

## Kelso/Ramsey /Hyde

## Autumn 1

## Land Use-Town and Country

## Small Village, Big Horizons

Curriculum Areas	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
<b>Topic Land Use</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including types of settlement and land use, economic activity including trade, links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>	<p>Children should:</p> <p>Know how countries trade resources for money~</p> <p>Know what importing and exporting are.</p> <p>Know some key imports/exports from the local region.</p> <p>Know what we mean by settlement.</p> <p>Know the functions of different levels of settlement.</p> <p>Know how to conduct a land use survey.</p> <p>Know what we mean by land use.</p> <p>Know how the land use in an area might be improved.</p> <p>Know some objections that can be raised for land use changes.</p> <p>Know that some land use changes are for the good and some not.</p> <p>Know what is meant by coastal erosion.</p> <p>Know what is meant by renewal.</p> <p>Know what is meant by New Town.</p> <p>Know how Swineshead has changed over time.</p> <p>Know different land use categories.</p> <p>Know how to record them on a plan.</p>	<ul style="list-style-type: none"> <li>I ask, "Which PHYSICAL and HUMAN features does this place have and compare with other locations?"</li> <li>I give detailed reasons for those features using geographical language.</li> <li>I ask, "What may this place be like in the future?" and describe the possibilities, giving reasons that I back up with evidence based on current knowledge.</li> <li>I provide a balanced view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons.</li> </ul> <p>INVESTIGATION –</p> <ul style="list-style-type: none"> <li>Asking relevant questions.</li> <li>Using a variety of sources to find out about events, people, processes and changes.</li> <li>Carrying out fieldwork and observational skills to develop a greater place knowledge.</li> </ul> <p>EXPRESSION</p> <ul style="list-style-type: none"> <li>The ability to recall, select and organise information.</li> <li>The ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography.</li> </ul> <p>INTERPRETATION</p> <ul style="list-style-type: none"> <li>The ability to draw meaning from maps, atlases, globes, and data collected through fieldwork.</li> <li>The ability to suggest meanings and draw conclusions from what they see.</li> </ul> <p>APPLICATION</p> <ul style="list-style-type: none"> <li>Making the association between aspects of life in different countries,</li> </ul>	<p>Year 5</p> <p>What is trade between countries? What is a settlement? What do we mean by land use? How does land use change?</p> <p>Year 6</p> <p>What do we mean by economic activity? What are the functions of different settlement levels? What would be the impact of land use change? Is all land use change deliberate?</p> <p>Key Vocabulary</p> <p>Economic activity</p> <p>Imports</p> <p>Exports</p> <p>Megalopolis</p> <p>Conurbation, metropolis, city, town, village, hamlet</p> <p>changes, erosion, redevelopment, development, impact. categories</p>	<p><i>Year A term 1 EYFS-geog wonderful weather</i></p> <p><i>Year A term 1 KS1 geog-wonderful weather</i></p> <p><i>Year A term 1 Yr. 3 Maps of the World</i></p> <p><i>Year A term 1 Yr. 4/5 Rivers</i></p> <p><i>Year A term 2 Yr. 3 Geog-plants and climates</i></p> <p><i>Year A term 2 Yr. 4/5 geog-Swineshead/eastern Europe</i></p> <p><i>Year A term 4 EYFS -Geog Journeys</i></p> <p><i>Year A term 5 EYFS Geog-Heroes</i></p> <p><i>Year A term 6 EYFS Around the World</i></p> <p><i>Year A term 6 Geography Britain and the World</i></p> <p><i>Year B term 1 B term 1 r 3 Geog-Climates</i></p> <p><i>Year B term 1 Yr. 4/5 Geog-Mountains and deserts</i></p> <p><i>Year B term 2 EYFS Geog-Stop, look, Listen.</i></p> <p><i>Year B term 2 KS1 Geog-Stop, look, Listen.</i></p> <p><i>Year B term 2 Yr. 3 Swineshead/London</i></p> <p><i>Year B term 5 EYFS Geog-Food, Glorious Food</i></p> <p><i>Year B term 5 KS1 Geog-Food glorious Food</i></p> <p><i>Year B term 5 Yr. 4/5 Geog-World's Kitchen</i></p> <p><i>Year B Term 6 EYFS geog-Under the sea</i></p>	<p><i>Year A term 2 Yr. 5/6 Geog-Swineshead/Americas</i></p> <p><i>Year B term 1 yr. 5/6 Geog-resources and the environment</i></p> <p><i>Year B term 2 Yr. 5/6 geog-volcanoes/earthquakes</i></p> <p><i>Year B term 6 Yr. 5/6 geog-Swineshead/Americas</i></p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>SYNTHESIS</p> <p>EVALUATION</p>

			<ul style="list-style-type: none"> <li>· Considering the impact of human activities on the environment.</li> <li>· Learning both about and also from geography</li> </ul> <p><b>DISCERNMENT</b></p> <ul style="list-style-type: none"> <li>· Explaining the importance of significant geographical events (earthquakes, erosion studies)</li> <li>· Developing insight into people, motives, actions and consequences.</li> <li>· Seeing clearly for themselves how individuals might learn from the study of geographical issues.</li> </ul> <p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>· Distinguishing between opinion, belief and fact.</li> <li>· Using data to draw conclusions or suggest hypotheses.</li> <li>· Distinguishing between the features of both human and physical geography nationally and internationally by comparing and contrasting locations.</li> </ul> <p><b>SYNTHESIS</b></p> <ul style="list-style-type: none"> <li>· Understanding the interdependence of both human and physical aspects of the world.</li> <li>· Connecting different aspects of life for people across different locations.</li> </ul> <p><b>EVALUATION –</b></p> <ul style="list-style-type: none"> <li>· The ability to evaluate an event or process of significance with reference to evidence and argument.</li> <li>· Weighing up the respective evidence available and reach conclusion</li> </ul>		<p><i>Year B term 6 KS1 Geog-Sun, sea and Sand</i></p>		
<p><i>Science Evolution and Inheritance</i></p>	<p>Pupils should recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. recognise that living things produce offspring of the same kind, but normally offspring vary and are</p>	<p>Children know about the life and work of the early palaeontologist, Mary Anning. Children know what fossils are and how they are formed. Children know how palaeontologists build up a picture of the past using incomplete evidence, Children know most organisms die without leaving a fossil trace. Children know about stratigraphy, and that organisms found in lower layers of rock tend to have died earlier. Children know about Charles Darwin, his early life, his role in the voyage of the HMS Beagle, his relationship with Alfred</p>	<p>Children describe how experimental evidence and creative thinking have been combined to provide a scientific explanation Children find an appropriate approach when trying to answer a question. Children select from a range of sources of information. When investigation involves a fair test, Children find the key factors to be considered. Children make predictions based on scientific knowledge and understanding.</p>	<p>Key Questions Year 5 Q1 Who was Mary Anning? Q2 How are fossils formed? Q3 What is stratigraphy? Q4 Who was Charles Darwin. Q5 What is natural selection? Q6 How do we inherit traits? Q7 What are hybrids?</p>	<p>Year A Term 1 yr3 science Animals Year A Term 2 EYFS science Animals Year A Term 2 KS1 science Animals Year A Term 2 Yr4/5 science animals Year A Term 5 EYFS science Animals Year A Term 5 KS1 science Animals Year A Term 5 yr3 science animal Year B Term 1 EYFS science animals</p>	<p>Year A Term 2 yr. 5/6 science animals Year A Term 4 yr. 5/6 science Animals Year B Term 2 yr. 5/6 science animals Year B Term 4 yr. 5/6 science living things</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION DISCERNMENT SYNTHESIS EVALUATION</p>

	<p>not identical to their parents. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Russel Wallace, and how he developed and published his theory of natural selection Children know about the process of evolution by natural selection. Children know that offspring inherit traits of their parents, Children know that they might occasionally carry a random mutation which gives them a survival advantage and that they pass on to their own offspring. Children know that this process can change a population over time Children know that offspring inherit traits from their parents, Children know that organisms that reproduce sexually combine traits from two parents. Children know about human-created hybrids. Children create a simple family tree for a range of organisms - the labradoodle, the mule, the zonkey and the loganberry, Children know which traits they have inherited from their different-species parents.</p>	<p>Children select apparatus and plan to use it effectively. Children make a series of observations, comparisons or measurements with precision. Children use the computer to collect data (data logging.) Children record observations and measurements systematically. Children can present (where appropriate) data as line graphs. Children use appropriate scientific language and conventions to communicate quantitative and qualitative data. Thy repeat observations and measurements and offer explanations for any differences. Children draw conclusions that are consistent with the evidence and relate these to scientific knowledge. Children make practical suggestions about how working methods can be improved. INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information EXPRESSEION the ability to identify and articulate scientific understanding INTERPRETATION the ability to draw meaning from scientific theories, theories and studies. DISCERNMENT Explaining the significance of scientific studies and investigations. SYNTHESIS linking significant features of history and Science together in a coherent pattern. EVALUATION the ability to evaluate a finished product and scientific investigation; Distinguishing between opinion and fact.</p>	<p>Year 6 Q1 What contribution did Mary Anning make to the understanding of palaeontology? Q2 how are fossils formed? Q3 What does stratigraphy tell us about the age of dinosaurs? Q4 What contribution did Darwin make towards our understanding of evolution? Q5 How do mutations lead to improvements? Q6 what characteristics are inherited? Q7 Are hybrids good or bad?</p> <p>Key vocabulary Inheritance, evolution, fossils, natural selection, inherited, stratigraphy, hybrids</p>	<p>Year B Term 1 KS1 science animals Year B Term 1 Yr4/5 science animals Year B Term 2 yr3 science animals Year B Term 3 Yr4/5 science animals Year B Term 4 EYFS science animals Year B Term 4 KS1 science animals Year B Term 6 EYFS science animals Year B Term 6 KS1 science animals Year B Term 6 yr3 science animals 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 5 Yr4/5 science living things Year B Term 6 Yr4/5 science living things</p>		
MFL	O5.1 Prepare and practise a simple	Children know how to greet people and give personal information.	Yr. 5	Key Questions	Greetings	Family	

<p><b>5.1 Salut Gustave</b></p>	<p>conversation, re-using familiar. vocabulary and structures in new contexts  O5.3 Listen attentively and understand more complex phrases and sentences  O5.4 Prepare a short presentation on a familiar topic.  L5.1 Re-read frequently a variety of short texts.  L5.2 Make simple sentences and short texts.  L5.3 Write words, phrases and short sentences, using a reference source  IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country  IU5.2 Recognise similarities and differences between places</p>	<p>Children know how to ask and talk about sisters and brothers. Children can say what people have and have not using 3rd person avoir. Children know how to say what people are like using 3rd person être including negatives.</p>	<p><b>Oracy:</b> Understand numbers in multiples of 10 up to 100 Understand and give simple directions Say that Children don't understand and ask for something to be repeated Give information Use short sentences when asking and answering questions Prepare a short talking task alone or with a partner and present this with reasonable pronunciation Listen to a story or poem and identify key words and phrases  <b>Reading:</b> Show understanding of a short text containing familiar and unfamiliar language Retrieve information from a text to make predictions based on existing knowledge Read aloud to a partner or small group  <b>Writing:</b> Write a simple poem Write short sentences in a presentation or booklet Write simple instructions accurately Write sentences on a range of topics using a model  <b>Language:</b> Use agreements of adjectives Manipulate language by changing an element in a sentence  <b>Cultural:</b> Look at further aspects of everyday lives from the perspective of someone from another country Know about places of interest/importance within the county studied  Year 6  <b>Oracy:</b> Follow short descriptions in order to find specific information Devise and perform a short sketch in role play situation Demonstrate creativity and imagination in using known language in new contexts. Listen attentively and understand. more complex phrases and sentences Understand longer, and more complex phrases or sentences Use spoken language confidently to initiate and sustain conversations and to tell stories Prepare a short presentation on a familiar topic Be understood when speaking in a different language.  <b>Reading:</b> Use knowledge of word order and sentence construction to support the understanding of</p>	<p>Question 1 How are you?  Question 2 Which nationality are you?  Question 3 Do you have brothers or sisters.  Question 4 What are they like</p> <p>Key Vocabulary  Bonjour, Salut.  Comment t'appelles-tu? Je m'appelle...  Ça va? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça  Tu es français(e)/britannique? Oui/Non, je suis...  Quel âge as-tu? J'ai... ans  ● Tu as des frères ou des sœurs?  J'ai un(e)/deux/trois... frères/sœurs  Je n'ai pas de frères ou de sœurs  ● il/elle a... il/elle n'a pas de...+ revised  nouns: une sœur, un frère, un pantalon, un vélo, une guitare  ● il/elle est... /il/elle n'est pas... drôle, sportif(ve), sympa, timide, beau/belle, sévère, grand(e), petit (e), intelligent(e) français (e), britannique</p>	<p><i>Unit 3.1 Year A term 1 yr.</i>  3</p> <p><i>Family</i>  <i>Unit 3.1 Year A term 1 Yr.</i>  3  <i>Unit 3.2 Year A term 2 yr.</i>  3  <i>Unit 3.4 Year A term 4 yr.</i>  3  <i>Unit 3.5 Year A term 5 Yr.</i>  3</p>	<p><i>Unit 5.2 Year B Term 2 yr.</i>  4/5  <i>Unit 6.1 Year B term 1 yr.</i>  5/6  <i>Unit 6.5 Year B term 5 Yr.</i>  5/6  <i>Unit 6.6. Year B term 6 yr.</i>  5/6</p>	
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written text Read and understand the main points and some detail from a short-written passage. Read aloud with confidence.

**Writing:** Write sentences using some Description Apply a range of linguistic knowledge to create simple, written pieces that can be understood Use dictionaries to support writing

**Language:** Understand and use negatives. Recognise patterns in the foreign language.

**Cultural:** Present information about an aspect of culture Compare and contrast countries where language is spoken with this country Investigate famous people / events from the chosen country to be studied Investigate cultural differences

**INVESTIGATION**  
asking relevant questions about the language;  
broaden cultural experiences and investigate a new way of speaking

**EXPRESSION**  
the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;  
the ability to present ideas and information orally to a range of audiences

**INTERPRETATION**  
the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material  
the ability to suggest meanings

**APPLICATION**  
making the association between English and French

**DISCERNMENT**  
explaining the significance of a new culture and the importance of understanding a language correctly

**ANALYSIS**  
distinguishing between opinion, belief, and fact  
distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs

			<p><b>SYNTHESIS</b> linking significant features of languages together</p> <p><b>EVALUATION</b> the ability to hold a conversation in French</p>				
<b>RE</b>	<p>God – Christianity UC 2B.3 (core) People of God</p>	<p>The Old Testament pieces together the story of the People of God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Christians see the Christian church as the People of God and try to live in a way that attracts others to God; for example, as salt and light in the world.</p>	<p>Can make and explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses. Explain connections between biblical texts and the idea of God’s covenant with his people, using theological terms. Identify examples of Law texts and suggest how believers might interpret them. Show how Christians put their beliefs about living as the People of God into practice in different ways; for example, through the Five Marks of Mission, in community and individually. Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own. <b>INVESTIGATION:</b> asking relevant questions. knowing how to use different types of sources as a way of gathering information. <b>REFLECTION</b></p>	<p>Q1. Which of the Commandments they think would be hardest for a Christian to keep. Q2. it possible to keep all ten, always? Q3. Is it harder to never be greedy, or to always tell the truth? Q4. What happens when humans fail to live up to the standard? Q5. Should a person be punished or helped?</p> <p><b>Key Vocabulary</b> Birth narrative, Exodus 2:1–10 • The killing of the taskmaster and fleeing Egypt, Exodus 2:11–15 • Burning bush, Exodus 3:1 — Exodus 4:17 • The ten plagues, Exodus 7:14 — Exodus 12:32 (Select appropriate parts for your class) • Leading the children of Israel out of Egypt, Exodus 12:33–42 • Crossing the Reed Sea, Exodus 14:1–31 and you could also use Exodus 15:1–20.</p>	<p>Year A Term 5 EYFS RE: My Life Year A Term 2 KS1 RE: God – Christianity Year A Term 3&amp;4 KS1 RE: Thankfulness Year A Term 6 KS1 RE: Inspirational Christians Year A Term 3 Y3&amp;4 RE: God – Incarnation Year B Term 3&amp;4 KS1 RE: Jesus’ teaching Year B Term 3&amp;4 Y3&amp;4 RE: God – Incarnation Year B Term 5 Y4/5 RE: Creation Year B Term 2, KS1 RE – Christianity/God Year B, Term 3&amp;4, Year 3&amp;4, RE – God/Incarnation Year B, Term 1, Y4/5, RE: Pilgrimage Year B, Term 1, Year 5/6, RE- God/Christianity</p>	<p>Year A Term 1 Y5/6 RE: God- Christianity Year A Term 3 Y5/6 RE: Creation Year B Term 1 Y5/6 RE: God – Christianity Year B Term 3&amp;4 Y5/6 RE: Creation</p>	<p>Investigation Reflection Empathy Discernment Evaluation</p>

			<p>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><b>EMPATHY</b> the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others. developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow. the ability to see the world through the eyes of others and to see issues from their point of view.</p> <p><b>DISCERNMENT</b> explaining the significance of aspects of religious belief and practice. developing insight into people, motives, actions and consequences. seeing clearly for themselves how individuals might learn from the religions they study.</p> <p><b>EVALUATION</b> 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>• Covenant at Sinai. This text is very long, so use. Exodus 19:3–6 and Exodus 20:1–21.</p> <p>Ten Commandments Abraham Moses Egypt Hebrew Slavery Covenant Mount Sinai Five Marks</p>			
<p><b>Art/DT Street Art</b></p>	<p>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</p>	<p>Children know how graffiti polarises opinion. Children can, identify distinctive features of graffiti art. Children can consider where it is, and is not, appropriate to make graffiti art. Children know how to use pencils and felts to create stylised text. Children know how to revise and improve their ideas through repeated sketching Children know how some forms of street art became increasingly accepted over time, Children know</p>	<p>review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work.</p> <p>use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create</p>	<p>Enquiry Questions Year 5 Q1. What is graffiti? Q2 What is stylized text? Q3. What do we mean by satire? Q4 How can we create stencils? Q5 Who is Banksy?</p> <p>Year 6</p>	<p><i>Year A term 2 EYFS Art- van Gogh</i> <i>Year A term 5 EYFS Art-landscapes</i> <i>Year A term4 KS1 Art-landscapes</i> <i>Year A term 6 KS1 Art-west Indian art</i> <i>Year A term 2 yr. 3 Art-Monet</i> <i>Year A term 2 yr4/5 Art-Constable</i></p>	<p><i>Year A term 2 yr. 5/6 Art-North American art</i> <i>Year B term 2 Yr. 5/6 Art-oil pastels</i></p>	

	<p>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>why street artists may be commissioned to create art in neglected, or public spaces. Children know ways in which street art can improve public spaces Children know reasons why graffiti and other street art is allowed in certain spaces. Children can identify meaning in pieces of satirical street art. Children know how street art can be satirical, Children know why works of art such as these provoke strong reactions. Children know who Banksy is. Children can respond to images of stencil street art by Banksy, Children know why art in this style is also popular with advertisers. Children know how stencils may be created, Children know how to design and make their own stencils. Children know how to work safely when cutting stencils out. Children know how to use paint and brushes to 'stipple' paint through stencil designs. • Children know how to create more complex stencil art by moving their stencil, Children know how to use two or more stencils to create a complex design</p>	<p>visually interesting pieces. 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. REFLECTION – in Art and Design this includes: •the ability to reflect on pieces of art, including their purpose, meaning, and technique. •the process the artist went through to create their piece. EMPATHY –: •the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; •developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; •the ability to see the world through the eyes of others and to see pieces of art from their point of view. APPLICATION – •making the association between the purpose, technique, media and meaning behind a piece; •identifying the purpose of the piece. DISCERNMENT –: •explaining the significance of aspects of a piece of art; •developing insight into individuals and communities; •seeing clearly for themselves how individuals might learn from the artists they study EVALUATION –: the ability to debate the purpose behind a piece of art and the final outcome;</p>	<p>Q1 Is graffiti acceptable? Q2 How can different text styles be used? Q3 What is satirical street art? Q4 How can stencils be used to create street art? Q5 Why has Banksy become so popular?</p> <p>sketchbook, street art, graffiti, develop, refine, texture, shape, form, pattern, structure blend, mix, line, tone, shape, abstract, absorb, colour, stencil, stipple</p>	<p><i>Year B Term 1 EYFS Art-portraits</i> <i>Year B term 2 EYFS Art-observational drawings</i> <i>Year B term 2 EYFS Art-aboriginal</i> <i>Year B Term 1 KS1 Art-portraits</i> <i>Year B term 2 KS1 Art-observational drawings</i> <i>Year B term 2 KS1 Art-aboriginal</i> <i>Year B term 1 Yr. 3 Art-van Gogh</i> <i>Year B term1 Yr. 4/5 Art-landscapes</i></p>		
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			the ability to debate the use of a certain type of media for a purpose.				
<b>Music (Music express)</b>	<p><b>6.4 Roots (Mini musical performance)</b></p> <p>Mu2/ 1.1 Play and perform in solo and ensemble contexts, using their voices ad playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Mu2/1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Mu2/ 1.5 Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p><b>6.4 Roots (mini-Musical performance)</b></p> <p>Children learn to sing traditional songs.</p> <p>Children devise rhythmical actions to music.</p> <p>Children develop a performance of a musical.</p> <p>Children improvise descriptive music.</p> <p>Children play rhythmic cycles.</p> <p>Children combine rhythm cycles in a percussion piece.</p> <p>Children sing in call and response songs.</p> <p>Children develop descriptive composition.</p> <p>Children plan and structure pieces to make a finale.</p> <p>Children perform to an audience.</p>	<p><b>6.4 Roots (mini-Musical performance)</b></p> <p>Children learn to sing a welcome song.</p> <p>Children devise actions to perform with the song,</p> <p>Children learn a game song from Ghana.</p> <p>Children learn to perform three traditional Ghanaian rhythms on bodies.</p> <p>Children learn a West African call and response work song.</p> <p>Children explore ways to adopts river music compositions to reflect the mood and action in the script.</p> <p>Children plan and structure a performance.</p> <p><b>INVESTIGATION</b></p> <p>Exploring a range of tuned and untuned instruments to compose music.</p> <p>Knowing how to use a range of sources to research music, composers and its history.</p> <p><b>EXPRESSION</b></p> <p>the ability to recognise how composers express themselves through their music.</p> <p><b>INTERPRETATION</b></p> <p>the ability to draw meaning from a range of different musical pieces from a range of genres.</p> <p>the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo.</p> <p><b>APPLICATION</b></p> <p>identifying key musical terminology and using it in description of music exploring different ways music is made.</p> <p><b>DISCERNMENT</b></p> <p>recognising that people perceive music in a range of different ways. seeing how the great composers have influenced modern music.</p> <p><b>ANALYSIS</b></p> <p>distinguishing between genres of music</p> <p>distinguishing between the features of music</p>	<p><b>6.4 Roots (mini-Musical performance)</b></p> <p><b>Key Questions</b></p> <p>Can you learn and sing a traditional song from another country?</p> <p>Can you devise rhythmical actions to go with the music?</p> <p>Can you develop a performance of a musical?</p> <p>Can you learn and perform three traditional rhythms in bodies?</p> <p>Can you combine rhythm cycles in a percussion piece?</p> <p>Can you sing call and response songs in two groups?</p> <p>Can you explore ways to adapt music composition?</p> <p>Can you plan a finale?</p> <p>Can you perform to an audience?</p> <p><b>Key vocabulary</b></p> <p>Beat</p> <p>Rhythm</p> <p>Improvise</p> <p>Structure</p> <p>Tempo</p> <p>Dynamics</p> <p>Texture</p> <p>Timbre</p> <p>Unison</p>	<p><b>6.4 Roots (mini-Musical performance)</b></p> <p><i>Prior knowledge performance, composing.</i></p> <p><i>Year B</i></p> <p><i>Y6 Aut 1 6.1 World Unite Y4/5 Sum 2 5.6 Performance</i></p> <p><i>Spring 1 4.12 Food and Drink</i></p> <p><i>Aut 2 4.11 In the Past</i></p> <p><i>Aut 1 4.2 Environment LKS2 Sum 2 4.11 In the Past</i></p> <p><i>Sum 1 4.9 Communication</i></p> <p><i>Spring 1 3.8 Communication</i></p> <p><i>Aut 2 3.4 Poetry</i></p> <p><i>Aut 1 3.1 Environment KS1 Sum 2 2.12 Travel EYFS/ Y1 Spring 2 1.11 Travel</i></p> <p><i>Links to Art – responding to a visual stimulus.</i></p> <p><i>Year A</i></p> <p><i>Y6 Spring 2 World Unite Y4/5 Sum 2 5.5 At the Movies</i></p> <p><i>Aut 1 4.1 Poetry</i></p> <p><i>Aut 1 4.2 Environment LKS2 Sum 2 4.12 Food and Drink</i></p> <p><i>Sum 2 4.11 In the Past</i></p> <p><i>Aut 1 3.1 Environment KS1 Sum 2 2.21 Travel EYFS/ KS1 Spring 2 1.11 Performance</i></p>	<p><b>6.4 Roots (mini-Musical performance)</b></p> <p><i>Year B</i></p> <p><i>Summer 2 6.6 Moving On</i></p> <p><i>Year A</i></p> <p><i>Summer 2 6.6 Moving On</i></p>	<p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>INTERPRETATION</b></p> <p><b>APPLICATION</b></p> <p><b>DISCERNMENT</b></p> <p><b>ANALYSIS</b></p> <p><b>SYNTHESIS</b></p> <p><b>EVALUATION</b></p>

			<p>identifying instruments used within a composition.</p> <p><b>SYNTHESIS</b> – in music this includes: linking a range of musical devices together to create effective compositions.</p> <p>taking inspiration from existing musical performances to compose and perform music effectively.</p> <p><b>EVALUATION</b></p> <p>the ability to evaluate their own and other performances.</p> <p>the ability to form opinions about music from different genres.</p>				
<p><b>Computing</b></p> <p><i>(Teach computing)</i></p> <p><b>6.1 Computing systems and network-Communication</b></p>	<p>Pupils should be taught: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and</p>	<p>Children know how to complete a web search to find specific information. Children know how to refine a search. Children know how to compare results from different search engines.</p> <p>Children know why we need tools to find things online.</p> <p>Children know the role of web crawlers in creating an index.</p> <p>Children know how to relate a search term to the search engine's index Children can explain that search results are ordered. Children know that a search engine follows rules to rank relevant pages.</p> <p>Children can suggest some of the criteria that a search engine checks to decide on the order of results.</p> <p>Children know some of the ways that search results can be influenced. Children know some of the limitations of search engines.</p> <p>Children know how search engines make money. Children know the different ways in which people communicate. Children know that there are a variety of ways of communicating over the internet.</p> <p>Children can choose methods of communication to suit particular purposes.</p> <p>Children can compare different methods of communicating on the internet. Children know when they should and should not share.</p> <p>Children know that communication on the internet may not be private</p>	<p>use the skills already developed to create content using unfamiliar technology; select, use and combine the appropriate technology tools to create effect; review and improve their own work and support others to improve their work; save, retrieve and evaluate their work, making amendments; insert a picture/text/graph/hyperlink from the internet or personal file search for information using appropriate websites and advanced search functions within Google; use strategies to check the reliability of information (cross-check with another source such as books).</p> <p>talk about the way search results are selected and ranked.</p> <p>check the reliability of a website, including the photos. on site.</p> <p>tell you about copyright and acknowledge the sources of information.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p><b>INVESTIGATION</b></p> <p>asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p><b>EXPRESSION</b></p> <p>the ability to explain processes, concepts and practice, rituals and practices;</p> <p><b>INTERPRETATION</b></p>	<p>Key Questions</p> <p>Q1 How do we use a search engine?</p> <p>Q2 How do search engines select results?</p> <p>Q3 How are search results ranked?</p> <p>Q4 Why is the order of results important, and to whom?</p> <p>Q5 How do we communicate using technology?</p> <p>Q6 Which are the best methods of online communication?</p> <p>Key Vocabulary</p> <p>World wide web, search engines, web crawlers, communication</p>	<p><i>Year A term 1 EYFS Computing-technology around us</i></p> <p><i>Year A term 1 Ks1 Computing-It around us</i></p> <p><i>Year A term 1 Yr. 3 Computing -connecting computers.</i></p> <p><i>Year A term 1 Yr. 4 Computing-the internet,</i></p> <p><i>Year A term 1 yr. 4/5 Computing-sharing information</i></p> <p><i>Year B term 1 EYFS Computing technology around us</i></p> <p><i>Year B term 1 KS1 Computing -technology around us</i></p> <p><i>Year B term 1 Yr. 3 Connecting computers</i></p> <p><i>Year B term 1 Yr. 4/5 Computing -the internet</i></p>	<p><i>Year B term 1 yr. 5/6 Computing-the internet</i></p>	<p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>INTERPRETATION</b></p> <p><b>SYNTHESIS</b></p> <p><b>EVALUATION</b></p>

	responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		the ability to understand computing theories; the ability to suggest meanings. SYNTHESIS linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes. EVALUATION the ability to evaluate how a computing system works.				
<p><i>PE</i> <b>Netball</b></p> <p><i>rugby</i></p>	<p>Pupils should be taught to: Use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Netball</b> catch a netball with two hands; • use elements of the correct technique for the chest pass,; • use elements of the correct technique for the shoulder pass,; • catch a netball with one and two hands; • use elements of the correct technique for the bounce pass, • use elements of the correct technique for the overhead pass,; • use more than one type of netball pass in a game situation; • land in different ways without the ball and begin to coordinate catching the ball with different landings; • pivot using the correct footwork <b>understand the footwork rule; • move at different speeds and in different directions in specific drills to practise this and sometimes effectively in a game scenario;• know how to dodge and lead; • apply some of the attacking movement skills they have learnt to outwit a defender; • know how to mark an opposition player (marking the ball or marking the player) • perform some elements of the shooting • use attacking and defending skills to contribute towards the success of their team; • evaluate their own and other's performance and suggest improvements with support.</b></p> <p><b>Rugby</b> help lead and take part in warm-ups and cool-downs safely; • move with the ball using the correct technique with increasing speed and control, including changing</p>	<p>understand the importance of warming up and cooling down, carry out warm ups and cool down effectively and safely, understand why exercise is good for health fitness and well being, know ways they can become healthier. Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation and link these together effectively. Choose to make the best pass in the game situation and link a range of skills together with fluency. passing and receiving the ball on the move. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate good awareness of space. Think ahead and plan attack or defence. Applying knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Performing apply variety skills and techniques confidently consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others work suggesting thoughtful and appropriate improvement.</p> <p><b>INVESTIGATION-</b> -asking relevant questions - using different approaches to determine skills and tactics <b>EXPRESSION-</b></p>	<p>Q1 Why do we need to warm up and cool down? Q2 how do we pass the ball accurately? Q3 Ddo, we move with the ball? Q4 How do I find space in a game. Q5 How do I defend my goal.</p> <p>Key vocabulary Forward pass, bounce pass, shoulder pass, positions, attacking, defending, guarding</p>	<p><i>Year A term 1 yr. 3 attacking/defending.</i> <i>Year A Term 5 EYFS -team games</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 5 Yr. 3 -defending/attacking skills.</i> <i>Year B Term 5 EYFS -team games</i> <i>Year B term 5 KS1 -team games</i> <i>Year B term 1 Yr. 3 -throwing/catching skills.</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 B term 1 Yr. 4/5 football/hockey</i></p>	<p><i>None</i></p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b> <b>DISCERNMENT</b> <b>ANALYSIS</b> <b>SYNTHESIS</b> <b>EVALUATION</b></p>

		<p>direction; • pass and receive the ball using the correct technique with some control and accuracy; • begin linking together different skills in a game with some fluency and success; • begin demonstrating an awareness of space in a game; • create rules to play a new game successfully, with support; • follow more complex rules to play a new game, with support; • demonstrate knowledge of and begin to use some skills and techniques for attacking and defending in a game situation, with some success; • evaluate their own and others' work and suggest improvements with support.</p>	<p>-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 DISCERNMENT- -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team. ANALYSIS- -explaining what they have done to improve a skill and what can be done to improve efficiency the next time SYNTHESIS -linking learning from one skill to another -transfer of skills across an increasingly wide range of sports EVALUATION -evaluate what is good in a performance -understanding what can be done differently and what impact this may have on the outcome</p>				
<p><b>PSHE/ RSE</b></p>	<p>How can we keep healthy as we grow?  Looking after ourselves; growing up; becoming independent; taking more responsibility</p>	<p>Know how mental and physical health are linked. Know how positive friendships and being involved in activities such as clubs and community groups support wellbeing. Know how to make choices that support a healthy, balanced lifestyle including: » How to plan a healthy meal. » How to stay physically active. » How to maintain good dental health, including oral hygiene, food and drink choices. » How to benefit from and stay safe in the sun. » How and why to balance time spent online with other activities.</p>	<p>Understand how to make informed decisions about health. Understand about the elements of a balanced, healthy lifestyle. Can explain about choices that support a healthy lifestyle and recognise what might influence these. Can recognise that habits can have both positive and negative effects on a healthy lifestyle. Understand about what good physical health means; how to recognise early signs of physical illness. Can understand about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating</p>	<p>Enquiry Questions Q1. What can you do to keep yourself physically well? Q2. What foods are healthy/unhealthy? Q3. How do you keep your teeth clean – is there any more you can do? Q4. How can you protect yourself from the sun? Q5. What strategies can you use to get a good night's sleep? Q5. How do you feel if you don't get enough sleep?</p>	<p>Year B, Term 4, EYFS Science: basic needs of animals – exercise and health Year A and Year B, Term 1 to Term 6, EYFS to Year 6, PE curriculum Year B, Term 2 EYFS PSHE/RSE - Physical wellbeing Year B, Term 5 EYFS PSHE/RSE - Basic hygiene Year B, Term 4, KS1 Science – Animals, Inc Humans (diet, exercise and basic needs). Year B, Term 2 KS1 PSHE/RSE - Physical wellbeing</p>	<p>Year A and Year B, Term 2 to Term 6, Year 5/6, PE curriculum Year B, Term 2, Year 5/6, Science – Animals Inc. Humans (nutrients and water) Year B, Term 4, Year 5/6, PSHE/RSE - E-Safety Year B, Term 6, Year 5/6, PSHE/RSE -Growing and Changing</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</p>

		<p>» How sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep.</p> <p>» How to manage the influence of friends and family on health choices.</p>	<p>nutritionally rich foods. Can understand the risks associated with not eating a healthy diet including obesity and tooth decay. Can understand how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. Can understand about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour. and ability to learn. Can understand how to maintain good oral hygiene (including correct brushing and flossing). Can understand why regular visits to the dentist are essential. Can understand the impact of lifestyle choices on dental care (e.g., sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking). Can understand about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p>INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p> <p>EXPRESSION – the ability to explain patterns of behaviour, beliefs, feelings and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.</p> <p>INTERPRETATION –: the ability to draw meaning from different viewpoints, world events and societal change;</p>	<p>Q6. Can a friend persuade you to do something that you know is not a healthy choice?</p> <p>Q7. Can family support in making healthy lifestyle choices/decisions?</p> <p><b>Key Vocabulary</b>  Responsibility  Choice  Healthy eating  Oral health  Sun  damage/protection/  UV rays/skin cancer  Sleep deprivation  Exercise</p>	<p>Year B, Term 2 Year 3&amp;4, PSHE/RSE - Physical well-being</p> <p>Year B, Term 3/4 Year 3&amp;4, PSHE/RSE - Healthy Eating and Teeth</p> <p>Year B, Term 1, Y4/5, Science – Animals, Inc Humans (Food Chains)</p> <p>Year B, Term 6, Y4/5, Science – Living Things and Habitats (changing environment)</p> <p>Year B, Term 2, Y4/5, PSHE/RSE - Physical well-being</p> <p>Year B, Term 3/4, Y4/5, PSHE/RSE - Health and prevention</p> <p>Year B, Term 1, Year 5/6, PSHE/RSE - Emotional well-being</p>		
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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.

**REFLECTION --:**  
the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices;  
the ability to think with clarity and care about significant events, emotions and change.

**EMPATHY –**  
the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;  
the ability to see the world through the eyes of others and to see issues from their point of view.  
om their point of view.

**APPLICATION –**  
making the association between personal experiences and those of others;  
making the association between individual, groups, community, national and international life.

**DISCERNMENT-:**  
developing insight into people, motives, actions and consequences;  
the ability to understand emotional and physical wellbeing;  
the ability to understand different types of families and relationships;  
seeing clearly for themselves how individuals might learn from PSHE and RSHE in regards to health and safety.

**ANALYSIS**  
distinguishing between opinion, belief and fact.

**SYNTHESIS –**  
linking significant features of emotional, behavioural,

			<p>physiological, sociological, societal and health and safety awareness together in a coherent pattern; connecting different aspects of life</p> <p><b>EVALUATION –</b> the ability to debate issues of significance with reference to evidence and argument; weighing up the respective claims of self-interest, consideration for others, personal preferences and individual conscience.</p>				
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	<b>Kelso/Ramsey/Hyde</b>	<b>Autumn 2</b>	<b>Compare and Contrast-America</b>
<b>Small Village Big Horizons</b>			

Curriculum Areas	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 Compare/ Contrast the Americas</i>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• describe and understand key aspects of:               <ul style="list-style-type: none"> <li>☐ physical geography, including climate zones, biomes and</li> </ul> </li> </ul>	Children should: <p>know that North America is made up of 23 countries, nine dependent territories and 50 states.</p> <p>Know that South America is made up of 12 countries and 3 dependent territories.</p>	<ul style="list-style-type: none"> <li>• I ask, “Which PHYSICAL and HUMAN features does this place have and compare with other locations?”</li> <li>• I give detailed reasons for those features using geographical language.</li> <li>• I ask, “What may this place be like in the future?” and</li> </ul>	Year 5 What makes up continental America? How does latitude and longitude affect climatic zones? How does the climate compare across the Americas? How important is fieldwork.	<i>Year A term 1 EYFS-geog wonderful weather</i> <i>Year A term 1 KS1 geog-wonderful weather</i> <i>Year A term 1 Yr. 3 Maps of the World</i> <i>Year A term 1 Yr. 4/5 Rivers</i> <i>Year A term 2 Yr. 3 Geog-plants and climates</i>	<i>Year B term 1 yr. 5/6 Geog-resources and the environment</i> <i>Year B term 2 Yr. 5/6 geog-volcanoes/earthquakes</i> <i>Year B term 6 Yr. 5/6 geog-Swinhead/Americas</i>	<b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b> <b>DISCERNMENT</b> <b>ANALYSIS</b> <b>SYNTHESIS</b> <b>EVALUATION</b>

<p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Human geography, including types of settlement and land use, economic activity including trade, links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Know some capital cities in North and South America</p> <p>Know how this compares to the structure of the United Kingdom.</p> <p>Know what latitude and longitude are.</p> <p>Know how these affect the climate zones of a location.</p> <p>Know how to describe the physical features of contrasting areas of the Americas.</p> <p>Know how the latitude and longitude of the UK compares.</p> <p>Know why climate zones in the UK are less diverse than in the Americas.</p> <p>Know the difference between weather and climate.</p> <p>Know what the Koppen system shows.</p> <p>Know the climate, biome and weather conditions in a specific area of the Americas.</p> <p>Know how this compares to Lincolnshire.</p> <p>Know why fieldwork is important.</p> <p>Know which features can be compared using fieldwork.</p> <p>Know how to present data.</p> <p>Know some physical (and human) features of the location.</p> <p>Know some physical (and human) features of Lincolnshire.</p> <p>Know how to compare and contrast the two.</p> <p>Know how to ask and answer geographical questions.</p> <p>Know the seven wonders of the Ancient World (The Great Pyramid of Giza, The Hanging Gardens of Babylon, Temple of Artemis at Ephesus, Statue of Zeus at Olympia, Mausoleum at Halicarnassus, Colossus of Rhodes, Lighthouse of Alexandria)</p> <p>Know the seven wonders of the modern world (The Great Wall of China, Petra, The Colosseum, Chichen Itza, Machu Picchu, Taj Mahal, Christ the Redeemer Statue.)</p>	<p>describe the possibilities, giving reasons that I back up with evidence based on current knowledge.</p> <ul style="list-style-type: none"> <li>I provide a balanced view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons.</li> </ul> <p>INVESTIGATION –</p> <ul style="list-style-type: none"> <li>Asking relevant questions.</li> <li>Using a variety of sources to find out about events, people, processes and changes.</li> <li>Carrying out fieldwork and observational skills to develop a greater place knowledge.</li> </ul> <p>EXPRESSION</p> <ul style="list-style-type: none"> <li>The ability to recall, select and organise information.</li> <li>The ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography.</li> </ul> <p>INTERPRETATION</p> <ul style="list-style-type: none"> <li>The ability to draw meaning from maps, atlases, globes, and data collected through fieldwork.</li> <li>The ability to suggest meanings and draw conclusions from what they see.</li> </ul> <p>APPLICATION</p> <ul style="list-style-type: none"> <li>Making the association between aspects of life in different countries,</li> <li>Considering the impact of human activities on the environment.</li> <li>Learning both about and also from geography</li> </ul> <p>DISCERNMENT</p> <ul style="list-style-type: none"> <li>Explaining the importance of significant geographical events (earthquakes, erosion studies)</li> <li>Developing insight into people, motives, actions and consequences.</li> <li>Seeing clearly for themselves how individuals might learn from the study of geographical issues.</li> </ul> <p>ANALYSIS</p>	<p>How does Lincolnshire compare with areas of North America?</p> <p>How can we use co—ordinates to identify significant features?</p> <p>Year 6</p> <p>What does the constitutional make up of North America and how does this compare with South America?</p> <p>What are the main climate zones of the Americas and where compares with Lincolnshire?</p> <p>What is the Koppen system and how is this useful when comparing climates?</p> <p>What comparisons can be made between Lincolnshire and California in terms of physical features?</p> <p>How can we use co—ordinates to identify significant features?</p> <p>Key Vocabulary</p> <p>Continent, country, city, North America, South America. latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone. Physical geography, human geography, settlement, economy, natural resources, river, lake, landscape, mountain, volcano, biome, vegetation belt, wildlife, flora, fauna, climate, water, fieldwork, measure, observe, record, map, sketch, graph Wonders of the world, ancient, The Great Pyramid of Giza, The Hanging gardens of Babylon, Temple of Artemis at Ephesus, Statue of Zeus at Olympia, Mausoleum at Halicarnassus, Colossus of Rhodes, Lighthouse of Alexandria, The Great Wall of China, Petra, The Colosseum, Chichen Itza, Machu Picchu, Taj Mahal, Christ the Redeemer Statue</p>	<p>Year A term 2 Yr. 4/5 geog-Swineshead/eastern Europe</p> <p>Year A term 4 EYFS -Geog Journeys</p> <p>Year A term 5 EYFS Geog-Heroes</p> <p>Year A term 6 EYFS Around the World</p> <p>Year A term 6 Geography Britain and the World</p> <p>Year A term 1 Yr. 5/6 Geog-Land Use</p> <p>Year B term 1 B term 1 r 3 Geog-Climates</p> <p>Year B term 1 Yr. 4/5 Geog-Mountains and deserts</p> <p>Year B term 2 EYFS Geog-Stop, look, Listen.</p> <p>Year B term 2 KS1 Geog-Stop, look, Listen.</p> <p>Year B term 2 Yr. 3 Swineshead/London</p> <p>Year B term 5 EYFS Geog-Food, Glorious Food</p> <p>Year B term 5 KS1 Geog-Food glorious Food</p> <p>Year B term 5 Yr. 4/5 Geog-World's Kitchen</p> <p>Year B Term 6 EYFS geog-Under the sea</p> <p>Year B term 6 KS1 Geog-Sun, sea and Sand</p>		
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		<p>Know how to use co-ordinates to identify their location.          Know about some natural wonders of the Americas (Denali, Grand Canyon, Yosemite, Hawaii Volcanoes, Rocky Mountains, Monument Valley, Yellowstone etc)          Know how to present information for an audience.</p>	<ul style="list-style-type: none"> <li>· Distinguishing between opinion, belief and fact.</li> <li>· Using data to draw conclusions or suggest hypotheses.</li> <li>· Distinguishing between the features of both human and physical geography nationally and internationally by comparing and contrasting locations.</li> </ul> <p><b>SYNTHESIS</b></p> <ul style="list-style-type: none"> <li>· Understanding the interdependence of both human and physical aspects of the world.</li> <li>· Connecting different aspects of life for people across different locations.</li> </ul> <p><b>EVALUATION –</b></p> <ul style="list-style-type: none"> <li>· The ability to evaluate an event or process of significance with reference to evidence and argument.</li> <li>· Weighing up the respective evidence available and reach conclusion</li> </ul>				
<p><i>Science</i>   <i>Animals inc humans</i>   <i>The Circulatory System</i></p>	<p>6b1: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.          6b3: describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Children know that the human circulatory system is composed of 2 parts Children know the difference between the systemic circulation and the pulmonary circulation. Children know about the role of the heart, Children know about the role of blood vessels, Children know the components of blood such as red and white blood cells, platelets and plasma. Children know that the human heart is a vital organ. Children know how blood flows through its double pumps system to the lungs and all around the body Children know the heart acts by supplying oxygen and removing waste products Children know about the different components of blood. Children know that red blood cells carry oxygen, Children know that white blood cells fight infection, children know platelets help to prevent bleeding, Children know that plasma is the medium in which</p>	<p>Children describe how experimental evidence and creative thinking have been combined to provide a scientific explanation Children find an appropriate approach when trying to answer a question.          Children select from a range of sources of information. When investigation involves a fair test, Children find the key factors to be considered. Children make predictions based on scientific knowledge and understanding. Children select apparatus and plan to use it effectively. Children make a series of observations, comparisons or measurements with precision. Children use the computer to collect data (data logging.) Children record observations and measurements systematically. Children can present (where appropriate) data as line graphs. Children</p>	<p>Key Questions          Year 5          Q1 What are the two circulatory systems.          Q2 What are the roles of the key parts of the circulatory system?          Q3 What is the role of the heart?          Q4 what are the components of blood?           Year 6          Q1 How do the systemic and pulmonary circulation systems differ?          Q2 How are the different parts of the system interdependent?          Q3 How is oxygen circulated?          Q4 What role do the different components of blood play?           Key Vocabulary          Pulmonary, systemic, circulation, blood cells, platelets, oxygen, plasma          Radial, pulse</p>	<p>Year A Term 1 yr3 science Animals          Year A Term 2 EYFS science Animals          Year A Term 2 KS1 science Animals          Year A Term 2 Yr4/5 science animals          Year A Term 5 EYFS science Animals          Year A Term 5 KS1 science Animals          Year A Term 5 yr3 science animal          Year B Term 1 EYFS science animals          Year B Term 1 KS1 science animals          Year B Term 1 Yr4/5 science animals          Year B Term 2 yr3 science animals          Year B Term 2 yr. 5/6 science animals          Year B Term 3 Yr4/5 science animals          Year B Term 4 EYFS science animals</p>	<p>Year B Term 4 yr. 5/6 science living things          Year A Term 4 yr. 5/6 science Animals</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>these components are suspended. Children know to measure their heart rate in beats per minute (bpm) by taking their radial pulse</p>	<p>use appropriate scientific language and conventions to communicate quantitative and qualitative data. They repeat observations and measurements and offer explanations for any differences. Children draw conclusions that are consistent with the evidence and relate these to scientific knowledge. Children make practical suggestions about how working methods can be improved.</p> <p><b>INVESTIGATION</b> asking relevant questions; knowing how to use different types of sources as a way of gathering information</p> <p><b>EXPRESSEION</b> the ability to identify and articulate scientific understanding</p> <p><b>INTERPRETATION</b> the ability to draw meaning from scientific theories, theories and studies; the ability to suggest meanings</p> <p><b>APPLICATION</b> The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p> <p><b>DISCERNMENT</b> Explaining the significance of scientific studies and investigations.</p> <p><b>ANALYSIS</b> distinguishing between the feature's methods of different investigations</p> <p><b>EVALUATION</b> the ability to evaluate a finished product and scientific investigation; Distinguishing between opinion and fact.</p>		<p>Year B Term 4 KS1 science animals Year B Term 6 EYFS science animals Year B Term 6 KS1 science animals Year B Term 6 yr3 science animals 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 5 Yr4/5 science living things Year B Term 6 Yr4/5 science living things</p>		
<p><b>MFL</b> <b>5.2 A</b> <b>L'Ecole</b></p>	<p>O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary</p>	<p>Children know how to name school subjects. Children can talk about likes and dislikes at school. Children know how to</p>	<p>Yr. 5 <b>Oracy:</b> Understand numbers in multiples of 10 up to 100 Understand and give simple</p>	<p>Key Questions Question 1 What subject is this? Question 2 Which subject do you like?</p>	<p><i>Time/date</i> <i>Unit 4.2 Year A term 2 yr. 4/5</i></p>	<p><i>Time/date</i> <i>Unit 5.4 Year A term 4 yr. 4/5</i></p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b></p>

	<p>and structures in new contexts.</p> <p>O5.3 Listen attentively and understand more complex phrases and sentences</p> <p>O5.4 Prepare a short presentation on a familiar topic.</p> <p>L5.1 Re-read frequently a variety of short texts.</p> <p>L5.2 Make simple sentences and short texts.</p> <p>L5.3 Write words, phrases and short sentences, using a reference source</p> <p>IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p> <p>IU5.2 Recognise similarities and differences between places</p>	<p>ask and say the time. Children know how to talk about timings of the school day</p>	<p>directions Say that Children don't understand and ask for something to be repeated</p> <p>Give information Use short sentences when asking and answering questions Prepare a short talking task alone or with a partner and present this with reasonable pronunciation Listen to a story or poem and identify key words and phrases</p> <p><b>Reading:</b> Show understanding of a short text containing familiar and unfamiliar language Retrieve information from a text to make predictions based on existing knowledge Read aloud to a partner or small group</p> <p><b>Writing:</b> Write a simple poem Write short sentences in a presentation or booklet Write simple instructions accurately Write sentences on a range of topics using a model</p> <p><b>Language:</b> Use agreements of adjectives Manipulate language by changing an element in a sentence</p> <p><b>Cultural:</b> Look at further aspects of everyday lives from the perspective of someone from another country Know about places of interest/importance within the country studied</p> <p>Year 6</p> <p><b>Oracy:</b> Follow short descriptions in order to find specific information Devise and perform a short sketch in role play situation Demonstrate creativity and imagination in using known language in new contexts. Listen attentively and understand.</p> <p>more complex phrases and sentences Understand longer, and more complex phrases or sentences Use spoken language confidently to initiate and sustain conversations and to tell</p>	<p>Question 3 What time is it?</p> <p>Question 4 When do you study science?</p> <p>Key Vocabulary</p> <p>C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique</p> <ul style="list-style-type: none"> <li>● J'aime/Je n'aime pas + subjects</li> <li>● C'est bien/cool/nul</li> <li>● Quelle heure est-il? Il est une heure et quart/et demie/moins le quart. Il est midi/minuit</li> <li>● La récré, le déjeuner, l'école commence à... heure(s) et finit à...</li> </ul>	<p><i>Unit 4.3 Year A term 3 Yr. 4/5</i></p> <p><i>Nouns</i></p> <p><i>Unit 3.2 Year A term 2 yr. 3</i></p> <p><i>Unit 3.4 Year A term 4 yr. 3</i></p> <p><i>Unit 3.5 Year A term 5 yr. 3</i></p> <p><i>Unit 3.6 Year A term 6 yr. 3</i></p> <p><i>Unit 4.6 Year A term 6 Yr. 4/5</i></p>	<p><i>Unit 6.3 Year B term 3 Yr. 5/6</i></p> <p><i>Nouns</i></p> <p><i>Unit 6.2 Year B term 2 yr. 5/6</i></p> <p><i>Unit 6.6 Year B term 6 yr. 5/6</i></p>	<p><b>DISCERNMENT</b></p> <p><b>ANALYSIS</b></p> <p><b>SYNTHESIS</b></p> <p><b>EVALUATION</b></p>
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stories Prepare a short presentation on a familiar topic Be understood when speaking in a different language.

**Reading:** Use knowledge of word order and sentence construction to support the understanding of written text Read and understand the main points and some detail from a short-written passage. Read aloud with confidence.

**Writing:** Write sentences using some Description Apply a range of linguistic knowledge to create simple, written pieces that can be understood Use dictionaries to support writing

**Language:** Understand and use negatives. Recognise patterns in the foreign language.

**Cultural:** Present information about an aspect of culture Compare and contrast countries where language is spoken with this country Investigate famous people / events from the chosen country to be studied Investigate cultural differences

**INVESTIGATION**

asking relevant questions about the language; broaden cultural experiences and investigate a new way of speaking

**EXPRESSION**

the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;

the ability to present ideas and information orally to a range of audiences

**INTERPRETATION**

the ability to broaden vocabulary and develop ability to understand new words that

			<p>are introduced into familiar written material</p> <p>the ability to suggest meanings</p> <p>APPLICATION</p> <p>making the association between English and French</p> <p>DISCERNMENT</p> <p>explaining the significance of a new culture and the importance of understanding a language correctly</p> <p>ANALYSIS</p> <p>distinguishing between opinion, belief, and fact</p> <p>distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p> <p>SYNTHESIS</p> <p>linking significant features of languages together</p> <p>EVALUATION</p> <p>the ability to hold a conversation in French</p>				
RE	Expressing Beliefs through the Arts	<p>Know the importance of creativity as a way to express meaning, emotion, knowledge, etc.</p> <p>Know that creativity is connected with what it means to be human; one of the key ways in which humans are different from other animals.</p> <p>Know the challenges of communication: the same word/symbol can mean different things to different people.</p> <p>Know how art and imagery can be used to communicate about ideas like God, hope, justice, truth, love, etc., communicate meaning.</p> <p>Know about how art has been/is used to explain beliefs about creation and creativity in different religions (e.g., Christianity, Islam, Hinduism, Judaism).</p> <p>Know the reasons why some religious people will depict God/key religious figures</p>	<p>Can explain the importance of creativity as a way to express meaning, emotion, knowledge, etc.: Can explore different ways in which human beings communicate meaning (e.g., language, art, music, drama, dance, computer code, mathematical equations, scientific formulae, etc.).</p> <p>Can explore some of the challenges of communication: the same word/symbol can mean different things to different people.</p> <p>Can explore artistic representation of key religious beliefs/stories/people. Ask pupils to analyse these works of art as they would analyse a text in literacy: who has produced this? When? Why? What is going on in the work of art? How does it connect with beliefs from this religion? How does it relate to the text on which it is based? How</p>	<p>Enquiry Questions</p> <p>Q1. How do religious and non-religious people understand the value of creativity?</p> <p>Q2. How do religious and non-religious people understand the connection between beliefs about human beings and human creativity?</p> <p>Q3. How do religious and non-religious people express their beliefs creatively?</p> <p>Q4. Why are some people not comfortable to use pictorial representation to express belief, e.g., Muslims and Jewish people?</p> <p><b>Key Vocabulary</b></p> <p>Passion Plays – Oberammergau</p> <p>Architecture</p> <p>Drama, music, sculpture, paintings</p> <p>Galleries</p> <p>Museums</p> <p>Places of Worship</p>	<p>Year A Term 1 EYFS RE: Myself</p> <p>Year B, Term 1, KS1, Art – Me, Myself and I</p> <p>Year A Term 3 EYFS RSE/PSHE: Respect</p> <p>Year A Term 3 KS1 RSE/PSHE: Respect</p> <p>Year A Term 3 Y3/4 RSE/PSHE: Respect</p> <p>Year A Term 3 Y4/5 Year B Term 5/6 Y4/5 RE: In depth study</p> <p>Year B, Term 1, Year 3&amp;4, Art – Van Gogh</p> <p>Year B, Term 3, Year 3&amp;4, Music – In the Past</p> <p>Year B, Term 3, Y4/5 Music – Around the World</p> <p>Year B, Term 1, Y4/5, Art – Painting contrasting landscapes.</p> <p>Year B, Term 2, Year 5/6, Music – Journeys</p> <p>Year B, Term 5/6, Year 3&amp;4, Art – Roman sculpture</p>	<p>Year A Term 4 Y5/6 RE: Creation and science</p> <p>Year A Term 3 Y5/6 RSE/PSHE: Respect</p> <p>Year B, Term 3, Year 5/6, Music – Growth</p>	<p>Investigation</p> <p>Expression</p> <p>Reflection</p> <p>Empathy</p> <p>Application</p> <p>Discernment</p> <p>Evaluation</p>

		<p>visually and material world is precious to God because he created it and artists use the material world to explore their ideas about the Creator, it is also acceptable because God become human in the person of Jesus Christ and it is acceptable to visually depict humans; Islam and Judaism: drawing pictures of God or key religious figures is prohibited because people might be tempted to worship the pictures instead of God. Know famous examples of religious art and art exploring religious themes (see, for example, the Methodist Modern Art Collection, resources on the National Gallery website, information on calligraphy in Islamic traditions, the use of music in a range of religious traditions, e.g. the Jewish cantor, Christian gospel choirs, the Muslim adhaan [call to prayer], dramatic retellings of religious stories, e.g. the Oberammergau Passion Play, mystery plays in York and Lincoln, the role of dance in Hinduism, etc.)</p>	<p>might different people understand the meaning of this work of art differently? Can explore different ways in which religious people express their beliefs by the way in which they construct their places of worship. What does the shape, height, building materials, colour, direction, etc., tell us about beliefs about God, the world and human beings? Can explore different ways in which people express their different beliefs through music. Ask pupils to analyse these pieces of music as they would analyse a text in literacy: who has produced this? When? Why? Will it be used for worship? How does it connect with beliefs from this religion? How is it connected with a particular culture or period in history? How does the music make us feel? Can explore different ways in which people express their different beliefs through drama. Ask pupils to analyse these dramatic performances as they would analyse a text in literacy: who has written/is performing in this? When? Why? Will it be used for worship? How does it connect with beliefs from this religion? How is it connected with a particular culture or period in history? How does the performance make us feel? How might different people respond to the performance differently? Etc.</p> <p><b>INVESTIGATION:</b> asking relevant questions. knowing how to use different types of sources as a way of gathering information.</p> <p><b>EXPRESSION</b> the ability to explain concepts, rituals and practices.</p> <p><b>REFLECTION</b></p>	<p>key religious beliefs/stories/people</p>			
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			<p>the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.</p> <p>the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.</p> <p><b>EMPATHY</b></p> <p>the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.</p> <p>developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow.</p> <p>the ability to see the world through the eyes of others and to see issues from their point of view.</p> <p><b>APPLICATION</b></p> <p>making the association between religions and individual, community, national and international life.</p> <p>identifying key religious values and their interplay with secular ones.</p> <p><b>DISCERNMENT</b></p> <p>explaining the significance of aspects of religious belief and practice.</p> <p>developing insight into people, motives, actions and consequences</p> <p><b>EVALUATION</b></p> <p>the ability to debate issues of religious significance with reference to evidence and argument.</p> <p>weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience.</p>				
<b>Art/DT</b>	Pupils should be taught:	Children can name some of John Singer Sargent's artwork.	review and revisit ideas in their sketchbooks; offer	Enquiry Questions Year 5	<i>Year A term 2 EYFS Art-van Gogh</i>	<i>Year B term 2 Yr. 5/6 Art-oil pastels</i>	<b>INVESTIGATION EXPRESSION</b>

<p><b>M</b></p>	<p>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>Children know some facts about his life and work. Children know how to complete a half painting. Children know how to maintain proportion in a half painting. Children know at least two pieces of Ansel Adams' artwork. Children know you two interesting facts about Ansel Adams' life. Children know how to select and cut out appropriate images. Children can arrange the images to make an imaginary landscape. Children know how to fix the images into place, overlapping where necessary. Children know the names of at least two of Helen Frankenthaler's artworks. Children know two interesting facts about Helen Frankenthaler's life. Children can use their body to create abstract shapes. Children know how to fill in shapes with different colours to create different moods and feelings. Children know the names of at least two buildings designed by Frank Lloyd Wright. Children know two interesting facts about Frank Lloyd Wright's life. Children know how to make a house shaped like one of Frank Lloyd Wright's. Children know the names of at least two pieces of Mary Cassatt's artwork. Children know two interesting facts about Mary Cassatt's life. Children know how to combine painting and photography. Children can create a background for a picture, using paint. Children know how to take and edit a photograph Children know how to combine the two. Children know that Andy Warhol made portraits of famous people. Children know that Andy Warhol used repeated images and bright colours. Children know how to use oil pastels to add bright colours to a repeated image.</p>	<p>feedback using technical vocabulary; think critically about their art and design work. use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces. use key vocabulary to demonstrate knowledge and understanding in this strand: <b>INVESTIGATION –</b> •asking relevant questions; •knowing how to use different types of sources as a way of gathering information; •knowing how pieces are created <b>EXPRESSION –</b> •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. <b>EMPATHY –:</b> •the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; •developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; •the ability to see the world through the eyes of others and to see pieces of art from their point of view. <b>APPLICATION –:</b> •making the association between the purpose, technique, media and meaning behind a piece; •identifying the purpose of the piece. <b>ANALYSIS –:</b></p>	<p>Q1. Who was John Singer Sargent? Q2 What type of art was Ansel Adam's interested in? Q3. Who was Helen Frankenthaler? Q4 What did Frank Lloyd Wright do?? Q5 Who is Mary Cassatt? Q6 What sort of art did Andy Warhol create?  Year 6 Q1 What do we mean by half-painting? Q2 How can different imaged be compiled together? Q3 How do we use our bodies to create abstract art? Q4 Are houses art? Q5 Can paint and pictures be combined? Q6 How can I recreate a self portrait in the style of Warhol?  sketchbook, half painting, Singer Sargent, proportion, Ansel Adams, collage, landscapes, Helen Frankenthaler, abstract, Lloyd Wright, architecture, Mary Cassatt, photography, Andy Warhol, repeated images, portraiture</p>	<p>Year A term 5 EYFS Art-landscapes Year A term4 KS1 Art-landscapes Year A term 6 KS1 Art-west Indian art Year A term 2 yr. 3 Art-Monet Year A term 2 yr4/5 Art-Constable Year A term 1 Yr. 5/6 Art-street art Year B Term 1 EYFS Art-portraits Year B term 2 EYFS Art-observational drawings Year B term 2 EYFS Art-aboriginal Year B Term 1 KS1 Art-portraits Year B term 2 KS1 Art-observational drawings Year B term 2 KS1 Art-aboriginal Year B term 1 Yr. 3 Art-van Gogh Year B term1 Yr. 4/5 Art-landscapes</p>		<p><b>EMPATHY INTERPRETATION APPLICATION ANALYSIS SYNTHESIS</b></p>
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		<p>Children know to use unrealistic colours in a portrait.</p>	<ul style="list-style-type: none"> <li>•distinguishing between an artist’s meaning and what others may interpret;</li> <li>•distinguishing between the features of a piece of art and its significance.</li> </ul> <p>SYNTHESIS –</p> <ul style="list-style-type: none"> <li>•linking the style of artists together;</li> <li>•connecting technique to a period of art.</li> </ul>				
<p><i>Music (Music express)</i></p>	<p>6.1 World Unite (<b>Step dance performance</b>) NC MU2/ 1.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Mu 2/ 1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.4 use and understand staff and other musical notations.</p>	<p>6.1 World Unite (<b>Step dance performance</b>) Children will explore beat and syncopation through song and body percussion. Children will develop co-ordination and rhythm skills. Children will perform a rhythmic sequence to a place of music. Children will develop the idea of pitch shape and relating it to movement. Children will understand pitch through movement and notation. Children will create rhythm patterns. Children will arrange different musical sections to build a larger scale performance. Children will explore rhythm through dance. Children will combine different rhythms. Children will explore ways of combining and structuring rhythms through dance.</p>	<p>6.1 World Unite (<b>Step dance performance</b>) Children keep a steady beat to a complex piece of music. Children sing the song and accompany it with body beat pattern, highlighting the syncopation of the melody. Children will arrange body beat patterns in unison and together. Learn and perform the World Cup passing game. Children will perform three melodies as patterns of higher and lower movements. Children will improvise scat sounds for melodies. Children will revise and rehearse in preparation for a performance. Children will learn a rhythmic dance sequence. Children will combine different rhythm sequences. Children will improvise and develop a dance sequence.</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>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>6.1 World Unite (<b>Step dance performance</b>) What is the steady beat in the music? Can you sing the song and accompany it with a body beat pattern? Can you arrange body beat patterns in unison and together? Can you learn and perform the World Cup passing game? Can you create a new cup passing beat patterns? Can you perform melodies as patterns of higher and lower movements? Can you combine a rhythm sequence with others? What is the structure of the dance rhythms? Can you improvise and develop a dance sequence?</p> <p>Key vocabulary Structure Beat Syncopation Melody Rhythm Pitch Scat singing Harmony</p>	<p>6.1 World Unite (<b>Step dance performance</b>) <i>Prior knowledge performance, composing.</i></p> <p><i>Year B</i> Y4/5 Sum 2 5.6 Performance Spring 1 4.12 Food and Drink Aut 2 4.11 In the Past Aut 1 4.2 Environment LKS2 Sum 2 4.11 In the Past Sum 1 4.9 Communication Spring 1 3.8 Communication Aut 2 3.4 Poetry Aut 1 3.1 Environment KS1 Sum 2 2.12 Travel EYFS/ Y1 Spring 2 1.11 Travel</p> <p><i>Year A</i> Y6 Spring 2 World Unite Y4/5 Sum 2 5.5 At the Movies Aut 1 4.1 Poetry Aut 1 4.2 Environment LKS2 Sum 2 4.12 Food and Drink Sum 2 4.11 In the Past Aut 1 3.1 Environment KS1 Sum 2 2.21 Travel EYFS/ KS1 Spring 2 1.11 Performance</p>	<p>6.1 World Unite (<b>Step dance performance</b>) <i>Year B</i> Spring 2 6.4 Roots Summer 2 6.6 Moving On</p> <p><i>Year A</i> Summer 2 6.6 Moving On</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</p>

			<p><b>APPLICATION</b> identifying key musical terminology and using it in description of music exploring different ways music is made.</p> <p><b>DISCERNMENT</b> recognising that people perceive music in a range of different ways.</p> <p><b>ANALYSIS</b> distinguishing between the features of music identifying instruments used within a composition.</p> <p><b>SYNTHESIS</b> linking a range of musical devices together to create effective compositions. taking inspiration from existing musical performances to compose and perform music effectively.</p> <p><b>EVALUATION</b> the ability to evaluate their own and other performances.</p>				
<p><i>Computing (Teach computing )</i></p> <p><b>6.2</b> <i>Creating media-3D modelling.</i></p>	<p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</p>	<p>Children know the similarities and differences between 2D and 3D shapes.</p> <p>Children know why we might represent 3D objects on a computer. Children know how to select, move, and delete a digital 3D shape. Children can identify how graphical objects can be modified. Children know how to resize a 3D object.</p> <p>Children know how to change the colour of a 3D object.</p> <p>Children know how to rotate a 3D object. Children know how to position 3D objects in relation to each other. Children can select and duplicate multiple 3D objects.</p> <p>Children know how to identify the 3D shapes needed to create a model of a real-world object. Children know how to create digital 3D objects of an appropriate size. Children know how to group a digital 3D shape and a placeholder to create a hole in an object. Children can plan a 3D model. Children know</p>	<p>use search tools to find and use an appropriate website and content; use strategies to improve results when searching online; use key vocabulary to demonstrate knowledge and understanding in this strand, use appropriate keyboard commands to amend text on a device; use applications and devices in order to communicate ideas, work, and messages; save, retrieve and evaluate work, making amendments.</p> <p>insert a picture/text/graph/hyperlink from the internet or a personal file.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p><b>INVESTIGATION</b> asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p><b>EXPRESSION</b></p>	<p>Key Questions</p> <p>Q1 How do I create and manipulate three-dimensional (3D) digital objects on a computer?</p> <p>Q2 What are the differences between working digitally with 2D and 3D graphics?</p> <p>Q3 How do I construct a digital 3D model of a physical object?</p> <p>Q4 How do I create a collection of 3D shapes?</p> <p>Q5 How do I design a digital model by combining 3D objects?</p> <p>Q6 How do I make it even better?</p>	<p><i>Year A term 2 EYFS Computing-painting</i> <i>Year A term 3 EYFS Computing-writing</i> <i>Year A term 2 KS1 Computing-photography</i> <i>Year A term 3 Ks1 Computing-music</i> <i>Year A term 2 Yr. 3 Computing-animation</i> <i>Year A term 3 Yr. 3 Computing-publishing</i> <i>Year A term 2 Yr. 4 Computing - audio editing</i> <i>Year A term 2 Yr. 4/5 computing vector drawing</i> <i>Year A term 3 Yr. 4 Computing photo editing</i> <i>Year A term 3 Yr. 4/5 Video-editing</i> <i>Year B term 2 EYFS Computing-painting</i> <i>Year B term 3 EYFS Computing-writing</i> <i>Year B term 2 KS1 Computing-painting</i> <i>Year B term 3 Ks1 Computing-writing</i> <i>Year B</i></p>	<p><i>Year A term 3 yr. 5/6 Computing -web pages</i> <i>Year B term 2 yr. 5/6 Computing -</i> <i>Year B term 3 yr. 5/6 Computing -video editing</i></p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>REFLECTION</b> <b>APPLICATION</b> <b>ANALYSIS</b> <b>SYNTHESIS</b> <b>EVALUATION</b></p>

		<p>how to choose which 3D objects are needed to construct a model. Children know how to modify multiple 3D objects. Children can decide how a model can be improved. Children know how to modify a model to improve it. Children know how to evaluate a model against a given criterion</p>	<p>the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking.  <b>INTERPRETATION</b>  the ability to suggest meanings.  <b>REFLECTION</b>  the ability to reflect on why their process may not have worked and use resilience to problem solve  <b>APPLICATION</b>  making the association between computing, maths, technology and science.  the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects.  <b>ANALYSIS</b>  distinguishing between prediction and fact; distinguishing between the feature's methods of different investigations.  <b>SYNTHESIS</b>  linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes.  <b>EVALUATION</b>  understand what can be done differently and what impact this may have on the outcome.</p>		<p><i>term 2 Yr. 4/5 Computing - audio editing</i>  <i>Year B term 3 Yr. 4/5 Computing photo editing</i>  <i>Year B term 2 Yr. 3 Computing-animation</i></p>		
<p><b>PE</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• perform dances using a range of movement patterns.</li> <li>• compare their performances with previous ones</li> </ul>	<p>children know how to demonstrate a range of dance techniques such as isolation tempo and repetition. Children can combine and link an increasing number of movement phrases and patterns both individually and within a pair of groups. Children can create movements in response to different sounds. Children can use this skill of improvisation responding to stimuli will stop children know how to adapt and change their movements</p>	<p>understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in</p>	<p>Question one how can I respond to stimuli? Question 2 what dance techniques can I use? Question 3 how can I work in a group? Question 4, can I represent objects and actions through dance. question 5 how do I put a range of movements together? Question 6 how do I make it better?</p> <p>Key vocabulary  Isolation, repetition, tempo, sequence, stimuli</p>	<p><i>Year A term 2 EYFS Dance</i>  <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 EYFS Dance</i>  <i>Year B term 2 KS1 Dance</i>  <i>Year B term 2 Yr. 4/5 Dance</i></p>	<p><i>None</i></p>	<p><b>INVESTIGATION</b>  <b>EXPRESSION</b>  <b>INTERPRETATION</b>  <b>APPLICATION</b>  <b>DISCERNMENT</b>  <b>ANALYSIS</b>  <b>SYNTHESIS</b>  <b>EVALUATION</b></p>

	<p>and demonstrate improvement to achieve them. personal best.</p>	<p>according to different stimuli. Children know how to combine and link a small number of movement phrases and patterns. Children know how to listen to and respond accordingly to advice from others as to how to improve their performance will stop children know how to clearly create movements to represent an idea. Children know how to assess their own and other performances and begin to suggest improvement.</p>	<p>dance movements and motifs. Perform with confidence, using a range of movement patterns. demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g., using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work. Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>INVESTIGATION-</p> <ul style="list-style-type: none"> <li>-asking relevant questions</li> <li>- using different approaches to determine skills and tactics</li> </ul> <p>EXPRESSION-</p> <ul style="list-style-type: none"> <li>-the ability to express themselves through movement</li> <li>-the ability to explain what they do and how they do it</li> </ul> <p>INTERPRETATION-</p> <ul style="list-style-type: none"> <li>-understanding the effects of what they do and how this could be changed to improve or maintain a standard</li> </ul>				

			<p><b>APPLICATION</b>  - make connections between different skills in different sports and how these are interlinked  -to apply the skills, they have learnt in different situations</p> <p><b>DISCERNMENT-</b>  -understanding and responding to the tactics and games of others  -developing insights into tactics and working as a team.</p> <p><b>ANALYSIS-</b>  -explaining what they have done to improve a skill and what can be done to improve efficiency the next time</p> <p><b>SYNTHESIS</b>  -linking learning from one skill to another  -transfer of skills across an increasingly wide range of sports</p> <p><b>EVALUATION</b>  -evaluate what is good in a performance  -understanding what can be done differently and what impact this may have on the outcome</p>				
<p><b>PSHE/ RSE</b></p>	<p>How can we keep healthy as we grow?</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p>	<p>Know that habits can be healthy or unhealthy.  Know strategies to help change or break an unhealthy habit or take up a new healthy one.  Know how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them.  Know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school.  Know that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on.  Know that anyone can experience mental ill-health and to discuss concerns with a trusted adult.</p>	<p>Can understand about the benefits of the internet; the importance of balancing time online with other activities and strategies for managing time online.  Understand how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.  Understand that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.  Understand about strategies and behaviours that support mental health — including how.  good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for</p>	<p>Enquiry Questions  Q1. What can you do to keep yourself mentally well?  Q2. What types of drugs do you know about?  Q3. What makes you feel stressed?  Q4. What helps you when you feel stressed?  Q5. What can you do if someone is putting pressure on you?</p> <p><b>Key Vocabulary</b>  Prevention  Drugs  Effects  Motivation  Prescribed, Unrestricted, Over the counter, Restricted, Illegal, Volatile substances, 'Legal highs',  Mental health  Emotional health  Mental illness  Stress</p>	<p>Year A and Year B, Term 1 to Term 6, EYFS to Year 6, PE curriculum  Year B, Term 1 KS1 PSHE/RSE - Emotional wellbeing  Year B, Term 5 KS1 PSHE/RSE - Being Safe/Keeping Safe  Year B, Term 2 Year 3&amp;4, Science – Nutrition and Food Chains  Year B, Term 1 Year 3&amp;4, PSHE/RSE - Emotional wellbeing  Year B, Term 1, Y4/5, PSHE/RSE - Emotional wellbeing  Year B, Term 3/4, Y4/5, PSHE/RSE - Health and prevention  Year B, Term 2, Year 5/6, Science – Animals Inc.</p>	<p>Year B, Term 3, Year 5/6, PSHE/RSE - Health and Prevention  Year B, Term 6, Year 5/6, PSHE/RSE -Growing and Changing</p>	<p>INVESTIGATION  EXPRESSION  INTERPRETATION  APPLICATION  DISCERNMENT  ANALYSIS  SYNTHESIS  EVALUATION</p>

		<p>Know that mental health difficulties can usually be resolved or managed with the right strategies and support. Know that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else.</p>	<p>others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. Understand how to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. Understand that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. Understand about the importance of taking medicines correctly and using household products safely, (e.g., following instructions carefully. Understand about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health. Can recognise that drug use can become a habit which can be difficult to break. Understand about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. Understand that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk. INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information. EXPRESSION –:</p>	<p>Trigger Strategies Managing stress Pressure.</p>	<p>Humans (alcohol in the body/healthy heart) Year B, Term 1, Year 5/6, PSHE/RSE - Emotional well-being</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><b>INTERPRETATION –</b> the ability to draw meaning from different viewpoints, world events and societal change;</p> <p>the ability to know that we are all different and we live in a diverse world;</p> <p>the ability to use health information to be informed on issues pertaining to health and safety;</p> <p>the ability to be informed on physiological and emotional changes;</p> <p>the ability to be informed on good and bad choices and how to respond to different situations;</p> <p>the ability to know where to seek help and advice.</p> <p><b>REFLECTION –:</b> the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices;</p> <p>the ability to think with clarity and care about significant events, emotions and change.</p> <p><b>EMPATHY –:</b> the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;</p> <p>the ability to see the world through the eyes of others and to see issues from their point of view.</p> <p>om their point of view.</p> <p><b>APPLICATION –:</b> making the association between personal experiences and those of others;</p> <p>making the association between individual, groups,</p>			
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			<p>community, national and international life.</p> <p><b>DISCERNMENT-:</b> developing insight into people, motives, actions and consequences; the ability to understand emotional and physical wellbeing; the ability to understand different types of families and relationships; seeing clearly for themselves how individuals might learn from PSHE and RSHE in regards to health and safety.</p> <p><b>ANALYSIS –</b> distinguishing between opinion, belief and fact.</p> <p><b>SYNTHESIS –</b> linking significant features of emotional, behavioural, physiological, sociological, societal and health and safety awareness together in a coherent pattern; connecting different aspects of life.</p> <p><b>EVALUATION –:</b> the ability to debate issues of significance with reference to evidence and argument; weighing up the respective claims of self-interest, consideration for others, personal preferences and individual conscience.</p>			
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