

Crowland/Westminster/Regent/St James Autumn 1

Wonderful Weather

Small Village, Big Horizons

Curriculum area	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)	Application of Knowledge across all Curriculum Areas
<i>Topic Wonderful Weather</i>	<p>Yr. 1 Pupils should be taught about: Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Yr. 3 •use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>•use fieldwork to observe, measure, record and present the</p>	<p>Crowland Knowledge</p> <p>Children should Know how to describe the daily weather</p> <p>Know the basic weather associated with each season</p> <p>Know the effect the weather has on people (what they wear/do)</p> <p>Know that we can tell what the weather will be like</p> <p>Know what a weather forecast will tell you</p> <p>Know some of the dangerous types of weather (floods, hail, Hurricanes)</p> <p>Know there are some extreme climates in the world and name some (deserts, arctic/Antarctic, rainforest,)</p> <p>Know that the weather changes across the world</p> <p>Know that the seasons occur at different times of the year</p> <p>Know some of the features of the Arctic and the animals that live there</p> <p>Westminster Knowledge</p> <p>Children should Know how to describe the daily weather</p> <p>Know the weather patterns across the year</p> <p>Know that the seasons occur at different times of the year in different countries</p> <p>Know the basic weather associated with each season</p> <p>Know the effect the weather has animals and plants (hibernation, migration, germination, leaf loss)</p>	<p>Yr. 1</p> <p>• I ask what is this place like? • I tell others' the things I like and dislike about a place</p> <p>Yr. 2</p> <p>• I ask what is this place like? • I tell others' the things I like and dislike about a place. • I use words, pictures, bar charts, and pictograms to help me describe places</p> <p>Yr. 3</p> <p>I ask, "Which HUMAN features does this place have?" •• I describe different points of view on an environmental issue affecting a locality. *** • I find out about places and the features in those places by either going to that place to observe or by looking at information sources. • I use my writing skills to communicate what I know.</p> <p>INVESTIGATION – asking relevant questions; using a variety of sources to find out about events, people, processes and changes. carrying out fieldwork and observational skills to develop a greater place knowledge.</p> <p>EXPRESSION –the ability to recall, select and organise information. the ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography.</p> <p>INTERPRETATION – the ability to draw meaning from maps,</p>	<p>Year 1</p> <p>Q1 what types of weather can you name?</p> <p>Q2 How are we affected by the weather?</p> <p>Q3 How do we forecast the weather?</p> <p>Q4 How can weather be dangerous?</p> <p>Q5 What do we know about extreme climates?</p> <p>Year 2</p> <p>Q1 What different types of weather can you name?</p> <p>Q2 What is the weather like today?</p> <p>Q3 how does the weather affect what we wear and what we do</p> <p>Q4 what does the weather forecast tell you?</p> <p>Q5 what effect can adverse weather have on humans?</p> <p>Q6 is the weather the same across the globe?</p> <p>Q7 what is the Arctic?</p> <p>Year 3</p> <p>Q1 What do you mean by weather patterns?</p> <p>Q2, can you describe the weather and climate</p>	<p>Year A term 1 EYFS Geog-local weather</p> <p>Year A term 3 EYFS history-castles</p> <p>Year A Term 6 EYFS history Britain and the world</p> <p>Year B term 5 EYFS geog-local area</p> <p>Writing (Reports)</p> <p>Year A term 1 EYFS reports</p> <p>Year A term 1 KS1 reports</p>	<p>Year A term 3 KS1 history-castles</p> <p>Year A Term 6 KS1 history Britain and the world</p> <p>Year A term 2 Yr4/5 geog local area comparison</p> <p>Year B Term 1 Geog-local area</p> <p>Year B term 5 KS1 geog-local area</p> <p>Year B term 2 geog -local area comparison</p> <p>Writing (reports)</p> <p>Year A term 3 yr. 5/6 reports</p> <p>Year B term 2 KS1 reports</p> <p>Year B term 3 Yr. 3 reports</p> <p>Year B term 1 yr. 4/5 reports</p> <p>Year B term 1 yr. 5/6 reports</p> <p>Year B term 3 yr. 3 reports</p> <p>Year B term 5 yr. 5/6 report</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p>

	<p>human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Know that we can tell what the weather will be like Know what a weather forecast will tell you Know the difference between weather and climate Know some of the dangerous types of weather (floods, hail. Hurricanes) Know how people try to deal with these Know that the weather changes across the world Know some of the key features of hot climates and the animals that live there Know some of the key features of cold climates and the animals that live there Know how to compare the adaptations of animals to match the climate</p>	<p>atlases, globes, and data collected through fieldwork., the ability to suggest meanings and draw conclusions from what they see.</p>	<p>Q3 What effect does the weather have on the environment animals and plants Q4 how can you keep yourself safe in dangerous weather Q5 what are the key features of hot and cold climates Q6 how do people survive in extreme weathers? Key Vocabulary Weather Seasons, observations, record, temperature, thermometer, United Kingdom, waterproof Local area Extreme Hot Cold arctic</p>			
<p><i>Science Seasonal Changes)</i></p>	<p>SC1/4.1 Yr. 1 Seasonal changes Yr. 2 Habitats-how changes in seasons affect habitat (Crowland)</p> <p>Animals Inc humans Yr. 2 Habitats-how changes in seasons affect habitats. Yr. 3 Animals and nutrition and environment Yr3 Light (Westminster)</p>	<p>Year 1 Children know there are 12 months. Children know there are Four Seasons. Children can relate each month to a different season. Children know the key features of each season. Children know that plants and Flowers grow in spring. Children know that they are dormant in winter. Children know that rainfall is higher in spring and winter, children know it is hotter in summer, children know that there are more hours of daylight in summer</p> <p>Yr2 Children know that animals need food water and shelter to live. Children know what a habitat is. Children know how to match a range of animals to their habitats. Children know what these habitats provide the animals with. Children know what adaptations are. Children know some other adaptations that enable each animal to survive in their habitat. Children know that some animals change colour in winter.</p>	<p>Yr. ½ they talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g. Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p> <p>Yr. 3 They recognize why it is important to collect data to answer questions. They act on suggestions and put forward their own ideas about how to find the answer to a question. With help they can carry out a fair test and explain why it was fair. They predict what might happen before they carry out any tests.</p>	<p>Year 1 Q1 How do I order months and seasons? Q2 What are the key features of each season? Q3 How do plants change according to season and why does this happen? Q4 how does weather change from season to season Q5 How does daylight change across the seasons</p> <p>Year 2 Q1 What do animals need to live? Q2 What is a habitat? Q3 how will a habitat change over the year? Q4 How do animals adapt to the different seasons (camouflage/hibernation/migration)</p> <p>Year 3</p>	<p><i>Year A term 1 EYFS Geog-local weather</i></p>	<p><i>Year A Term 1 KS1 science seasons</i> <i>Year A term 1 KS1 Geog-local weather</i> <i>Year A term 2 Yr. 3 Geog-climates</i> <i>Year B term 1 Yr. 3 Geog-climates</i> <i>Year B Term 2 EYFS science seasons</i> <i>Year B Term 2 KS1 science seasons</i></p> <p><i>Year A Term 1 yr3 science Animals</i> <i>Year A Term 2 EYFS science Animals</i> <i>Year A Term 2 KS1 science Animals</i> <i>Year A Term 2 Yr4/5 science animals</i> <i>Year A Term 2 yr. 5/6 science animals</i> <i>Year A Term 4 yr. 5/6 science Animals</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS EVALUATION</p>

		<p>Yr. 3</p> <p>Children know that there are different food groups. Children know that animals eat different foods. Children know what we mean by herbivore, carnivore and omnivore. Children know that animals obtain their food from the local habitat.</p> <p>Children know that some objects are visible because they are light sources. Children know that some objects are visible because they reflect light. Children know the importance of the sun as the energy source for the earth. Children know that their exposure to the sun can be dangerous. Children know that the sun can damage our eyes. Children know that the sun can damage our skin. Children know that shadows are formed when opaque objects block the path of light. Children know that light travels in straight lines</p>	<p>They measure length, mass, time and temperatures using suitable equipment. They use scientific vocabulary to describe their observations. They record observations, comparisons and measurements using tables, charts, text and labelled diagrams. They give reasons for observations. They look for patterns in their data and try to explain them. They suggest how they can make the improvements to their work</p> <p>INVESTIGATION - asking relevant questions; knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSION – the ability to explain concepts, methods and practices; the ability to identify and articulate scientific understanding</p> <p>INTERPRETATION – the ability to draw meaning from scientific theories, theories and studies; the ability to suggest meanings</p> <p>APPLICATION - making the association in Science between chemistry, biology and physics; To ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p> <p>ANALYSIS – distinguishing between the feature’s methods of different investigations</p> <p>EVALUATION – the ability to evaluate a finished product and scientific investigation.</p>	<p>Q1 what are the main 5 food groups? Q2 what do we mean by herbivore carnivore or omnivore? Q3 where in the environment did the three main animal types find their food ? Q4 why do we need light Q5 how is light reflected from surfaces?</p>		<p><i>Year A Term 5 EYFS science Animals</i> <i>Year A Term 5 KS1 science Animals</i> <i>Year A Term 5 yr3 science animal</i> <i>Year B Term 1 EYFS science animals</i> <i>Year B Term 1 KS1 science animals</i> <i>Year B Term 1 Yr4/5 science animals</i> <i>Year B Term 2 yr3 science animals</i> <i>Year B Term 2 yr. 5/6 science animals</i> <i>Year B Term 3 Yr4/5 science animals</i> <i>Year B Term 4 EYFS science animals</i> <i>Year B Term 4 KS1 science animals</i> <i>Year B Term 6 EYFS science animals</i> <i>Year B Term 6 KS1 science animals</i> <i>Year B Term 6 yr3 science animals</i></p>	
RE	<p>Crowland and Regent Creation</p> <p>What do Christians believe made the world? To make a connection between Christian ideas of God as Creator and the importance for everyone (not just Christians) of being grateful for what we have.</p>	<p>Know that God created the universe.</p> <p>Know that the Earth and everything in it are important to God.</p> <p>Know that God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>Know that humans should care for the world because it belongs to God.</p> <p>Know the story of creation from Genesis 1:1–2.3</p>	<p>Can retell the story of creation from Genesis 1:1–2.3 simply.</p> <p>Can recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p> <p>Can say what the story tells Christians about God, Creation and the world.</p> <p>Can give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>Give at least two examples</p>	<p>Enquiry Questions</p> <p>Who made the world? What does the Creation story tell us about what God is like?</p> <p>If someone believes God made the world, what might they say about it? What might they say to this Creator?</p>	<p>Year A Term 1 EYFS Science: Seasonal changes</p> <p>Year A Term 2 EYFS Science: Similarities and differences in living things</p> <p>Year A Term 5 EYFS Topic: Environment/Greta Thunberg</p> <p>Year A Term 5 EYFS PSHE/RSE: Fair Trade</p>	<p>Year B Term 5 Y4/5 RE: Creation</p> <p>Year B Term 3&4 Y5/6 RE: Creation</p> <p>Year A Term 1 KS1 RE: Creation</p> <p>Year A Term 4 Y4/5 RE: Creation</p> <p>Year A Term 3 Y5/6 RE: Creation</p>	<p>Investigation</p> <p>Expression</p> <p>Reflection</p> <p>Application</p> <p>Evaluation</p>

		<p>Know that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>Know at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.</p> <p>Know at least two examples of what Christians do to look after the world</p>	<p>of what Christians do to look after the world for God.</p> <p>Can think, talk and ask questions about living in an amazing world.</p> <p>INVESTIGATION asking relevant questions. knowing how to use different types of sources as a way of gathering information. knowing what may constitute evidence for understanding religions.</p> <p>EXPRESSION the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media.</p> <p>REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices. the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.</p> <p>APPLICATION making the association between religions and individual, community, national and international life</p> <p>EVALUATION 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, religious teaching and individual conscience.</p> <p>Understand that Muslims believe in one God (oneness of God = tawhid)</p> <p>Understand that God has created things as he wants them to be.</p> <p>Understand that God wants humans to help keep things in harmony.</p> <p>Understand that God has set out a straight path (shariah) for humans to follow to help keep things in harmony</p>	<p>Key Vocabulary</p> <p>Creation Bible Genesis In the beginning Light/waters/land and sea/sun and moon/birds and fish/animals and humans; rest. Harvest Creator</p>	<p>Year B Term 6 EYFS RE: Our Beautiful World</p>		
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	<p>St James and Westminster Being Human – Islam</p> <p>What does the Qur’an say about how Muslims should treat others and live their lives?</p> <p>Note: Do not draw God!</p>	<p>Know what an Imam is. Know about the Shahadah (statement of faith) – ‘there is no God but God, and Muhammad is his prophet’. Know about the Five Pillars of Islam. Know about Muslim prayer: connection with belief in the oneness of God (tawhid) who has created a universe in harmony and the importance of the prophets (those who guide Muslims along the straight path [shariah] that will help keep the universe in harmony. Know about making good choices and moral conduct (Akhlāq) - choices that will keep creation in harmony, as God intended. Know about the importance of serving others and showing compassion, e.g. zakat (charitable gifts – 2.5% of disposable income annually) – helping address disharmony in the world, that is, some have more than they need, others don’t have enough (refer to Five Pillars). Know stories about the prophets (e.g. Ibrahim, Nuh, Musa, Isa, Muhammad) – how to care for others and make sure the world is a fair, just and harmonious place.</p>	<p>Understand that God has given three types of guidance to help people follow the straight path (shariah): the natural world, the Qur’an and the prophets Understand what the 5 pillars are and what they do, 1. Statement of belief/faith (Shahadah): there is no God but God, and Muhammad is his Prophet 2. Prayer (salat) 3. Charity (zakat) 4. Fasting (sawm) 5. Pilgrimage (hajj) Understand some stories about the prophets. EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others. APPLICATION identifying key religious values and their interplay with secular ones. DISCERNMENT 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. ANALYSIS the features of different religions. SYNTHESIS linking significant features of religion together in a coherent pattern. connecting different aspects of life.</p>	<p>Enquiry Questions Q1. What do we know about Islam? Q2. Can you name any leaders/religious leaders? Q3. Can you name any religious texts? Q4. Are there any similarities between Christianity and Islam? Refer to prior learning on Creation or Places of Worship and children’s experiences of prayer and responsibility.</p> <p>Key Vocabulary Muslim/Islam Imam Harmony Statement of Faith (Shahadah) Straight Path (Shariah) Oneness of God (Tawhid) Natural world Prophets Qur’an Five Pillars</p>	<p>Year A/B Term 1 KS1 RE: Creation Year A/B Term 3 EYFS RE: my Special Things Year A/B Term 5 EYFS RE: Our Special Places Year A/B Term 6 EYFS RE: Our Beautiful World</p>	<p>Year A Term 6 KS1 Geography: Britain and the World Year A Term 2 KS1 RE: Islam – Life Journey Year A Term 2 Y3&4 RE: God – Islam Year A Term 2 Y4/5 RE: How do Muslims worship? Year A Term 6 Y5/6 RE: Rites of passage Year B Term 4 KS1 Geography: Maps, continents and oceans Year B Term 3 KS1 RSE/PSHE: Respect Year B Term 2 KS1 PSHE/RSE: Friendship and community</p>	<p>Empathy Application Discernment Analysis Synthesis</p>
<p>Art/DT</p>	<p>Yr. 1/2 Pupils should be taught: to use a range of materials creatively to design and make products. to use drawing, painting and sculpture to develop and share their ideas,</p>	<p>Children know that clay is a natural material. Children can use clay to make a simple flower morel. Children know that some sculptures are inspired by nature, Children know who Andy Goldsworthy is. Children know some of his transient works. Children know he used natural materials; Children know how to</p>	<p>Yr. ½ respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to demonstrate knowledge and understanding in this strand:</p>	<p>Yr. 1 Q1 Who was Andy Goldsworthy? Q2 What did he use in his artwork? Q3 How did he represent different moods Q4 How did he use natural materials?</p>	<p>Year B term 1 EYFS -Art-self portraits Year B term 2 EYFS Art-observational drawings</p>	<p>Year A term 2 Yr. 3 Art Monet/Picasso Year A term 2 yr. 4/5 Art Constable Year A term 5 Yr. 4/5 Art portraits Year A term 1 Yr. 5/6 Art- Hallam Year A term 2 yr. 5/6 Art Warhol</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

	<p>experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Yr. 3 Pupils should be taught: to develop their techniques, including their control and their use of materials, with 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>collect materials to make a pattern. Children know Andy Goldsworthy used pattern, curves and spirals in his work. Children know how to use their research to create their own pattern. Children know how to work with others to create a large scale natural sculpture.</p>	<p>name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades;</p> <p>. Yr. 3 use varied brush techniques to create shapes, textures, patterns and lines. mix colours effectively using the correct language, e.g., tint, shade, primary and secondary; create different textures and effects with paint; use key vocabulary to demonstrate knowledge and understanding in this strand: INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing how pieces are created EXPRESSION – •the ability to explain techniques, colours and use of media; •the ability to identify and articulate opinions on how an artist has chosen to express their ideas INTERPRETATION –: •the ability to draw meaning from pieces of art; •the ability to suggest alternative meanings. APPLICATION – •making the association between the purpose, technique, media and meaning behind a piece; •identifying the purpose of the piece.</p>	<p>Q5 How do I recreate his work? Yr. 2 Q1 What inspired Andy Goldsworthy? Q2 What was his source material? Q3 What did he use lines and curves for Q4 What affected his artworks? Q5 How do we create a large-scale artwork? Yr. 3 Q1 What do we mean by transient artwork and who were some famous artists? Q2 What was the focus for Andy Goldsworthy? Q3 How did he incorporate curves and spirals into his work? Q4 How can I research some ideas? Q5 How do we create a large scale artwork?</p> <p>Key Vocabulary work, work of art, idea, starting point, observe, focus, design, improve.: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, *form, curves, natural, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>		<p><i>Year B term 1 KS1 Art-self portraits</i> <i>Year B term 2 KS1 Art-observational drawings</i></p> <p><i>Year B term 1 yr. 3 Art-Van Gogh</i> <i>Year B term 1 yr. 4/5 Art-landscapes</i> <i>Year B term 1 yr. 5/6 Art-watercolours</i> <i>Year B Term 2 yr. 5/6 Art-pastels</i></p>	
<p><i>Music (Music express)</i></p>	<p>1.4 Weather (Exploring sounds) How can you use voices, movement and instruments to describe weather? Mu1/1.1 Using voices expressively and creatively by singing</p>	<p>1.4 Weather (exploring sounds) 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>1.4 Weather (exploring sounds) Children perform action songs about the wind and explore making wind sounds using voices and body percussion. Control duration and dynamics using voices, body percussion and instruments for sounds of thunder, winds and rain effects.</p>	<p>1.4 Weather Key Questions What are dynamics in music? What actions can we use to match this piece of music or song?</p>	<p>1.4 Weather (exploring sounds) Year B EYFS/Y1 Aut 2 1.7 Our School Aut 1 1.1 Ourselves</p> <p>Year A</p>	<p>1.4 Weather (exploring sounds) Year B EYFS/ Yr. 1 Spring 1 1.9 Storytime KS1 Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather, 1.9 Storytime Spring 2 2.3 Our land Y2/3 Aut 1 2.1 Ourselves</p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>APPLICATION</i></p>

	<p>songs and speaking chants and rhymes. Mu1/1.2 Play tuned and untuned instruments musically Mu1/1.4 Experiment with, create, select and combine sounds. Mu1/1.3 Listen with concentration and understanding to a range of high- quality live and recorded music</p> <p>EYFS- How can you make the sound of rain, thunder and wind using instruments, voices and your bodies?</p>		<p>Listen to Beethoven’s depiction of a storm and respond in movement. EYFS: Learn to use voices in new songs and use body percussion and movement to respond to different sounds about the weather.</p> <p>INVESTIGATION Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music</p> <p>INTERPRETATION The ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>REFLECTION The ability to reflect on feelings a piece of music gives, the features within it and their own opinions of a variety of music The ability to consider their own performances and evaluate the effectiveness and levels of success</p> <p>EMPATHY The ability to consider the thoughts, feelings, experiences, attitudes, opinions and values of others;</p> <p>APPLICATION Identifying key musical terminology and using it in description of music Exploring different ways music is made</p> <p>DISCERNMENT Recognising that people perceive music in a range of different ways</p> <p>SYNTHESIS Linking a range of musical devices together to create effective compositions</p> <p>EVALUATION The ability to evaluate their own and others performances</p> <p>1.6 Seasons (Pitch)</p>	<p>How can you match sounds to this music? Can you show your understanding of controlling duration and dynamics using your voice, body percussion and instruments? Can you respond to the music through movement?</p> <p>Key Vocabulary Duration – long/short Dynamics- loud/quieter, louder/quieter Timbre Rhythm Tempo</p>	<p>EYFS/ Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p>	<p>Aut 2 2.3 Our Land Spring 1 2.9 Weather 2.7 Storytime Summer 1 3.3 Sounds Year B (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots Year A EYFS/Y1 Summer 1 1.9 Storytime KS1 Aut 1 1.4 Weather Spring 1 1.7 Our School 1.9 Storytime Spring 2 2.1 Ourselves 2.3 Our land Y2/3 Aut 1 2.9 Weather Spring 1 2.3 Our Land 2.7 Storytime Spring 2 3.3 Sounds LKS2 (has Mu2/1.5) Aut 1 3.1 Environment 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 Summer 2 5.4 Keeping Healthy Sum 2 5.5 At the Movies Y6 Aut 1 6.4 Roots Spring 1 6.2 Journeys Spring 2 6.3 Growth</p>	
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	<p>1.6 Seasons (Pitch) 1.6 Seasons (Pitch) Mu1/1.1 Listen with concentration and understanding to a range of high- quality live and recorded music. Mu1/1.4 Experiment with, create, select and combine sounds.</p>	<p>1.6 Seasons (Pitch) Children develop music vocabulary and understanding of pitch movements. Children develop listening skills and are able to identify changes in pitch. Children listen to a variety of music such as orchestral music.</p>	<p>Children explore dynamics and pitch through body movement. They learn to sing a song with vocal sound effects to explore pitch shapes. Children play listening games to identify different pitched sounds. Children relate pitch changes to graphic symbols, Children listen to orchestral music. INVESTIGATION Investigating how the voice and body can be used to make sounds Investigating own feelings and emotions related to a range of musical experiences EXPRESSION- the ability to explore music as a medium for expressing themselves INTERPRETATION- the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo APPLICATION- identifying key musical terminology and using it in description of music exploring different ways music is made</p>	<p>1.6 Seasons (Pitch) Key Questions What happens to the music you can hear? What is pitch? What are dynamics? (volume) How can we show the pitch change in drawings? Can you learn the actions to this song? What can you hear in the orchestral music?</p> <p>Key vocabulary Dynamics (loud/quiet, louder/quieter) Pitch (high/low, higher/ lower, step, leap, slide, falling/rising) Beat</p>	<p>1.6 Seasons (Pitch) Year B Aut 2 1.6 Seasons Year A Aut 2 1.3 Animals Year A Spring 1 1.6 Seasons Year A Summer 2 1.12 Water</p>	<p>1.6 Seasons (Pitch) Music Express units focusing on Pitch. KS1 Year A Aut 1 1.6 Seasons Aut 2 1.3 Animals Sum 2 2.11 Water</p> <p>LKS2 Year B Spring 1 3.7 In the Past</p> <p>UKS2 Year A Aut 2 4.6 Around the World 4.8 Singing Spanish.</p>	<p><i>INVESTIGATION EXPRESSION APPLICATION DISCERNEMENT ANALYSIS</i></p>
<p><i>St James Westminster</i></p>	<p>2.8 Seasons (pitch) Mu1/ 1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Mu1/ 1.2 Play tuned and untuned instruments musically. Mu1/ 1.4 Experiment with, create, select and combine sounds.</p> <p>2.9 Weather (exploring sounds) Mu1/ 1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>2.8 Seasons (Pitch) Children develop singing with expression, paying attention to pitch shape and the melody. Children accompany a song with vocal and instrumental ostinato. Children identify rising and falling pitch. Children show understanding of pitch by performing a rising pitch sequence in a song.</p> <p>2.9 Weather (exploring sounds) Children develop listening skills through listening to orchestral music. Children understand rhythm through chants.</p>	<p>2.8 Seasons (Pitch) Children to learn to sing using Makaton to accompany the song. Children sing in ostinato to accompany a song. Children sing a song and identify rising and falling pitch. Children sing a Japanese song, following the pitch shape of the melody.</p> <p>INVESTIGATION Investigating how the voice and body can be used to make sounds Investigating own feelings and emotions related to a range of musical experiences EXPRESSION-</p>	<p>2.8 Seasons (Pitch) Key Questions How can you sing with expression? What is pitch shape of a melody? What is sing language, Makaton? How can you accompany a song with vocal and instrumental ostinato? Can you show the rising and falling pitch?</p> <p>Key Vocabulary Pitch Ostinato Accompaniment Arrangement</p>	<p>2.8 Seasons (Pitch) Year B EYFS/Y1 Sum 2 1.12 Water 1.3 Animals Aut 2 1.6 Seasons</p> <p>Year A KS1 Aut 2 1.3 Animals Aut 1 1.6 Seasons</p>	<p>2.8 Seasons (Pitch) Year B KS1 Sum 1 2.5 Animals Sum 2 2.11 Water LKS2 Spring 1 3.7 In the past Y4/5 Spring 1 4.6 Around the World Year 5 units covering notation elements Spring 2 5.3 Life Cycles Summer 1 5.4 Keeping Healthy Year 6 covering elements of notation Aut 1 6.1 World Unite Spring 1 6.3 Growth Summer 2 6.6 Moving On Year A LKS2 Aut 2 3.7 In the Past</p>	<p><i>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</i></p>

	<p>Mu1/ 1.3 Listen with concentration and understanding to a range of high quality live and recorded music. Mu1/ 1.4 Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p>Children explore composing by composing music to illustrate a story.</p>	<p>the ability to explore music as a medium for expressing themselves INTERPRETATION- the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo APPLICATION- identifying key musical terminology and using it in description of music exploring different ways music is made</p> <p>2.9 Weather (exploring sounds) Children perform a chant rhythmically and with actions. Children watch and listen to orchestral music and consider how it depicts the weather. Children learn a sing and a rap. Children compose music to illustrate the story of The Wind and the Sun. INVESTIGATION Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music INTERPRETATION The ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo REFLECTION The ability to reflect on feelings a piece of music gives, the features within it and their own opinions of a variety of music The ability to consider their own performances and evaluate the effectiveness and levels of success EMPATHY The ability to consider the thoughts, feelings, experiences, attitudes, opinions and values of others; APPLICATION Identifying key musical terminology and using it in description of music</p>	<p>Timbre Melody</p> <p>2.9 Weather (exploring sounds) Key Questions What is a rhythmic chant? What do you think of the orchestral music? How does the music depict the weather? What are repeated word patterns? What music would illustrate the story?</p> <p>Key Vocabulary Duration Rhythm Ostinato Accompaniment Rhythm pattern Beat Dynamics Tempo Timbre Texture Structure</p>	<p>2.9 Weather (exploring sounds) Year B Y2/3 Aut 2 2.3 Our Land Aut 1 2.1 Ourselves KS1 Spring 2 2.3 Our land Spring 1 1.4 Weather 1.9 Storytime Aut 2 1.7 Our School Aut 1 1.1 Our Bodies EYFS/Y1 Spring 1 1.9 Storytime 1.4 Weather Aut 2 1.7 Our school Aut 1 1.1 Ourselves</p> <p>Year A KS1 Y2/3 Spring 2 3.3 Sounds Spring 1 2.3 Our Land 2.7 Storytime Aut 1 2.9 Weather KS1 Y1/2 Spring 2 2.1 Ourselves 2.3 Our Land Spring 1 1.9 Storytime 1.7 Our School Aut 1 1.4 Weather EYFS/Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p>	<p>Spring 1 3.10 Singing French Spring 2 4.6 Around the World Y4/5 Aut 2 4.6 Around the World 4.8 Singing Spanish Year 5 units covering notation elements Spring 2 5.3 Life Cycles Summer 1 5.4 Keeping Healthy Summer 2 5.5 At the movies Year 6 covering elements of notation Aut 2 6.1 World Unite Spring 2 6.3 Growth Summer 2 6.6 Moving On</p> <p>2.9 Weather (exploring sounds) Year B Y2/3 Spring 1 2.7 Storytime Sum 1 3.3 Sounds Music Express Exploring sounds (has Mu2/1.5) Year B LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots</p> <p>Year A (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 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</p>	
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			<p>Exploring different ways music is made</p> <p>DISCERNMENT Recognising that people perceive music in a range of different ways</p> <p>SYNTHESIS Linking a range of musical devices together to create effective compositions</p> <p>EVALUATION The ability to evaluate their own and others performances</p>			<p><i>Aut 1 4.2 Environment</i> <i>Aut 2 4.6 Around the World</i> <i>Spring 1 4.5 Buildings</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 2 5.4 Keeping Healthy</i> <i>Sum 2 5.5 At the Movies</i> <i>Y6</i> <i>Aut 1 6.4 Roots</i> <i>Spring 1 6.2 Journeys</i> <i>Spring 2 6.3 Growth</i></p>	
<p>Computing</p> <p>2.2 IT around us</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Children can identify examples of computers. Children know some uses of computers. Children know that a computer is a part of information technology. Children can explain the purpose of information technology in the home. Children know how to open a file. Children know how to move and resize images. Children can find examples of information technology and talk about their uses. Children know how information technology is used in a shop. Children know that information technology can be connected and can explain how information technology helps people. Children can list different uses of information technology. Children know how to use information technology responsibly</p>	<p>Children can:</p> <p>recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping; use links to websites to find information; recognise age-appropriate websites; use safe search filters; use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure.</p> <p>INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p>EXPRESSION the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking.</p> <p>INTERPRETATION the ability to understand computing theories; the ability to suggest meanings.</p> <p>APPLICATION the ability to apply a range of computational knowledge and</p>	<p>Q1 what are some uses and features of information technology? Q2 What information technology is in the home? Q3 What information technology can be found beyond school Q4 How does information technology benefit us? Q5 How do we use information technology safely</p>	<p><i>Year A term 1 EYFS- Technology around us</i> <i>Year B term 1 EYFS Technology around us</i></p>	<p><i>Year A term 1 KS1 -IT around us</i> <i>Year A Term 1 Yr. 3 Connecting Computers</i> <i>Year A term 1 Yr4-The internet</i> <i>Year A term 1 yr. 4/5 sharing information</i> <i>Year A term 1 Yr5/6 Communication</i> <i>Year B Term 1 Yr. 3 Connecting Computers</i> <i>Year B term 1 Yr4/5-The internet</i> <i>Year B term 1 yr. 4/5/6 sharing information</i></p>	<p><i>Investigation</i> <i>Expression</i> <i>Interpretation</i> <i>Application</i> <i>Discernment</i> <i>Analysis</i> <i>Evaluation</i></p>

			<p>skills in a variety of contexts and subjects.</p> <p>DISCERNMENT seeing clearly for themselves how they use computing in their daily lives and in future employment.</p> <p>ANALYSIS distinguishing between the feature's methods of different investigations.</p> <p>EVALUATION the ability to evaluate how a computing system works.</p>				
<p>PE</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending <p>Yr. 3</p>	<p>children know how to move at pace for a length of time. Children know how to change direction whilst travelling. children know how to bounce the ball. children know how to bounce the ball whilst moving. Children know how to move with the ball in different ways. Children know how to jump for distance. Children know how to jump for height. Children know how to balance. Children can throw a ball. children can catch a large ball with two hands</p> <p>Year 2 Children know how to throw and catch a ball with a partner using different techniques; Children know how to kick a ball whilst moving; Children can pass a ball in different ways; Children can begin to use throwing, catching and kicking skills. Children know how to use rules in simple games; Children can begin to work as part of a team.</p> <p>Year 3 Children know how to throw and catch a ball with a partner using different techniques and demonstrate the best pass to make in a game; Children can kick a ball whilst moving including changing direction and speed, with control and confidence; Children know how to pass a ball in different ways over a range of distances, demonstrating control and accuracy; Children can confidently use throwing, catching and kicking skills in a game with control and</p>	<p>Yr. 1 Describe how the body feels before, during and after exercise. Carry and place equipment safely. Use hitting skills in a game. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency Use different ways of travelling in different directions or pathways.</p> <p>. Yr. 2 Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game</p> <p>Year 3 Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow) Move with the ball in a variety of ways with some control. Use two</p>	<p>Enquiry Questions Q1 can I run fast and slow? Q2 Can I change direction? Q3 How do I bounce the ball? Q4 How high can I jump? Q5 How far can I jump?</p> <p>Key vocabulary dance run jump pace fast slow high low left right catch throw</p>	<p><i>Year A Term 5 EYFS -team games</i> <i>Year B term 1 EYFS mastering basic movements</i></p>	<p><i>Year A term 1 yr. 3 attacking/defending.</i> <i>Year A term 1 yr. 4/5 football/hockey</i> <i>Year A term 1 yr. 5/6-netball/tag rugby</i> <i>Year A term 5 KS1 -team games</i> <i>Year A term 5 Yr. 3 -defending/attacking skills.</i> <i>Year B term 1 Yr. 3 -throwing/catching skills.</i> <i>Year B term 1 Yr. 4/5 football/hockey</i> <i>Year B term 1 Yr. 5/6 netball/tag rugby</i> <i>Year B term 5 KS1 -team games</i> <i>Year B term 5 Yr. 3 -defending/attacking skills.</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

		<p>accuracy; Children can perform learnt skills with good control; Children know how to follow more complex rules in games and explain the importance of having them;</p>	<p>different ways of moving with a ball in a game INVESTIGATION- -asking relevant questions - using different approaches to determine skills and tactics EXPRESSION- -the ability to express themselves through movement -the ability to explain what they do and how they do it INTERPRETATION- -understanding the effects of what they do and how this could be changed to improve or maintain a standard APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills they have learnt in different situations</p>				
<p>PSHE/ RSE</p>	<p>Families</p> <p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust.</p> <p>Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise different strategies for conflict resolution.</p> <p>Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always</p>	<p>Know that everyone's family is different. Know that families function well when there is trust, respect, care, love and co-operation. Know that there are lots of forms of physical contact within a family. Know how to stay stop if someone is hurting Them. Know some reasons why friends have Conflicts. Know that friendships have ups and downs and sometimes change with time. Know how to use problem-solving methods. Know there are good secrets and worry secrets and why it is important to share worry. Secrets. Know what trust is.</p>	<p>Can identify the different roles and responsibilities in their family. Can recognise the value that families can bring. Can recognise and talk about the types of physical contact that is acceptable or Unacceptable. Can use positive problem-solving techniques to resolve a friendship conflict. Can identify the negative feelings associated with keeping a worry secret. Can identify the feelings associated with trust. Can identify who they trust in their own relationships. Can give and receive compliments. Can say who they would go to for help if they were worried or scared.</p> <p>INVESTIGATION –: asking relevant questions; knowing how to use different types of sources as a way of gathering information. EXPRESSION –:</p>	<p>Enquiry Questions Q1. What's the same / different from our family to your friend's family? Q2. What would you do if someone was hurting you at school? Q3. Who would you go to for help at school? Q4. Why do people fall out with each other? Q5. What can you do if you don't agree with your friend? Q6. What can you do if you and your friend have had an argument? Q7. Can we share what we are grateful for in our family?</p> <p>Key Vocabulary Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch,</p>	<p>Year A Term 2 PSHE/RSE: Friendship and Community Year A Term 3 EYFS PSHE/RSE: Respect Year A/B Term 4 EYFS RE: Special Times for Me and Others Year A/B Term 5 EYFS RE: My Life</p>	<p>Year A Term 2 KS1 PSHE/RSE: Friendship and Community Year A Term 2 Y3&4 PSHE/RSE: Friendship and Community Year B Term 1 Y3&4 PSHE/RSE: Emotional well-being Year B Term 1 Y4/5 PSHE/RSE: Emotional well-being Year B Term 1 Y5/6 PSHE/RSE: Emotional well-being</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>

	<p>be shared with a trusted adult.</p> <p>Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind.</p> <p>The children also discuss people who can help them if they are worried or scared.</p>	<p>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>INTERPRETATION –</p> <p>the ability to draw meaning from different viewpoints, world events and societal change;</p> <p>the ability to know that we are all different and we live in a diverse world;</p> <p>the ability to use health information to be informed on issues pertaining to health and safety;</p> <p>the ability to be informed on physiological and emotional changes;</p> <p>the ability to be informed on good and bad choices and how to respond to different situations;</p> <p>the ability to know where to seek help and advice.</p> <p>;</p>	<p>Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.</p>		
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	<p>Crowland/Westminster/Regent/St James</p> <p>Autumn 2</p> <p>London's Burning</p> <p>Small Village, Big Horizons</p>
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Curriculum Area	Key Knowledge	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Application of Knowledge across all Curriculum Areas
History <i>London's Burning</i>	<p>Yr. ½ Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally, •the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Yr. 3 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Crowland Knowledge Children should: Know where London is. Know it was different in the past. Know what Tudor houses looked like. Know that these would burn easily. Know that a fire started in 1666. Know how the fire started. Know how quickly it spread. Know how hard it was to fight. Know how the fire stopped. Know what the King did to help. Westminster Knowledge Children should Know What Stuart London was like Know what the differences were between London then and now. Know how the Fire started. Can explain if anyone could have stopped what happened on 2 September 1666. Know why we have different opinions on the causes. Know what happened first and can sequence the events of the fire. Know what life was like at the height of the fire. Know what was left of London after the fire. Know what did the King do to help? Know what evidence we have of the effects of the Great Fire. Know the role Samuel Pepys played in our knowledge of the fire.</p>	<p>Asking "What was it like for people in the past?" and using information to help answer the question. Asking, "What happened in the past?" and using information to help answer the question 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.</p>	<p>Year 1 Q1 Where is London Q2 What was London like a long time ago. Q3 How did people live at the time. Q4 What would happen if there was a fire? Year 2 Q1 What was London like in 1666? Q2 what were the differences between London then and now? Q3 How did the fire start Q4 what was lifelike at the height of the fire. Q5 what did the King do to help. year 3 Q1 what was life like in Stuart London? Q2 what were the reasons for the start of the fire? Q3 What was the sequence of events? Q4 what was left of London after the fire? Q5 how do we know? Q6 Who was Samuel Pepys.</p>	<p>Year A term 2 EYFS History Guy Fawkes Year B term 1 EYFS History -Marvellous Me</p>	<p>Year A term3 EYFS- History, castles Year A term 3 KS1 History-Castles Year A term 4 KS1 History seaside Year A term 4 Yr3 History Stone Age Year A term 4 Yr4/5 History Anglo Saxons Year A term 4 Yr. 5/6 History Pilgrim fathers Year A term 5 KS! History-Heroes Year A Term 5 yr3 History Commonwealth Year A term 5 yr4/5 History barricades Year A Term 5 Yr. 5/6 Crime Year B term 1 KS1 History -Marvellous Me Year B term 2 yr. 4/5 History Vikings Year B term 3 EYFS History Space Year B term 3 KS1 History Space Year B term 3 Yr. 3 History Transport Year B term 3 Yr. 4/5 History Egyptians Year B term 3 Yr. 5/6 History Parliament Year B term 4EYFS History-Pirates Year B Term 4 KS1 History-Explorers Year B Term 5 Yr. 3 History -Romans Year B term 5 Yr. 5/6 Ancient Greeks Year B term 6 Yr. 4/5 History-Maya</p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i></p>
Science-Living Things and their Habitats (<p>1b1: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>	<p>Yr. 1 children know that mammals give birth to live young, children know the difference between mammals and non mammals, children know about the characteristics that mammals have in</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.</p>	<p>Year 1 Q1 What do mammals have in common? Q2 How do I group animals into birds, mammals, reptiles, fish and amphibians</p>	<p><i>Year A Term 6 EYFS science Plants</i> <i>Year B Term 2 EYFS science seasons</i></p>	<p><i>Year A Term 6 KS1 science Plants</i> <i>Year A Term 6 yr3 science Plants</i> <i>Year B Term 4 yr3 science plants</i></p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>APPLICATION</i> <i>EVALUATION</i></p>

<p>Crowland /Regent</p> <p>, Plants , (ST James/W estminster)</p>	<p>1b2: Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>1b3: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets</p> <p>2b1: observe and describe how seeds and bulbs grow into mature plants</p> <p>3a1: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>3a2: explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>3a3: investigate the way in which water is transported within plants</p> <p>3a4: explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>common, children know about groups of animals including birds, mammals, reptiles, fish and amphibians. children know the key features of each group, children know what each of these animals , children know the term carnivore, herbivore and omnivore children Know that most animals have an internal skeleton, children know that people are animals</p> <p>Yr. 2 Children know what we mean by living. Children know what we mean by non living. Children can name somethings which have never been alive. Children know what a food chain is. Children Know there is a food producer.</p> <p>Yr. 3 Children know the four main parts of a plant leaves, flower, stem and shoots. Children know about the life cycle of a simple flowering plant - germination, growth, flowering and seed production. Children identify the different part of food plants including roots, tubers, stem, bulb, trunk, branch, leaf, flower and fruit. children know which parts of the plant we normally eat, children know the function of these parts of the plant children know how to compare the growth of different plants. Children know about the four stages in the life cycle of a flowering plant - germination, growth, flowering and fertilisation or seed production. Children know that different seed dispersal methods evolved by plants including dispersal by gravity, by wind, by water and by animals.</p>	<p>They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g. Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p> <p>Yr. 3 They recognize why it is important to collect data to answer questions. They act on suggestions and put forward their own ideas about how to find the answer to a question. With help they can carry out a fair test and explain why it was fair. They predict what might happen before they carry out any tests. They measure length, mass, time and temperatures using suitable equipment. They use scientific vocabulary to describe their observations. They record observations, comparisons and measurements using tables, charts, text and labelled diagrams. They give reasons for observations. They look for patterns in their data and try to explain them. They suggest how they can make the improvements to their work</p> <p>INVESTIGATION asking relevant questions Knowing how to use different types of sources as a way of gathering information. EXPRESSION</p>	<p>Q3 What are the key features of each group? Q4 What do animals eat? Q5 What are the key features of different animal bodies? Q6 Are people animals?</p> <p>Year 2 Q1 What do we mean by living and non living? Q2 Which things have never been alive? Q3 What do we mean by a food chain Q4 What is a food producer</p> <p>Year 3 Q1 Which part of the plant would we normally eat ? Q2 what is the function of a flower, stem, leaves and root? Q3 what needs do different plants have ? Q4 Who do plants need light to grow? Q5 how do we transport water in plants Q6 what is the life cycle of a flowering plant Q7 how is pollination vital to plant reproduction Q8 how are seeds dispersed</p>		<p>Year B Term 5 EYFS science plants Year B Term 5 KS1 science plants Year B Term 2 KS1 science seasons Year A Term 5 Yr4/5 science Living Things Year B Term 1 yr3 science living things Year B Term 4 Yr4/5 science living things Year B Term 4 yr. 5/6 science living things Year B Term 5 Yr4/5 science living things Year B Term 6 Yr4/5 science living things</p>	
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			<p>the ability to explain concepts, methods and practices</p> <p>the ability to identify and articulate scientific understanding.</p> <p>INTERPRETATION</p> <p>the ability to suggest meanings</p> <p>APPLICATION</p> <p>The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts</p> <p>EVALUATION</p> <p>the ability to evaluate a finished product and scientific investigation</p>				
<p>RE</p>	<p>Crowland and Regents God Christianity</p> <p>What do Christians believe made the world? To make a connection between Christian ideas of God as Creator and the importance for everyone (not just Christians) of being grateful for what we have.</p>	<p>Know that God created the universe.</p> <p>Know that the Earth and everything in it are important to God.</p> <p>Know that God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>Know that humans should care for the world because it belongs to God.</p> <p>Know the story of creation from Genesis 1:1–2.3</p> <p>Know that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p> <p>Know at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.</p> <p>Know at least two examples of what Christians do to look after the world</p>	<p>Can retell the story of creation from Genesis 1:1–2.3 simply.</p> <p>Can recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p> <p>Can say what the story tells Christians about God, Creation and the world.</p> <p>Can give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>Give at least two examples of what Christians do to look after the world for God.</p> <p>Can think, talk and ask questions about living in an amazing world.</p> <p>INVESTIGATION</p> <p>asking relevant questions; knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSION</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>INTERPRETATION</p>	<p>Enquiry Questions</p> <p>Who made the world?</p> <p>What does the Creation story tell us about what God is like?</p> <p>If someone believes God made the world, what might they say about it?</p> <p>What might they say to this Creator?</p> <p>Key Vocabulary</p> <p>Creation</p> <p>Bible</p> <p>Genesis</p> <p>In the beginning</p> <p>Light/waters/land and sea/sun and moon/birds and fish/animals and humans; rest.</p> <p>Harvest</p> <p>Creator</p>	<p>Year A Term 1 EYFS Science: Seasonal changes</p> <p>Year A Term 2 EYFS Science: Similarities and differences in living things</p> <p>Year A Term 5 EYFS Topic: Environment/Greta Thunberg</p> <p>Year A Term 5 EYFS PSHE/RSE: Fair Trade</p> <p>Year B Term 6 EYFS RE: Our Beautiful World</p>	<p>Year B Term 5 Y4/5 RE: Creation</p> <p>Year B Term 3&4 Y5/6 RE: Creation</p> <p>Year A Term 1 KS1 RE: Creation</p> <p>Year A Term 4 Y4/5 RE: Creation</p> <p>Year A Term 3 Y5/6 RE: Creation</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p>

	<p>St James and Westminster Life Journey – Islam</p> <p>What do Muslims do to celebrate birth? What does it mean and why does it matter to belong? Learn about the Aququh ceremony and comparisons to a Christian baptism.</p>	<p>Know the importance of community (ummah) in Islam and how all Muslims are working together in harmony to follow a straight path (shariah). Know how Muslims celebrate a new member of the Muslim community (ummah) – the birth of a baby as a blessing, something that Muslims give thanks for. Know that Muslims whisper the call to prayer (adhaan) into the baby’s ear just after they have been born – this reminds them to worship the one God; then the baby is given a taste of something sweet. Know the aqiqah ceremony is performed when a child is 7 days old: mentioned by Muhammad in a collection of his sayings and teachings. Know that traditionally, Muslims give a gift of food to the poor as part of the aqiqah ceremony (to help bring about harmony in the world – to rebalance those who have more than they need and those who do not have enough). Know that some Muslims shave the baby’s hair at this time as well; the hair is</p>	<p>the ability to suggest meanings APPLICATION making the association between religions and individual, community, national and international life; identifying key religious values and their interplay with secular ones.</p> <p>Can understand the term ummah and that it means the global Muslim community. Can understand how a Muslim baby is welcomed as part of the Muslim community. Can understand the different ways in which Christians celebrate a baby’s baptism and the key features of the service and that of an aququh ceremony. INVESTIGATION: asking relevant questions; EXPRESSION the ability to explain concepts, rituals and practices; INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to suggest meanings 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. APPLICATION</p>	<p>Enquiry Questions Q1. What do Muslims beliefs about God, the world and human beings? Q2. How does Muslim worship help create a feeling of belonging for Muslims? Q3. Do you know anything about a Christian baptism? Q4. How is a Muslim baby welcomed as part of the Muslim community? Q5. How does believing in God shape a Muslim’s life? Q6. What is the best way for a Muslim to show commitment to God?</p> <p>Key Vocabulary Shariah (Straight Path) Ummah Call to Prayer (adhaan) Aqiqah (giving to the poor) Prophets Muhammed</p>	<p>Year A/B Term 3 EYFS RSE/PSE: Respect Year A Term 1 EYFS RSE/PSE: Myself and Others Year A Term 1 KS1 RE: Being Human - Islam</p>	<p>Year B Term 4 KS1 Geography: Maps, continents and oceans Year B Term 3 KS1 RSE/PSHE: Respect Year B Term 2 KS1 PSHE/RSE: Friendship and community Year A Term 2 Y3&4 RE: Islam – God Year A Term 2 Y4/5 RE: Muslim worship Year B Term 5 Y5/6 RE: Life journey – Hinduism Year A Term 3 KS1 RE: God - Islam Year A Term 4 KS2 RE: Community Islam Year A Term 5 Y5/6 RE: Rites of passage – Islam Year B Term 2 Y3&4 RE: God – Islam Year B Term 3 Y4/5 RE: Muslim worship Year B Term 4 KS1 RE: Community Islam Year B Term 6 Y3&4 RE: Big Questions – Islam Year B Term 6 Y5/6 RE: Life Journey - Islam</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION EMPATHY APPLICATION DISCERNMENT ANALYSIS SYNTHESIS</p>
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		<p>weighed and this weight in silver is given to the poor. Know that babies are traditionally given a name at this time; often they are named after Prophets or other important Muslim figures. Know some comparisons with other birth rites, e.g. baptism (Christianity)</p>	<p>making the association between religions and individual, community, national and international life; identifying key religious values and their interplay with secular ones. DISCERNMENT 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. ANALYSIS distinguishing between the features of different religions. SYNTHESIS linking significant features of religion together in a coherent pattern; connecting different aspects of life.</p>				
<p><i>Art/DT Tudor houses, joins and structures</i></p>	<p>Pupils should be taught to: 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. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping,</p>	<p>Children know the materials used to make houses and buildings in the Tudor times. Children know how they were constructed. Children can look at the designs of the houses. Children know how the architects solved problems when using glass for window panes. Children know the structure of the beams when constructing the house. Children know how beams were joined. Children know how they can cut wood to represent beams. Children know how they can measure accurately to ensure the beams can join. Children know how to use a glue gun to join dowel. Children know a range of joint types they could use;</p>	<p>Yr. 1/2,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; begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; explain positives and things to improve for existing products; explore what materials products are made from; talk about their design ideas and what they are making; as they work, start to identify</p>	<p>Yr. ½ What does a Tudor house look like? How are the beams constructed? How can we join beams? What other features do I need to include? How do I join materials? What improvements do I need to make? Year 3 Q1 What are the design features of a Tudor house? Q2 What problems did the builders face Q3 How were they constructed? Q4 How can I design a model house frame? Q5 How do I join materials? Q6 How can I improve my design? Key vocabulary</p>	<p><i>Year A term 3 EYFS Moving Pictures Year A term 3 KS1 DT pulleys for drawbridge Year B Term 2 EYFS Art vehicles Year B Term 2 KS1 Art vehicles</i></p>	<p><i>Year A term 3 Yr. 3 DT moving vehicle. 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 Yr. 3 DT moving model. Year B term 2 Yr. 4/5 DT boats Year B term 3 Yr. 5/6 DT electrical components</i></p>	<p><i>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</i></p>

	<p>joining and finishing]; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. explore and evaluate a range of existing products; evaluate their ideas and products against design criteria.</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable; •</p> <p>.</p>	<p>Children know how to strengthen joints. Children know how to create a cardboard framework. Children know how to add the timber framing. Children know how to finish their design</p>	<p>strengths and possible changes they might make to refine their existing design; Yr. 3 start to explain their choice of materials and components including function and aesthetics; test ideas out through 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. use a range of tools and equipment safely, appropriately and accurately use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; with growing independence, measure and mark out to the nearest cm and millimetre; cut, shape and score materials with some degree of accuracy; assemble, join and combine material and components with some degree of accuracy</p> <p>INVESTIGATION --: asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing how pieces are created</p> <p>EXPRESSION –</p> <ul style="list-style-type: none"> •the ability to explain techniques, colours and use of media; •the ability to identify and articulate opinions on how an artist has chosen to express their ideas <p>INTERPRETATION –</p> <ul style="list-style-type: none"> •the ability to draw meaning from pieces of art; •the ability to suggest alternative meanings. <p>APPLICATION –</p> <ul style="list-style-type: none"> •making the association between the purpose, technique, media and meaning behind a piece; •identifying the purpose of the piece. 	<p>Rocket, fins, nosecone, pneumatics, pressure, air, distance</p>			
<p><i>Music</i></p>	<p>1.3 Animals (Pitch)</p>	<p>1.3 Animals (Pitch)</p>	<p>1.3 Animals (Pitch)</p>	<p>1.3 Animals (Pitch)</p>	<p>1.3 Animals (Pitch)</p>	<p>1.3 Animals (Pitch)</p>	<p>INVESTIGATION –</p>

<p><i>(Music express)</i></p>	<p>KS1 NC Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Children understand pitch and making high and low vocal sounds. Children are able to relate pitch to high and low body movement. Understanding pitch by singing a song with contrasting high and low melodies. Children will explore and develop an understanding of pitch using voice and movement.</p>	<p>Children can identify pitch and can move their bodies in relation to the changing pitch. Children will be able to sing a song with contrasting high and low melodies.</p> <p>INVESTIGATION Investigating how the voice and body can be used to make sounds Investigating own feelings and emotions related to a range of musical experiences</p> <p>EXPRESSION- the ability to explore music as a medium for expressing themselves</p> <p>INTERPRETATION- the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>APPLICATION- identifying key musical terminology and using it in description of music exploring different ways music is made</p>	<p>Key Questions? What animal could this music be like? How can we make a high pitch voice? How can we make a low pitch voice? What can you tell me about the pitch in this piece of music? What high pitch and low pitch sounds can you make to go with the music?</p> <p>Key Vocabulary High Low Pitch</p>	<p><i>Year B Aut 2 1.6 Seasons</i> <i>Year A Aut 2 1.3 Animals</i> <i>Year A Spring 1 1.6 Seasons</i> <i>Year A Summer 2 1.12 Water</i></p> <p><i>Link to PE- PE Dance</i> <i>Year A EYFS Aut 2 Dance</i> <i>KS1 Aut 2 Dance</i> <i>Year B EYFS Aut 2 Dance</i></p>	<p><i>Music Express units focusing on Pitch</i> <i>KS1 Year A Aut 1 1.6 Seasons</i> <i>Aut 2 1.3 Animals</i> <i>Sum 2 2.11 Water</i></p> <p><i>LKS2 Year B Spring 1 3.7 In the Past</i></p> <p><i>UKS2 Year A Aut 2 4.6 Around the World</i> <i>4.8 Singing Spanish</i></p>	<p>EXPRESSION INTERPRETATION</p>
	<p>1.5 Machines (Beat) KS1 NC Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>1.5 Machines Children will build on knowledge of the identifying the beat and being able to play along with a beat. Using body percussion and actions children will perform a beat at different speeds. Children will be work with Tempo of beat. They will play faster and slower and show increasing control of these changes in speed (tempo).</p>	<p>1.5 Machines Children to learn to identify the beat in music. Children will accompany a song with a steady beat on percussion. Children will be able to play a beat at different speeds. Children will be able to control changes in speed whilst playing a beat.</p> <p>INVESTIGATION- Investigating how the voice and body can be used to make sounds Investigating own feelings and emotions related to a range of musical experiences</p> <p>EXPRESSION-</p>	<p>1.5 Machines, Key Questions Q1 What is a steady beat? Q2, can you play and maintain a steady beat? Q3, can you play at different speeds (tempi)? Q4, can you control changes in speed (tempi)?</p> <p>Key vocabulary Beat Rhythm Tempo (fast, slow)</p>	<p>1.5 Machines, <i>Music Focus Beat</i> <i>Year B Aut 1 1.10 Bodies</i> <i>Aut 2 1.8 Pattern</i> <i>Year A EYFS /Year 1 Aut 1 1.2 Number</i> <i>Spring 2 1.5 Machines</i> <i>Sum 1 1.10 Or bodies</i> <i>Sum 2 1.8 Pattern</i></p>	<p>1.5 Machines, <i>Beat</i> <i>Year A LKS2 Aut 1 3.2 Building</i> <i>Year A Sum 1 4.5 Building</i> <i>Year A Y5 Spring 1 4.5 Buildings</i> <i>Sum 1 5.4 Keeping Healthy</i></p> <p><i>Year B</i> <i>Y2/3</i> <i>Aut 1 2.4 Our Bodies</i> <i>Aut 2 2.10 Pattern</i> <i>Sum 2 3.6 Time</i> <i>LKS2</i> <i>Aut 1 3.2 Building</i> <i>Aut 2 3.6 Time</i> <i>Spring 2 4.5 Building</i> <i>Sum 2 4.10 Time</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

			the ability to explore music as a medium for expressing themselves APPLICATION- identifying key musical terminology and using it in description of music exploring different ways music is made			Y4/5 Sum 1 5.4 Keeping Healthy Yr6 Most units have an element of Beat	
Westminster and St James	<p>2.6 Numbers (Beat) Mu1/1.2 play tuned and untuned instruments musically Mu1/1.4 Experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>2.11 Water (Pitch) Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.2 play tuned and untuned instruments musically</p>	<p>2.6 Numbers (Beat) Children develop their knowledge of steady beat and rhythm patterns through exploration. The children will play beats and patterns from Renaissance Italy to West Africa. The children will create their own beats and patterns using their knowledge of body percussion, voices and instruments.</p> <p>2.11 Water Children will gain understanding of pitch through singing, movement and note names. Children will know what a melody is and perform one. Children will understand what a melody is through songs, movement and performing</p>	<p>2.6 Numbers (Beat) Children will identify and play a steady beat on body percussion. Children will identify the beat and rhythm pattern in dance music. Children will learn a rap and perform it rhythmic actions. Children will understand and differentiate between rhythm and beat. Children will listen to and identify the beat in a piece of orchestral music. Children will create and notate a repeating pattern (ostinato) on a grid score. Children will follow simply rhythm notation to play percussion instruments.</p> <p>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 INTERPRETATION the ability to draw meaning from a range of different musical pieces from a range of genres the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo REFLECTION</p>	<p>2.6 Numbers (Beat) Key Questions Can you identify and play the steady beat in dance music? Can you recall an increasing sequence of actions? Can you learn a rap and perform it with rhythmic actions? Can you copy a sequence of vocal and movement rhythms in a song? Can you play percussion rhythm patterns in four groups? Can you identify and tap the steady beat in a piece of orchestral music? Can you count the number of loud, irregular sounds in a piece of orchestral music? What is a grid score? Can you create and notate a repeating pattern (ostinato) on a grid score? Can you follow rhythm notation using body percussion? Can you follow rhythm notation to play percussion instruments?</p> <p>Key vocabulary Beat Rhythm Dynamics Ostinato Score Notation</p> <p>2.11 Water Key Questions Can you join in the song? What actions could we use to show the pitch movement? Can you play a tuned percussion to the melody? What is a melody? What is pitch? What can you tell me about the pitch pattern?</p>	<p>2.6 Numbers (Beat) Year B Y2/3 Aut 2 1.8 Pattern Aut 1 1.10 Our Bodies KS1 Y1/2 Sum 1 1.5 Machines Aut 2 1.8 Pattern Aut 1 1.10 Our Bodies EYFS/Y1 Sum 1 1.2 Number 1.5 Machines Spring 2 1.8 Pattern Aut 1 1.10 Our Bodies</p> <p>2.11 Water (Pitch) Year B KS1 Summer 1 2.5 Animals Spring 2 2.8 Seasons EYFS/Y1 Summer 2 1.12 Water 1.3 Animals Aut 2 1.6 Seasons</p> <p>Year A KS1</p>	<p>2.6 Numbers (Beat) Year B LKS2 Aut 1 3.2 Building Aut 2 3.6 Time Spring 2 4.5 Building Sum 2 4.10 Time Y4/5 Sum 1 5.4 Keeping Healthy All Y6 Units cover an aspect of beat through their focus on performance.</p> <p>2.11 Water (Pitch) Year B LKS2 Spring 1 3.7 In the past Y4/5 Spring 1 4.6 Around the World Year 5 units covering notation elements Spring 2 5.3 Life Cycles</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS SYNTHESIS EVALUATION</p>

		<p>pitch shapes on tuned instruments. Children will explore and develop an understanding of pitch. Children will use musical scales, high and low notes in a composition.</p>	<p>reflecting on how music has changed and developed over time APPLICATION identifying key musical terminology and using it in description of music exploring different ways music is made ANALYSIS distinguishing between genres of music distinguishing between the features of music EVALUATION the ability to evaluate their own and others performances the ability to form opinions about music from different genres</p> <p>2.11 Water Children will sing and play a variety of pitch shapes, using movement and reading from scores. They will create a class composition which describes the sounds and creatures of a pond. INVESTIGATION- Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music EXPRESSION- the ability to explore music as a medium for expressing themselves REFLECTION- the ability to consider their own performances and evaluate the effectiveness and levels of success APPLICATION- identifying how music is used for a variety of reasons, for religion, relaxation, communication etc</p>	<p>What is a score in music? Can you interpret the score? What music affect can we use to describe water?</p> <p>Key Vocabulary Pitch Melody Score Timbre Duration Glissando Conductor</p>	<p>Summer 2 2.12 Water Aut 2 1.3 Animals Aut 1 1.6 Seasons EYFS/ Y1 Summer 2 1.12 Water Spring 1 1.6 Seasons Aut 2 1.3 Animals</p>	<p><i>Summer 1 5.4 Keeping Healthy</i> <i>Year 6 covering elements of notation</i> <i>Aut 1 6.1 World Unite</i> <i>Spring 1 6.3 Growth</i> <i>Summer 2 6.6 Moving On</i></p> <p><i>Year A</i> <i>LKS2</i> <i>Aut 2 3.7 In the Past</i> <i>Spring 1 3.10 Singing French</i> <i>Spring 2 4.6 Around the World</i> <i>Y4/5 Aut 2 4.6 Around the World</i> <i>4.8 Singing Spanish</i> <i>Year 5 units covering notation elements</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 1 5.4 Keeping Healthy</i> <i>Summer 2 5.5 At the movies</i> <i>Year 6 covering elements of notation</i> <i>Aut 2 6.1 World Unite</i> <i>Spring 2 6.3 Growth</i> <i>Summer 2 6.6 Moving On</i></p>	
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			<p>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>SYNTHESIS- taking inspiration from existing musical performances to compose and perform music effectively</p> <p>EVALUATION- the ability to evaluate their own and others performances</p>				
<p>Computing</p> <p>2.2 Digital photography</p>	<p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Children know what devices can be used to take photographs. Children can talk about how to take a photograph</p> <p>Children can explain the process of taking a good photograph. Children know how to take photos in both landscape and portrait format and explain which looks better</p> <p>Children can identify what is wrong with a photograph and can improve a photograph by retaking it. Children know the effect that light has on a photo and can experiment with different light sources. Children know why a picture may be unclear. Children know that images can be changed and can use a tool to achieve a desired effect</p> <p>Children can recognise which photos have been changed</p>	<p>Children can:</p> <p>use software to record, create and edit sounds and capture still images;</p> <p>use software to capture photographs for a purpose; crop and arrange photographs</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p>EXPRESSION the ability to explain processes, concepts and practice, rituals and practices;</p> <p>the ability to identify and articulate computational thinking.</p> <p>INTERPRETATION the ability to understand computing theories; the ability to suggest meanings.</p> <p>REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <p>APPLICATION</p>	<p>Key Questions</p> <p>Q1 How do I use a digital device to take photographs?</p> <p>Q2 What options do I have?</p> <p>Q3 What makes a good photograph?</p> <p>Q4 How can I make it even better?</p> <p>Q5 What tools can I use to improve it?</p> <p>Key Vocabulary</p> <p>Digital device, camera, film, format, landscape, portrait, light effects</p>	<p><i>Year A term 2 EYFS Computing-painting</i></p> <p><i>Year A term 3 EYFS Computing-writing</i></p> <p><i>Year B term 2 EYFS Computing-painting</i></p> <p><i>Year B term 3 EYFS Computing-writing</i></p>	<p><i>Year A term 3 Ks1 Computing-music</i></p> <p><i>Year A term 2 Yr. 3 Computing-animation</i></p> <p><i>Year A term 3 Yr. 3 Computing-publishing</i></p> <p><i>Year A term 2 Yr. 4 Computing-audio editing</i></p> <p><i>Year A term 2 Yr. 4/5 computing vector drawing</i></p> <p><i>Year A term 3 Yr. 4 Computing photo editing</i></p> <p><i>Year A term 3 Yr. 4/5 Video-editing</i></p> <p><i>Year B term 2 Ks1 Computing-painting</i></p> <p><i>Year B term 3 Ks1 Computing-writing</i></p> <p><i>Year B term 2 Yr. 4/5 Computing-audio editing</i></p> <p><i>Year B term 3 Yr. 4/5 Computing photo editing</i></p> <p><i>Year B term 2 Yr. 3 Computing-animation</i></p> <p><i>Year A term 2 Yr. 5/6 Computing-3d modelling</i></p> <p><i>Year A term 3 yr. 5/6 Computing-web pages</i></p> <p><i>Year B term 2 Computing-video editing</i></p>	<p><i>Investigation</i></p> <p><i>Expression</i></p> <p><i>Interpretation</i></p> <p><i>Reflection</i></p> <p><i>Application</i></p> <p><i>Discernment</i></p> <p><i>Analysis</i></p> <p><i>Synthesis</i></p> <p><i>Evaluation</i></p>

			<p>the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects</p> <p>DISCERNMENT seeing clearly for themselves how they use computing in their daily lives and in future employment.</p> <p>ANALYSIS distinguishing between the feature's methods of different investigations.</p> <p>SYNTHESIS linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes.</p> <p>EVALUATION understand what can be done differently and what impact this may have on the outcome.</p>				
<p>PE</p>	<p>Pupils should be taught to: perform dances using simple movement patterns.</p>	<p>Yr. ½ Children can show control as they travel, jump and spin; Children know how to identify which part of a performance may need to be improved; Children can keep to the beat of the music when performing; Children can improvise independently and adapt previous ideas to include in a dance; Children know how to • work effectively within a group to perform in canon; Children know how to combine actions to create a short motif; Children can mirror the movements of a partner; Children can copy and repeat actions in time with the music; Children can describe the sequence of a dance; Children can shape their bodies appropriately to represent an object and respond to changes of speed; Children can suggest some ways to improve their movements.</p>	<p>describe how the body feels before during and after exercise. Carry and place equipment safely. Copy and repeat actions. Build a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as Unison cannon and mirroring. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Perform skills with some control.</p> <p>Yr. 2 Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance</p>	<p>Enquiry Questions Q1 What is beat? Q2 How do I perform in unison and cannon? Q3 What is mirroring? Q4 What do we mean by motif?</p> <p>Key vocabulary Cannon, sequence, unison, performance, repetition</p>	<p><i>Year A term 2 EYFS Dance</i> <i>Year B term 2 EYFS Dance</i></p>	<p><i>Year A term 2 KS1 Dance</i> <i>Year A term 2 Yr. 3 Dance</i> <i>Year A term 2 Yr. 4/5 Dance</i> <i>Year A term 2 yr. 5/6 Dance</i> <i>Year A term 2 Yr. 3 Dance</i> <i>Year B term 2 Yr. 4/5 Dance</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

		<p>Yr. 3. Children can use movements to tell a narrative; Children know how to combine and link an increasing number of movement phrases and patterns; Children can create fluent movements, using precision and control; Children know how to show an awareness of other's movements, responding accordingly with their own movements; Children can evaluate their own performance and suggest ways to improve it.</p>	<p>motif. Move in time to music. Improve the timing of their actions. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others</p> <p>Yr. 3</p> <p>Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work Perform with some awareness of rhythm and expression</p> <p>INVESTIGATION-</p> <ul style="list-style-type: none"> -asking relevant questions - using different approaches to determine skills and tactics <p>EXPRESSION-</p> <ul style="list-style-type: none"> -the ability to express themselves through movement -the ability to explain what they do and how they do it <p>INTERPRETATION</p> <ul style="list-style-type: none"> -understanding the effects of what they do and how this could be changed to improve or maintain a standard <p>APPLICATION</p> <ul style="list-style-type: none"> - make connections between different skills in different sports and how these are interlinked -to apply the skills, they have learnt in different situations 				
<p>PSHE/ RSE</p>	<p>Friendship and Community - In My World</p> <p>The children discuss their hopes and fears for the year ahead – they talk about</p>	<p>Children identify their hopes and fears for the year ahead. Know the rights and responsibilities of class members Know that it is important to listen to other people.</p>	<p>Can explain where to get help. Understand how to make their class a safe and fair place. Can show good listening skills.</p>	<p>Enquiry Questions Q1. Are you worried about anything that might happen this year? Q2. Can you tell me some good (positive) choices a person can make in school? Q3. How do you show you are a good listener?</p>	<p>Year A Term 1 EYFS PSHE/RSE: myself Year A/B Term 1 EYFS RE: Myself Year B Term 1 EYFS English: Mini autobiography</p>	<p>Year A Term 3 KS1 PSHE/RSE: Respect Year A Term 1 Y3&4 PSHE/RSE: Relationships Year B Term 1 Y3&4 PSHE/RSE: Well-being emotional</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>

	<p>feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices,</p>	<p>Children understand that their own views are valuable. Know about rewards and consequences and that these stem from choices. Know that positive choices impact positively on self-learning and the learning of others.</p>	<p>Can recognise the feeling of being worried. Can work cooperatively.</p> <p>INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information. EXPRESSION –: the ability to explain patterns of behaviour, beliefs, feelings and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media. INTERPRETATION –: 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>Q4. What do you do to get on with other children? Q5. If you're worried about something, who can you ask for help in school and at home? Q6. How does your teacher reward /praise children who make positive/helpful choices?</p> <p>Key Vocabulary Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.</p>	<p>Year B Term 5 EYFS RE: My Life Year B Term 1 EYFS PSHE/RSE: Emotional well-being</p>	<p>Year B Term 1 Y4/5 PSHE/RSE: Emotional wellbeing Year B Term 3&4 Y5/6 English: Biography Year B Term 2 Y5/6 RE: Big Questions – right/wrong etc Year A Term 3 Y3&4 PSHE/RSE: Respect Year A Term 1 Y4/5 PSHE/RSE: Families</p>	
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