu'est-ce que tu prends au petit déjeuner? Je prends... un chocolat chaud, un café, un jus de pomme un croissant, un pain au chocolat, des céréales, une</p> | Time/dates | None | <p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>SYNTHESIS</p> <p>EVALUATION</p> |

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| <p style="text-align: center;">6.4 Les Transports</p> | <p>L6.3 Match sound to sentences and paragraphs L6.4 Write sentences on a range of topics using a model IU6.1 Compare attitudes towards aspects of everyday life IU6.2 Recognise and understand some of the differences between people IU6.3 Present information about an aspect of culture</p> | <p>Children know how to talk about forms of transport. Children can say where they're going and how they get there. Children know how to talk about plans for a trip Children know how to buy tickets at the station Children know how to use prepositions en and à with transports and au/à la/à l' with places. Children know how to use on va + infi to talk about future plans. Children can use time indicators Children know how to ask politely for things</p> | <p>based on existing knowledge Read aloud to a partner or small group Writing: Write a simple poem Write short sentences in a presentation or booklet Write simple instructions accurately Write sentences on a range of topics using a model Language: Use agreements of adjectives Manipulate language by changing an element in a sentence Cultural: Look at further aspects of everyday lives from the perspective of someone from another country Know about places of interest/importance within the county studied</p> <p>Year 6 Oracy: Follow short descriptions in order to find specific information Devise and perform a short sketch in role play situation Demonstrate creativity and imagination in using known language in new contexts Listen attentively and understand more complex phrases and sentences Understand longer and more complex phrases or sentences Use spoken language confidently to initiate and sustain conversations and to tell stories Prepare a short presentation on a familiar topic Be understood when speaking in a different language</p> | <p>tartine • normalement, d'abord, ensuite, enfin, après l'école + language from Lesson 3</p> <p>Key Questions Question 1 What different types of transport do you know? Question 2 Where are you going? Question 3 How will you get there? Question 4 Can you buy a ticket? Key Vocabulary Où vas-tu? Je vais à l'école... en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau • Où vas-tu? Comment vas-tu... ? Je vais... à la boulangerie, au marché, à la piscine, au centre sportif, au château, au jardin public, au supermarché, à l'école... en voiture, etc. • Samedi, à 10 heures... D'abord, ensuite, enfin... Qu'est-ce qu'on va faire? On va... aller au parc d'attractions, prendre le train/l'avion, acheter des souvenirs, faire des manèges, regarder un film • Bonjour [Monsieur]. Je voudrais des billets pour [Paris]. Combien de billets? [Quatre] billets: [un] adulte et [trois] enfants. Aller-retour ou aller simple? [Aller-retour] s'il vous plaît. C'est combien? C'est [trente-cinq] euros.</p> | <p>Places Unit 4.4 Year A term 4 yr 4/5 Unit 5.4 Year A term 4 yr 5/6 Unit 5.5 Year A term 5 yr 5/6 Unit 5.6 Year A term 6 yr 5/6</p> | <p>Places Unit Unit 6.6 Year B Term 6 yr 5/6</p> | |
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| | | | <p>Reading : Use knowledge of word order and sentence construction to support the understanding of written text Read and understand the main points and some detail from a short written passage. Read aloud with confidence</p> <p>Writing: Write sentences using some Description Apply a range of linguistic knowledge to create simple, written pieces that can be understood Use dictionaries to support writing</p> <p>Language: Understand and use negatives. Recognise patterns in the foreign language</p> <p>Cultural: Present information about an aspect of culture Compare and contrast countries where language is spoken with this country Investigate famous people / events from the chosen country to be studied Investigate cultural differences</p> <p>INVESTIGATION asking relevant questions about the language; broaden cultural experiences and investigate a new way of speaking</p> <p>EXPRESSION the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; the ability to present ideas and information orally to a range of audiences</p> <p>INTERPRETATION</p> | <p>Le train part à quelle heure? [Dix heures et demie.]</p> | | | |
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| | | | <p>the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material</p> <p>the ability to suggest meanings</p> <p>APPLICATION</p> <p>making the association between English and French</p> <p>DISCERNMENT</p> <p>explaining the significance of a new culture and the importance of understanding a language correctly</p> <p>ANALYSIS</p> <p>distinguishing between opinion, belief, and fact</p> <p>distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p> <p>SYNTHESIS</p> <p>linking significant features of languages together</p> <p>EVALUATION</p> <p>the ability to hold a conversation in French</p> | | | | |
| RE | <p>Spring 1</p> <p>Creation – Christianity</p> <p>Creation and Science</p> <p>Conflicting or Complimentary</p> <p>See UC 2B.2</p> | <p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <ul style="list-style-type: none"> • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more | <p>Outline the importance of Creation on the timeline of the ‘big story’ of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> | <p>Enquiry Questions</p> <p>Can a Christian be a scientist?</p> <p>Was the creation story written to explain to believers why the world is beautiful or that God is good?</p> <p>How can Christians make sense of believing in a Creator God and also doing Science?</p> <p>Faith and science: are they compatible or in conflict?</p> <p>Key Vocabulary</p> <p>Universe</p> | <p>Year B Term 6 Y3&4</p> <p>RE: Does God exist?</p> <p>Year B Term 4 Y4/5</p> <p>RE: Creation – Christianity</p> <p>Year B Term 1 Y3&4</p> <p>Science: Living Things and Habitats</p> <p>Year B Term 1 Y4/5</p> <p>Science: Living Things & Habitats</p> <p>Year B Term 3 Y5/6</p> <p>Science: Evolution</p> <p>Year A Term 4 Y4/5</p> <p>RE: Creation</p> <p>Year A Term 5 Y4/5</p> <p>Science: Classification</p> | <p>Year A Term 4 Y5/6</p> <p>RE: Creation and Science</p> <p>Year A Term 1 Y5/6</p> <p>Science: Evolution and Inheritance</p> | <p>INVESTIGATION</p> <p>REFLECTION</p> <p>EMPATHY</p> <p>DISCERNEMENT</p> <p>EVALUATION</p> |

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| | <p>Spring 1 Creation – Christianity Conflicting or Complimentary See UC 2B.2</p> | <p>about the power and majesty of the Creator.</p> <p>There are many scientists through history and now who are Christians.</p> <ul style="list-style-type: none"> • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.: • Creation reveals something about the nature of God — for example, power, creativity, concern for life — and reminds humans of their place as dependent upon the Creator. | <p>Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> <p>Identify the type of text that Psalm 8 is, and its purpose. Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. Make clear connections between Psalm 8 and some ways Christians respond to God as Creator.</p> <p>Show understanding of why some Christians find science and faith compatible. Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints.</p> <p>INVESTIGATION:</p> <ul style="list-style-type: none"> ·Asking relevant questions; ·Knowing how to use different types of sources as a way of gathering information <p>REFLECTION</p> <ul style="list-style-type: none"> ·The ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices; | <p>Creation Creator Science, Cosmology, Evolution Psalm 8 Genesis Random genetic change Natural selection Self-replication</p> | <p>Year A Term 5 KS1 Science: Offspring and basic needs Year Term 1 KS1 RE: Creation</p> | | |
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| | | | <ul style="list-style-type: none"> ·The ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres. <p>EMPATHY</p> <ul style="list-style-type: none"> ·The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; ·Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; ·The ability to see the world through the eyes of others and to see issues from their point of view. <p>DISCERNMENT</p> <ul style="list-style-type: none"> ·Explaining the significance of aspects of religious belief and practice; ·Developing insight into people, motives, actions and consequences; ·Seeing clearly for themselves how individuals might learn from the religions they study. <p>EVALUATION</p> <ul style="list-style-type: none"> ·The ability to debate issues of religious significance with reference to evidence and argument; ·Weighing up the respective claims of self-interest, consideration for others, | | | | |
| <p>Art/DT</p> <p>Electric Components</p> <p>Light up</p> | <p>Design Pupils should be taught to: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; • generate,</p> | <p>Children know the purposes of illuminated signs, and identify a number of ways in which signs may be illuminated. Children can suggest reasons why it is helpful to illuminate signs. Children can identify distinguishing features of a variety of illuminated signs. Children can investigate ways in which circuits for illuminated</p> | <p>use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; use their knowledge of a broad range of existing products to help generate their ideas;</p> | <p>Enquiry Questions Q1 What are illuminated signs used for? Q2 Why are LEDs better than traditional bulbs? Q3 How can you construct a circuit using LEDs Q4 How can you cause a light to blink?</p> | <p><i>Year A term 3 Yr 3 DT moving vehicle Year A term 3 EYFS Moving Pictures Year A term 3 KS1 DT pulleys for drawbridge Year B Term 2 EYFS Art vehicles</i></p> | | <p>INVESTIGATION INTERPRETATION APPLICATION ANALYSIS EVALUATION</p> |

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| <p><i>Houses of Parliament with big Ben switch</i></p> | <p>develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate Pupils should be taught to: investigate and analyse a range of existing products; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; understand how key events and individuals in design and technology have helped shape the world Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures; understand and use mechanical systems in their products [for</p> | <p>signage might be constructed Children know how LEDs may be used instead of traditional incandescent bulbs in series circuits. Children can suggest some problems with using traditional, incandescent bulbs in products. Children can suggest some aesthetic and practical reasons for using LEDs instead • Children can construct a circuit with an LED• Children can consider ways in which electrical components in a simple circuit can be partially 'hidden' inside products to make them more attractive. Children can identify potential audiences and purposes for a product design• Children can suggest practical considerations about how to fit essential components in/on a product. • Children can consider tools and techniques they may need to use when constructing a product of their own design Children know about the pros and cons of using different materials in the construction of a decorative light box sign. Children can identify ways in which their existing designs could be adapted for the materials available. Children can select appropriate tools and materials for construction of their design. • Children can identify ways in which they can work safely while constructing their design. Children know ways in which they can make more permanent circuits to fit and fix inside their finished decorative illuminated light box signs. Children can recall how to create a simple series circuit with a light Children can select and use appropriate tools, materials and components to construct a circuit. Children can</p> | <p>design products that have a clear purpose and indicate the design features of their intended user; explain how particular parts of their products work; use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; generate a range of design ideas and clearly communicate final designs; consider the availability and costings of resources when planning out designs; work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment. independently plan by suggesting what to do next; with growing confidence, select from a wide range of tools and equipment, explaining their choices, select from a range of materials and components according to their functional properties and aesthetic qualities; create step-by-step plans as a guide to making; Practical skills and techniques learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures; independently take exact measurements and mark out, to within 1 millimetre; use a full range of materials and components, including construction materials and kits,</p> | <p>Q5 How can you use algorithms to make lights turn on and off to a pattern? Key Vocabulary Circuit, lightbulb, LED, control, automated Lightbox, programme</p> | <p><i>Year B term 3 EYFS DT-Rockets Year B Term 2 KS1 Art vehicles Year B term 3 EKS1 DT-Rockets Year B term 2 Yr 3 DT moving model Year A term 1 yr 4/5 bridge construction Year A term 3 Yr 5/6 DT model ship Year A term 5 yr 5/6 Key designers Year B term 2 yr4/5 science -electricity Year B term 2 Yr 4/5 DT boats Year B term 1 Science-electricity</i></p> | | |
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| | <p>example, gears, pulleys, cams, levers and linkages]; understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]; apply their understanding of computing to program, monitor and control their products.</p> | <p>decide on an appropriate way to fit electrical components inside their designs. Children know ways in which lights in electronic products may be programmed and controlled, then 'debug' simple 'code block' programs to make an LED 'blink'. Children can identify products which contain microcontrollers which control lights. Children can make algorithms with simple sets of instructions which describe how a flashing LED is controlled • Children can write or edit programs to control an LED</p> | <p>textiles, and mechanical components; cut a range of materials with precision and accuracy; shape and score materials with precision and accuracy; assemble, join and combine materials and components with accuracy; demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product; join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch; refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape. complete detailed competitor analysis of other products on the market; critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; evaluate their ideas and products against the original design criteria, making changes as needed. INVESTIGATION –: using a variety of sources to find out about events, people, processes and changes. carrying out investigative work to develop a better knowledge of products around us. EXPRESSION – the ability express opinions (using product knowledge.) INTERPRETATION – the ability to use technical vocabulary to describe and explain different products and</p> | | | |
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| | | | <p>talk about their purpose in making the world a better place.</p> <p>The ability to interpret a design brief.</p> <p>APPLICATION –: applying new skills to making products. applying designing skills to suit a design brief.</p> <p>ANALYSIS – distinguishing between the need of the product and the benefit of it. understanding the purpose of a design brief and how to best achieve it.</p> <p>EVALUATION –: the ability to evaluate a product. weighing up the respective evidence available and reach conclusions.</p> | | | | |
| <p><i>Music</i></p> <p><i>Spring</i></p> <p><i>1</i></p> | <p>6.3 Growth (street dance performance)</p> <p>Mu2/ 1.1 Play and perform in solo and ensemble contexts, using their voices ad playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Mu2/ 1.3 Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Mu2/ 1.4 Use and understand staff and other musical notations</p> <p>Mu2/ 1.5 Appreciate and understand a wide range of high- quality live and</p> | <p>6.3 Growth (street dance performance)</p> <p>Children feel and move to a three beat pulse and revise rhythmic ostinato.</p> <p>Children perform and improvise rhythmic and melodic ostinato.</p> <p>Children develop singing voice by singing in harmony.</p> <p>Children learn about chords.</p> <p>Children perform music and dance.</p> <p>Children compare and contrast two performances.</p> <p>Children understand the process of a musical performance.</p> | <p>6.3 Growth (street dance performance)</p> <p>Children practise feeling and moving to a piece of music.</p> <p>Children mime street scene actions to a rhythm.</p> <p>Children build texture of rhythmic mimed ostinato.</p> <p>Children learn and perform new songs and musical conversation.</p> <p>Children perform rhythmic ostinato on instruments.</p> <p>Children explore building harmony using voices.</p> <p>Children learn flash mobs and invent movements.</p> <p>Children compare and contrast two flash mob performances.</p> <p>Children plan a performance.</p> <p>Children structure a performance.</p> | <p>6.3 Growth (street dance performance)</p> <p>Key Questions</p> <p>What is a three beat pulse?</p> <p>How do you build texture?</p> <p>Can you perform rhythmic ostinati on instruments?</p> <p>What is musical conversation?</p> <p>How can you build harmony using your voice?</p> <p>What is a melodic and chordal ostinato performance?</p> <p>What is flash mob?</p> <p>Can you compare and contrast two flash mob performance?</p> <p>What is the structure to a performance?</p> <p>Key Vocabulary</p> <p>Texture</p> <p>Rhythm</p> | <p>6.3 Growth (street dance performance)</p> <p><i>Year B</i></p> <p><i>Y6 Spring 1 6.3 Growth</i></p> <p><i>Y4/5 Aut 2 4.11 In the Past</i></p> <p><i>LKS2 Summer 2 4.11 In the past</i></p> <p><i>Summer 2 4.10 Time Aut 2 3.6 Time</i></p> <p><i>KS1 Summer 2 2.12 Travel</i></p> <p><i>EYFS/ Y1 Spring 2 1.11 Travel</i></p> <p><i>Year A</i></p> <p><i>Y4/5 Sum 2 5.5 At the Movies</i></p> | <p>6.3 Growth (street dance performance)</p> <p>Year B</p> <p>Summer 2</p> <p>6.6 Moving On</p> | <p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>SYNTHESIS</p> <p>EVALUATION</p> |

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| | recorded music drawn from different traditions and from great composers and musicians. Mu2/ 1.6 Develop an understanding of the history of music | | <p>INVESTIGATION: Investigating how the voice and body can be used to make sounds</p> <p>EXPRESSION: The ability to recognise how composers express themselves through their music</p> <p>The ability to explore music as a medium for expressing themselves</p> <p>INTERPRETATION: the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>REFLECTION: The ability to consider their own performances and evaluate the effectiveness and levels of success</p> <p>APPLICATION: identifying key musical terminology and using it in description of music</p> <p>Exploring different ways music is made</p> <p>ANALYSIS: distinguishing between the features of music</p> <p>EVALUATION: the ability to evaluate their own and others performances</p> | <p>Ostinato</p> <p>Metre</p> <p>Structure</p> <p>Harmony</p> <p>Chord</p> <p>Beat</p> <p>Unison</p> <p>Dynamics</p> <p>Flashmob</p> | <p><i>LKS2 Summer 2 4.11</i></p> <p><i>In the Past</i></p> <p><i>KS1 Sum 2 2.21</i></p> <p><i>Travel</i></p> <p><i>EYFS/ KS1 Spring 2</i></p> <p><i>1.11 Performance</i></p> | | |
| <i>Spring 2</i> | <p>6.4 Roots (mini Musical performance)</p> <p>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.</p> <p>Mu2/1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> | <p>6.4 Roots (mini Musical performance)</p> <p>Children learn to sing traditional songs.</p> <p>Children devise rhythmical actions to music.</p> <p>Children develop a performance of a musical.</p> <p>Children improvise descriptive music.</p> <p>Children play rhythmic cycles.</p> <p>Children combine rhythm cycles in a percussion piece.</p> <p>Children sing in call and response songs.</p> | <p>6.4 Roots (mini Musical performance)</p> <p>Children learn to sing a welcome song.</p> <p>Children devise actions to perform with the song,</p> <p>Children learn a game song from Ghana.</p> <p>Children learn to perform three traditional Ghanaian rhythms on bodies.</p> <p>Children learn a West African call and response work song.</p> <p>Children explore ways to adopt river music compositions to</p> | <p>6.4 Roots (mini Musical performance)</p> <p>Key Questions</p> <p>Can you learn and sing a traditional song from another country?</p> <p>Can you devise rhythmical actions to go with the music?</p> <p>Can you develop a performance of a musical?</p> <p>Can you learn and perform three traditional rhythms in bodies?</p> <p>Can you combine rhythm cycles in a percussion piece?</p> | <p>6.4 Roots (mini Musical performance)</p> <p><i>Prior knowledge performance, composing</i></p> <p><i>Year B</i></p> <p><i>Y6 Aut 1 6.1 World Unite</i></p> <p><i>Y4/5 Sum 2 5.6 Performance</i></p> <p><i>Spring 1 4.12 Food and Drink</i></p> <p><i>Aut 2 4.11 In the Past</i></p> | <p>6.4 Roots (mini Musical performance)</p> <p><i>Year B</i></p> <p><i>Summer 2 6.6 Moving On</i></p> <p><i>Year A</i></p> <p><i>Summer 2 6.6 Moving On</i></p> | <p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>SYNTHESIS</p> <p>EVALUATION</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>Children develop descriptive composition. Children plan and structure pieces to make a finale. Children perform to an audience.</p> | <p>reflect the mood and action in the script. Children plan and structure a performance. INVESTIGATION: Investigating how the voice and body can be used to make sounds EXPRESSION: The ability to recognise how composers express themselves through their music The ability to explore music as a medium for expressing themselves INTERPRETATION: the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo REFLECTION: The ability to consider their own performances and evaluate the effectiveness and levels of success APPLICATION: identifying key musical terminology and using it in description of music Exploring different ways music is made ANALYSIS: distinguishing between the features of music EVALUATION: the ability to evaluate their own and others performances</p> | <p>Can you sing call and response songs in two groups? Can you explore ways to adapt music composition? Can you plan a finale? Can you perform to an audience?</p> | <p><i>Aut 1 4.2 Environment LKS2 Sum 2 4.11 In the Past Sum 1 4.9 Communication Spring 1 3.8 Communication Aut 2 3.4 Poetry Aut 1 3.1 Environment KS1 Sum 2 2.12 Travel EYFS/ Y1 Spring 2 1.11 Travel</i></p> <p><i>Links to Art – responding to a visual stimulus.</i></p> <p><i>Year A Y6 Spring 2 World Unite Y4/5 Sum 2 5.5 At the Movies Aut 1 4.1 Poetry Aut 1 4.2 Environment LKS2 Sum 2 4.12 Food and Drink Sum 2 4.11 In the Past Aut 1 3.1 Environment KS1 Sum 2 2.21 Travel EYFS/ KS1 Spring 2 1.11 Performance</i></p> | | |
| <p>Computing 5.3 Creating</p> | <p>Pupils should be taught to: Use search technologies effectively, appreciate how results are selected and ranked, and be</p> | <p>Children know that a video can include both visual and audio media. Children know the benefits of adding audio to a video</p> | <p>use the skills already developed to create content using unfamiliar technology;</p> | <p>What is a video? How do you record video What makes a good video? How do I make mine better</p> | <p><i>Year A term 2 EYFS Computing-painting Year A term 3 EYFS Computing-writing</i></p> | | <p>INVESTIGATION EXPRESSION INTERPRETATION SYNTHESIS EVALUATION</p> |

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| <p><i>media-video editing</i></p> | <p>discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> | <p>Children can plan a video project using a storyboard Children can identify and name digital devices that can record video and sound Children know the most suitable digital device for recording a project Children know the working features of a digital device that can record video Children can select a suitable device and software to capture a video Children know suitable methods of using a digital device to capture a video Children can demonstrate the safe use and handling of devices Children know some of the features of an effective video. Children can record a video that demonstrates some of the features of an effective video. Children know why lighting and angle are important in creating an effective video Children know how to store, retrieve, and export my recording to a computer. Children know how to improve a video by reshooting and editing. Children can select the correct tools to make edits to a video. Children can make edits to a video and improve the final outcome Children know that choices when making a video will impact on the quality of the final outcome Children can evaluate a video and share opinions</p> | <p>select, use and combine the appropriate technology tools to create effect; review and improve their own work and support others to improve their work; save, retrieve and evaluate their work, making amendments; insert a picture/text/graph/hyperlink from the internet or personal file; use key vocabulary to demonstrate knowledge and understanding in this strand: collect audio from a variety of resources including own recordings and internet clips; use a digital device to record sounds and present audio; trim, arrange and edit audio levels to improve quality; publish their animation and use a movie editing package to edit/refine and add titles; use key vocabulary to demonstrate knowledge and understanding in this strand:</p> | <p>Key Vocabulary window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, guide. audio, record, edit, play stop, skip, waveform, input, output, record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload</p> | <p><i>Year A term 2 KS1 Computing-photography Year A term 3 Ks1 Computing-music Year A term 2 Yr 3 Computing-animation Year A term 3 Yr 3 Computing-publishing Year A term 2 Yr 4 Computing-audio editing Year A term 2 Yr 4/5 computing vector drawing Year A term 3 Yr 4 Computing photo editing Year A term 3 Yr 4/5 Video-editing Year A term 2 Yr 5/6 Computing-3d modelling Year A term 3 yr 5/6 Computing-web pages Year B term 2 EYFS Computing-painting Year B term 3 EYFS Computing-writing Year B term 2 KS1 Computing-painting Year B term 3 Ks1 Computing-writing Year B term 2 Yr 3 Computing-animation Year B term 3 Yr 3 Computing-desktop publishing Year B term 3 Yr 4/5 Computing-photo editing Year B term 2</i></p> | | |
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| <p>5.4 Data and informa- tion- flat file databa- ses</p> | <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Use technology safely, respectfully, and responsibly</p> | <p>Children can create multiple questions about the same field. Children know how information can be recorded. Children know how to order, sort, and group my data cards Children know how to navigate a flat-file database to compare different views of information. Children know what a 'field' and a 'record' is in a database . Children know which field to sort data by to answer a given question. Children know how information can be grouped Children can group information to answer questions. Children know how to combine grouping and sorting to answer more specific questions. Children know which field and value are required to answer a given question . Children know how 'AND' and 'OR' can be used to refine data selection. Children can choose multiple criteria to answer a given question Children can select an appropriate chart to visually compare data. Children know how to refine a chart by selecting a particular filter. Children know the benefits of using a computer to create graphs. Children can ask questions that will need more than one field to answer. Children know how to refine a search in a real-world context</p> | <p>construct data on the most appropriate application; know how to interpret data, including spotting inaccurate data and comparing data; use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets; add data to an existing database;</p> <p>INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p>EXPRESSION the ability to explain processes, concepts and practice, rituals and practices;</p> <p>INTERPRETATION the ability to understand computing theories; the ability to suggest meanings.</p> <p>SYNTHESIS linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes.</p> | <p>How can I record information? Which is better, paper or computer? How does grouping and sorting data allow us to answer questions? How do I select specific data How can I present data visually?</p> <p>Key vocabulary Google Docs, insert, table spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending.</p> | <p><i>Yr 4/5 Computing - audio editing Year B term 2 Yr 5/6 Computing -vector drawing</i></p> <p><i>Year A term 4 EYFS – computing -grouping data Year A term 4 KS1 computing- pictograms Year A term 4 yr 3 Computing - branching databases Year B term 4 EYFS – computing -grouping data Year B term 4 KS1 computing-grouping data Year B term 4 Yr 3 Computing- branching databases Year A term 4 Yr 4 Computing-data logging Year A term 4 yr 4/5 Computing flat file data bases Year A term 5 yr /45 Science -classification Year B term 4 Yr 5/6 Computing- spreadsheets Year B term 4 Yr 4/5 Computing-data logging Year B term 4 Yr 5/6 Science-classification</i></p> | | |
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| | | | EVALUATION the ability to evaluate how a computing system works. | | | |
| PE Gym (Summer 1) | Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Children can perform recognisable movements, e.g. a pike backward roll that looks like a pike backward roll; • Children know how to link a series of different movements together to form a short routine; Children can practise and refine their own movements independently, Children can accurately perform a cat leap full turn and a stag leap. Children can perform a dive forward roll and a pike backward roll. Children can perform a hurdle step into cartwheel and round-off Children can perform a series of similar movements in quick succession, linked together to form a sequence | Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances | What different leaps do I know? What different leaps can I perform? How do I straddle vault? How can I link movements together? Key Vocabulary Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll traight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap urdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault , 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support Why do I need agility and endurance? How do I use a compass What are the eight directions on a compass.? | Year A term 3 EYFS Gym Year A term 3 KS1 Gym Year A term 3 Yr3 Gym Year B term 3 EYFS Gym Year B term 3 KS1 Gym Year B term 3 Yr 3 Gym Year A term 3 Yr 4/5 Gym Year A term 3 yr 5/6 Gym | INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION |
| OAA Summer 2 | Pupils should be taught to take part in outdoor and adventurous activity challenges both | Children can collaborate with others to help complete challenges; Children know how to use verbal communication to communicate | Understand the importance of warming up and cooling down, carry out warm ups and cool downs safely and effectively, | | | |

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| | <p>individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> | <p>with others, sometimes with success; Children can run at two or more different paces, sometimes appropriate to the distance and activity; Children know how to • change direction with increasing speed and efficiency, Children know why agility and endurance are important for this sport; Children know what a compass is and can use one to find north; Children know the four cardinal directions on a compass (N, E, S, W); Children can follow directional instructions including clockwise, anti-clockwise, 90°, 180° and 360° turns; Children know and understand some of the different features of a map, including symbols and a key; Children can follow a simple map to give directions; Children can work with a partner to complete the missing information on a map; Children know how to Work with others to use a map to navigate around the school grounds; Children have a basic understanding of the orienteering symbols that have been used to represent the school grounds; Children know how to mark and find control points on a map, with support if necessary; Children can demonstrate some skills of collaboration and communication when working with others to complete challenges and tasks; Children know how to follow a map and plan the best route to complete an orienteering course as quickly as possible, with support from their group; Children can • demonstrate some skills of collaboration and communication when working with others.</p> | <p>understand why exercise is good for health fitness and well being, Know ways they can become healthier. Orienteering themselves with confidence and accuracy around an orienteering course when under pressure, design an orienteering course that is clear to follow and offers challenge to others, use navigation equipment (Maps compass) to improve the trail. Use clear communication to effectively complete a particular role in a team, complete in orienteering activities both as part of a team and independently, use a range of map styles and make an informed decision on the most effective. Choose the best equipment for an outdoor activity, prepare an orienteering course for others to take, identify the quickest route to accurately navigate an orienteering course, manage in orienteering event for others to compete in. Communicate clearly and effectively with others, work effectively as part of a team develop demonstrating leadership skills where necessary, successfully use a map to complete a course, use a compass for navigation , organise an event for others.</p> <p>INVESTIGATION- -asking relevant questions - using different approaches to determine skills and tactics</p> <p>EXPRESSION- -the ability to express themselves through movement</p> | <p>Key vocabulary Map, directions, symbol, orienteering, teamwork</p> | <p><i>Year A term 3 EYFS Outdoor activities Year A term 3 KS1 Outdoor activities Year A term 3 Yr 3 Outdoor activities Year B term 3 EYFS Outdoor activities Year B term 3 KS1 Outdoor activities Year B term 3 Yr 3 Outdoor activities Year A term 3 Yr 4/5 Outdoor activities Year A term 3 yr 5/6 Outdoor activities Year B term 3 yr 4/5 Outdoor activities</i></p> | | |
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| | | | <p>-the ability to explain what they do and how they do it</p> <p>INTERPRETATION-</p> <p>-understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p>APPLICATION</p> <p>- make connections between different skills in different sports and how these are interlinked</p> <p>-to apply the skills, they have learnt in different situations</p> <p>DISCERNMENT-</p> <p>-understanding and responding to the tactics and games of others</p> <p>-developing insights into tactics and working as a team.</p> <p>ANALYSIS-</p> <p>-explaining what they have done to improve a skill and what can be done to improve efficiency the next time</p> <p>SYNTHESIS</p> <p>-linking learning from one skill to another</p> <p>-transfer of skills across an increasingly wide range of sports</p> <p>EVALUATION</p> <p>-evaluate what is good in a performance</p> <p>-understanding what can be done differently and what impact this may have on the outcome</p> | | | | |
| PSHE/ RSE | <p>Spring 1 Health and Protection</p> <p>Drugs, alcohol and tobacco; healthy habits</p> <p>How can drugs common to everyday life affect health?</p> | <p>Know how drugs common to everyday life (including smoking/vaping- nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</p> <p>Know that some drugs are legal (but may have laws or restrictions)</p> | <p>Understand about the risks and effects of legal drugs common to everyday life (e.g.cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health;</p> | <p>Enquiry Questions</p> <p>What is a drug?</p> <p>How can drugs common to everyday life affect health?</p> <p>What might happen to a person using a drug?</p> | <p>Year B Term 5 KS1 PSHE/RSE: Being safe</p> <p>Year B term 3&4 Y3&4 PSHE/RSE: Health prevention</p> <p>Year B term 3&4 Y4/5 PSHE/RSE: Health prevention</p> | <p>Year B Term 6 Y5/6 PSHE/RSE: Growing and changing</p> <p>Year A Term 5 Y5/6</p> | <p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>REFLECTION</p> <p>EMPATHY</p> <p>APPLICATION</p> <p>DISCERNMENT</p> |

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| | <p>Make sure you have read the teacher guidance from the PSHE Association before teaching the lessons, which includes guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively. It is important to consider sensitivities and prior knowledge about specific pupils' circumstances. Pupils in the class will have a range of experience and understanding of legal and illegal drugs, and some may have families that have been affected by drug use. If any safeguarding concerns arise during this lesson, these should be reported to the Designated Safeguarding Lead.</p> <p>Spring 2 E-Safety How can the media influence people? Media literacy and digital resilience; influences and decision-making; online Safety</p> <p>Make sure you are familiar with the safeguarding</p> | <p>related to them) and other drugs are illegal Know how laws surrounding the use of drugs exist to protect them and others Know why people choose to use or not use different drugs Know how people can prevent or reduce the risks associated with them Know that for some people, drug use can become a habit which is difficult to break Know how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use Know how to ask for help from a trusted adult if they have any worries or concerns about drugs</p> <p>Know how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions Know that not everything should be shared online or social media and that there are rules about this, including the distribution of images Know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions Know how text and images can be manipulated or invented; strategies to recognise this</p> | <p>Able to recognise that drug use can become a habit which can be difficult to break Are able to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others Can explain about why people choose to use or not use drugs (including nicotine, alcohol and medicines); Understand about the mixed messages in the media about drugs, including alcohol and smoking/vaping Understand about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>Can recognise ways in which the internet and social media can be used both positively and negatively Understand how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results Understand about some of the different ways information and data is shared and used online,</p> | <p>Key Vocabulary Drug Substance Legal drug Illegal drug Possession Supply Dependency Caffeine Alcohol Nicotine or tobacco Medicine Dose</p> <p>Enquiry Questions How can the media influence people? Why is it important to balance online and offline activities? Why do you think there are age restrictions for social media?</p> <p>Key Vocabulary Social media, Online, offline, Wellbeing, Limits Restrictions Messaging Videos Blogs Marketing Targeted marketing</p> | <p>Year A Term 4 Y4/5 PSHE/RSE: Being safe Year A Term 4 Y3&4 PSHE/RSE: Being safe Year A Term 5 KS1 PSHE/RSE: Being safe Year A Term 6 EYFS PSHE/RSE: being safe</p> <p>At the start of every Computing unit Year B Term 5 EYFS PSHE/RSE: E-safety Year B Term 4 KS1 PSHE/RSE: E-safety Year B Term 5 Y3&4 PSHE/RSE: E-safety Year B Term 5 Y4/5 PSHE/RSE: E-safety Year A Term 4 EYFS PSHE/RSE: E-safety Year A Term 4 KS1 PSHE/RSE: E-safety Year A Term 4 Y3&4 PSHE/RSE: E-safety Year A Term 4 Y4/5 PSHE/RSE: E-safety Year A Term 4 Y5/6 PSHE/RSE: E-safety</p> | <p>PSHE/RSE: Being safe Year A Term 4 Y5/6 Science: Diet, exercise, drugs and lifestyle</p> <p>At the start of every Computing unit</p> | <p>ANALYSIS SYNTHESIS EVALUATION</p> |
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| | <p>policy on and other relevant policies and be prepared in case pupils make a disclosure and understand how to handle sensitive questions</p> | <p>Know how to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts Know how to recognise unsafe or suspicious content online and what to do about it Know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them Know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range Know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue Know how to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have Know how to discuss and debate what influences people's decisions, taking into consideration different viewpoints</p> | <p>including for commercial purposes Understand about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information Can recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images Understand about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation Understand how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with Can explain about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information. EXPRESSION – the ability to explain patterns of behaviour, beliefs, feelings and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.</p> | <p>Gambling</p> | | | |
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| | | | <p>INTERPRETATION --: the ability to draw meaning from different viewpoints, world events and societal change; the ability to know that we are all different and we live in a diverse world; the ability to use health information to be informed on issues pertaining to health and safety; the ability to be informed on physiological and emotional changes; the ability to be informed on good and bad choices and how to respond to different situations; the ability to know where to seek help and advice.</p> <p>REFLECTION --: the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices; the ability to think with clarity and care about significant events, emotions and change.</p> <p>EMPATHY -- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others and to see issues from their point of view. om their point of view.</p> <p>APPLICATION -- making the association between personal experiences and those of others; making the association between individual, groups,</p> | | | |
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| | | | <p>community, national and international life.</p> <p>DISCERNMENT-: developing insight into people, motives, actions and consequences; the ability to understand emotional and physical wellbeing; the ability to understand different types of families and relationships; seeing clearly for themselves how individuals might learn from PSHE and RSHE in regards to health and safety.</p> <p>ANALYSIS distinguishing between opinion, belief and fact.</p> <p>SYNTHESIS – linking significant features of emotional, behavioural, physiological, sociological, societal and health and safety awareness together in a coherent pattern; connecting different aspects of life</p> <p>EVALUATION – the ability to debate issues of significance with reference to evidence and argument; weighing up the respective claims of self-interest, consideration for others, personal preferences and individual conscience.</p> | | | | |
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| <p>In Spring ½ of 2020-2021, Parliament and Power was replaced by Britain at War. This was due to amendments for the curriculum in Summer 2020 when Parliament and Power was used as children across the federation had completed different aspects of the Crime and Punishment topic and Parliament and Power was utilised instead to ensure all the children had the same starting point. Britain at War is a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 and is also a local history topic because of the impact on the local landscape and history that continues to this day. Going forward, year B will revert to Parliament and Power for the Spring Term and Britain at War will be a "reserve" topic.</p> | | | | | | | |
| | Key Knowledge | Knowledge Building Blocks | Key Skills | Enquiry Questions and Key Vocabulary | Reference to Prior Knowledge and Skills (see termly plans) | Reference to Future Knowledge and Skills | |

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| | | | | | | (see termly plans) | |
| Britain at War History | Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | Children know when the war started; Children can tell you some of the countries and key individuals involved; Children know some details about key events; Children know what evacuation and rationing were, Children can explain how they worked and how different people were affected; Children know some of the jobs women did during the war; Children can describe what the Holocaust was and who suffered as a result Children can order events from early World War II on a timeline Children know when, where and why children were evacuated in World War II Children know about rationing during World War II and how people adapted to deal with reduced product availability. Children know how people's diets were different during World War II Children know about women's wartime jobs and describe what they entailed in detail Children can explain what the Holocaust was and describe some events that happened. Children know what the Battle of Britain was and what happened. Children know the role Lincolnshire played during WWII. | Asking "What was it like for a... (child, rich person, etc) "during...and explaining why changes have occurred Comparing and contrasting sources of evidence to help answer questions, realising that there is often not a single answer to historical questions INVESTIGATION asking relevant questions; · using a variety of sources to find out about events, people and changes EXPRESSION · the ability to recall, select and organise information · the ability to use key historical dates and vocabulary to describe and explain different periods in history INTERPRETATION · the ability to draw meaning from artefacts, works of art, relics and buildings; · the ability to suggest meanings and draw conclusions from what they see APPLICATION · making the association between aspects of life in different societies, · considering the impact of past events on the present · learning both about and also from history. DISCERNMENT · explaining the importance of significant people and events from history; · developing insight into people, motives, actions and consequences; | Key Questions Question 1 Why did WWII start and who was involved? Question 2 Why were children evacuated? Question 3 What did women do during the war Question 4 What was rationing?? Question 5 What was the Holocaust? Question 6 When was the Battle of Britain and why was it important? Question 7. What role did Lincolnshire play in WWII? Key Vocabulary World War, invasion, democracy, evacuation, evacuees, rationing, Blitz, aerial combat, Bomber Command, Holocaust, | <i>Year A term 6 EYFS Around the World</i> <i>Year A term 6 Geography Britain and the World</i> <i>Year A Term 1 Year 3 Geography-Maps of the World</i> <i>Year A term 3 yr 3 History -stone age to iron age</i> <i>Year B term 5 yr 3</i> <i>Year B Term 6 Yr4/5 History The Maya</i> <i>Year B term 5 Yr 5/6 History Ancient Greeks History Romans</i> | None | INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION |

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| | | | <ul style="list-style-type: none">· seeing clearly for themselves how individuals might learn from the study of history. <p>ANALYSIS</p> <ul style="list-style-type: none">· distinguishing between opinion, belief and fact;· distinguishing between the features of different periods of history nationally and internationally. <p>SYNTHESIS</p> <ul style="list-style-type: none">· linking significant periods of history together in a coherent pattern;· connecting different aspects of life for people across different periods. <p>EVALUATION</p> <ul style="list-style-type: none">· the ability to evaluate an event of significance with reference to evidence and argument;· weighing up the respective evidence available and reach conclusions | | | | |
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