

**Tintern Year 1 Autumn 1 Wonderful Weather
Small Village, Big Horizons**

Curriculum Area	Key Knowledge	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Process Knowledge Across Curriculum Areas
<p><i>Geography</i></p> <p><i>Wonderful Weather</i></p>	<p>Pupils should be taught about: Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Children should Know what we mean by weather, Know the names of different types of weather Know how to describe the daily weather, Know the basic weather associated with each season, know that we can tell what the weather will be like Know some of the dangerous types of weather (floods, hail, Hurricanes), Know there are some extreme climates in the world and name some (deserts, arctic/Antarctic, rainforest,) Know the effect the weather has on people (what they wear/do)</p>	<p>Ask geographical questions, observe and record what they see, express their own views about people, places and environments and communicate their knowledge and ideas in different ways</p> <ul style="list-style-type: none"> • I ask what is this place like? • I tell others’ the things I like and dislike about a place • I ask what is this place like? • I tell others’ the things I like and dislike about a place <p>INVESTIGATION – asking relevant questions; using a variety of sources to find out about events, people, processes and changes. carrying out fieldwork and observational skills to develop a greater place knowledge.</p> <p>EXPRESSION –the ability to recall, select and organise information. the ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography.</p> <p>INTERPRETATION</p> <ul style="list-style-type: none"> · The ability to draw meaning from maps, atlases, globes, and data collected through fieldwork; · The ability to suggest meanings and draw conclusions from what they see <p>APPLICATION</p> <ul style="list-style-type: none"> · Considering the impact of human activities on the environment · Learning both about and also from geography 	<p>Q1, what types of weather can you name? Q2 How are we affected by the weather? Q3 How do we forecast the weather? Q4 How can weather be dangerous? Q5 What do we know about extreme climates?</p> <p>Key Vocabulary Weather Seasons Local area Extreme Hot Cold arctic</p>	<p>None</p>	<p><i>Year A term 1 EYFS Geog-local weather</i> <i>Year A term 3 EYFS history-castles</i> <i>Year A Term 6 EYFS history Britain and the world</i> <i>Year A term 1 KS1 Geog-local weather</i> <i>Year A term 3 KS1 history-castles</i> <i>Year A Term 6 KS1 history Britain and the world</i> <i>Year A term 2 Yr4/5 geog local area comparison</i> <i>Year B term 5 EYFS geog-local area</i> <i>Year B term 5 KS1 geog-local area</i> <i>Year B term 2 geog -local area comparison</i></p> <p><i>Writing (reports)</i> <i>Year A term 3 yr. 5/6 reports</i> <i>Year B term 2 KS1 reports</i> <i>Year B term 3 Yr. 3 reports</i> <i>Year B term 1 yr. 4/5 reports</i> <i>Year B term 1 yr. 5/6 reports</i> <i>Year B term 3 yr. 3 reports</i> <i>Year B term 5 yr. 5/6 report</i></p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>APPLICATION</i></p>
<p><i>Science</i></p> <p><i>Seasonal changes</i></p>	<p>1d1. to observe changes across The Four Seasons 1D2 observing describe weather associated with</p>	<p>Children know there are 12 months. Children know there are Four Seasons. Children can relate each month to a different</p>	<p>they talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions.</p>	<p>Q1 how do I order months and seasons? Q2 What are the key features of each season?</p>	<p><i>Year A term 1 EYFS Geog</i></p>	<p><i>Year A term 1 KS1 Geog-weather</i> <i>Year A Term 1 KS1 science seasons</i></p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>EVALUATION</i></p>

	<p>the seasons and how day length varies EYFS make observations an explain why somethings occur and talk about changes</p>	<p>season. Children know the key features of each season. Children know that plants and Flowers grow in spring. Children know that they are dormant in winter. Children know that rainfall is higher in spring and winter, children know it is hotter in summer, children know that there are more hours of daylight in summer</p>	<p>They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g., Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p> <p>INVESTIGATION - asking relevant questions; knowing how to use different types of sources as a way of gathering information EXPRESSION - the ability to explain concepts, methods and practices; the ability to identify and articulate scientific understanding EVALUATION - the ability to evaluate a finished product and scientific investigation.; Distinguishing between opinion and fact.</p>	<p>Q3 How do plants change according to season Q4 How does weather change from season to season? Q5 How does daylight to change across the seasons?</p>		<p>Year A term 2 Yr. 3 Geog-climates Year B term 1 Yr. 3 Geog-climates Year B Term 2 EYFS Science seasons Year B Term 2 KS1 science seasons</p>	
<p>RE</p>	<p>Recognise and explore religious feelings, belief and community</p>	<p>Know examples of people who belong to religious communities. Know ways in which religion is an ordinary part of their lives (e.g., Christians visiting church to worship, Muslims participating in big community festival celebrations, Sikhs helping out in the langar [canteen] in the gurdwara, etc.). Know stories/picture books to explore some ways in which religion is important to some people.</p>	<p>Can explain about how they and others look like we look like Understand that everyone is different and unique We have different colour hair and eyes, we are different shapes and sizes, we have different personalities, we have different interests, and we feel different feelings and emotions INVESTIGATION asking relevant questions; REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others and to see issues from their point of view.</p>	<p>Enquiry Questions How do you feel? What makes you feel happy? What makes you feel sad? How do you think your friend is feeling? What is the funniest thing that happened today? What do you love doing? If you could do anything right now what would it be?</p> <p>Key Vocabulary Happy Sad Nervous Sick Tired Afraid Suspicious Surprised</p>	<p>Year A Term 1 PSHE/RSE – Well-being, Health and Self-Care and Emotions</p>	<p>Year A Term 2 EYFS RE: My Friends Year A Term 3 EYFS RE: My Special Things Year A Term 4 EYFS RE: Special Times for Me and Others Year A Term 5 EYFS RE: My Life Year A Term 6 EYFS RE: Our Special Places Year B Term 3 EYFS RE: My Special Things Year B Term 5 EYFS RE: My Life Year B Term 6 EYFS RE: Our beautiful World Year B Term 1 KS1 RSE: Families and people Year B Term 2 KS1 RSE: Friendship and Community Year B Term 3 KS1 RSE:</p>	<p>INVESTIGATION REFLECTION EMPATHY SYNTHESIS</p>

			<p>SYNTHESIS connecting different aspects of life.</p>	<p>Proud Excited Embarrassed Silly Confused</p>		<p>Respect</p>	
<p><i>Art/DT Transient Art</i> <i>Andy Goldsworthy</i></p>	<p>Pupils should be taught: to use a range of materials creatively to design and make products. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Children know that clay is a natural material. Children can use clay to make a simple flower morel. Children know that some sculptures are inspired by nature, Children know who Andy Goldsworthy is. Children know some of his transient works. Children know he used natural materials; Children know how to collect materials to make a pattern. Children know Andy Goldsworthy used pattern, curves and spirals in his work. Children know how to use their research to create their own pattern. Children know how to work with others to create a large scale natural sculpture.</p>	<p>Respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: INVESTIGATION – asking relevant questions. •knowing how to use different types of sources as a way of gathering information. •knowing how pieces are created EXPRESSION – •the ability to explain techniques, colours and use of media. •the ability to identify and articulate opinions on how an artist has chosen to express their ideas. INTERPRETATION – •the ability to draw meaning from pieces of art. •the ability to suggest alternative meanings. REFLECTION – •the ability to reflect on pieces of art, including their purpose, meaning, and technique. •the process the artist went through to create their piece. 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. ANALYSIS –:</p>	<p>Q1 Who was Andy Goldsworthy? Q2 What did he use in his artwork? Q3 How did he represent different moods Q4 How did he use natural materials? How do I recreate his work? Key Vocabulary work, work of art, idea, starting point, observe, focus, design, improve.: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, *form, curves, natural, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p><i>Year B term 1 EYFS - Art-self portraits</i> <i>Year B term 2 EYFS Art-observational drawings</i></p>	<p><i>Year A term 2 Yr. 3 Art Monet/Picasso</i> <i>Year A term 2 yr. 4/5 Art Constable</i> <i>Year A term 5 Yr. 4/5 Art portraits</i> <i>Year A term 1 Yr. 5/6 Art- Hallam</i> <i>Year A term 2 yr. 5/6 Art Warhol</i> <i>Year B term 1 KS1 Art-self portraits</i> <i>Year B term 2 KS1 Art-observational drawings</i> <i>Year B term 1 yr. 3 Art-Van Gogh</i> <i>Year B term 1 yr. 4/5 Art-landscapes</i> <i>Year B term 1 yr. 5/6 Art-watercolours</i> <i>Year B Term 2 yr. 5/6 Art-pastels</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION APPLICATION DISCERNMENT ANALYSIS</p>

			<ul style="list-style-type: none"> •distinguishing between an artist's meaning and what others may interpret. •distinguishing between the features of a piece of art and its significance. 				
<p><i>Music (Music express)</i></p>	<p>1.2 Number (Beat) Children will develop a sense of a steady beat through using movement, body percussion and instruments.</p> <p>KS1 NC Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high- quality live and recorded music.</p> <p>1.4 Weather (Exploring sounds) How can you use voices, movement and instruments to describe weather? Mu1/1.1 Using voices expressively and creatively by singing songs and speaking chants and rhymes. Mu1/1.2 Play tuned and untuned instruments musically Mu1/1.4 Experiment with, create, select and combine sounds. Mu1/1.3 Listen with concentration and understanding to a range of high- quality live and recorded music</p>	<p>Number (Beat) Children recognise and develop a sense of a steady beat through using voices and body percussion.</p> <p>1.4 Weather (exploring sounds) Children explore control of dynamics (volume), duration and timbre with voices, body percussion and instruments. They develop their control of voices, movement and instruments to describe the weathers.</p>	<p>Number Children identify the beat in music and can tap along.</p> <p>INVESTIGATION how the voice and body can be used to make sounds own feelings and emotions related to a range of musical experiences EXPRESSION the ability to explore music as a medium for expressing themselves APPLICATION- identifying key musical terminology and using it in description of music exploring different ways music is made</p> <p>1.4 Weather (exploring sounds) Children perform action songs about the wind and explore making wind sounds using voices and body percussion. Control duration and dynamics using voices, body percussion and instruments for sounds of thunder, winds and rain effects. Listen to Beethoven's depiction of a storm and respond in movement. EYFS: Learn to use voices in new songs and use body percussion and movement to respond to different sounds about the weather. INVESTIGATION how the voice and body can be used to make sounds own feelings and emotions related to a range of musical experiences EXPRESSION the ability to explore music as a medium for expressing themselves</p>	<p>1.2 Number Enquiry Questions? What is a steady beat? What is the tempo? How do I know it has changed?</p> <p>Key vocab Beat Tempo Dynamics</p> <p>1.4 Weather Key Questions What are dynamics in music? What actions can we use to match this piece of music or song? How can you match sounds to this music? Can you show your understanding of controlling duration and dynamics using your voice, body percussion and instruments? Can you respond to the music through movement?</p> <p>Key Vocabulary Duration – long/short</p>	<p><i>Music Express that focus on Beat</i> 1.4 Weather, Spring 1 Year B, Autumn 1 Year A 1.5 Machines, Spring 2 Year A 1.8 Pattern, Spring 2 Year B, Summer 2 Year A 1.10 Our bodies, Autumn 1 Year B, Summer 1 Year A</p> <p>1.4 Weather (exploring sounds) Year B EYFS/Y1 Aut 2 1.7 Our School Aut 1 1.1 Ourselves Year A EYFS/ Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p>	<p>1.5 Machines Summer 1 Year B KS1 Year A Aut 2 1.5 Machines Sum 1 2.4 Our bodies Sum 1 1.6 Number</p> <p>LKS2 Year B Aut 1 3.2 Building Aut 2 3.6 Time Spring 2 4.5 Building Summer 2 4.10 Time</p> <p>UKS2 Year A Spring 1 4.5 Buildings Summer 1 5.4 Keeping Healthy</p> <p>1.4 Weather (exploring sounds) Year B EYFS/ Yr. 1 Spring 1 1.9 Storytime KS1 Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather, 1.9 Storytime Spring 2 2.3 Our land Y2/3 Aut 1 2.1 Ourselves, Aut 2 2.3 Our Land, Spring 1 2.9 Weather, 2.7 Storytime Summer 1 3.3 Sounds Year B (has Mu2/1.5) LKS2 Aut 1 3.1 Environment, 3.2 Building Aut 2 3.4 Poetry, Spring 2 4.3 Sounds, 4.5 Building Y4/5 Aut 1 4.2 Environment, 4.4</p>	<p>INVESTIGATION – EXPRESSION INTERPRETATION</p> <p>INVESTIGATION EXPRESSION APPLICATION</p>

			<p>APPLICATION- identifying key musical terminology and using it in description of music exploring different ways music is made</p>	<p>Dynamics- loud/quiet, louder/quieter Timbre Rhythm Tempo</p>		<p><i>Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys, Spring 1 6.3 Growth , Spring 2 6.4 Roots, Year A EYFS/Y1 Summer 1 1.9 Storytime KS1 Aut 1 1.4 Weather Spring 1 1.7 Our School 1.9 Storytime Spring 2 2.1 Ourselves, 2.3 Our land, Y2/3 , Aut 1 2.9 Weather Spring 1 2.3 Our Land, 2.7 Storytime , Spring 2 3.3 Sounds , LKS2 (has Mu2/1.5), Aut 1 3.1 Environment , 3.2 Buildings , Aut 2 3.3 Sounds , Spring 2 4.6 Around the World Sum 1 4.3 Sounds 4.5 Building, Sum 2 4.12 Food and Drink Y4/5, Aut 1 4.2 Environment, Aut 2 4.6 Around the World Spring 1 4.5 Buildings Spring 2 5.3 Life Cycles Summer 2 5.4 Keeping Healthy, Sum 2 5.5 At the Movies Y6 Aut 1 6.4 Roots Spring 1 6.2 Journeys Spring 2 6.3 Growth</i></p>	
<p>Computing 1.1 computing systems and networks-technology around us</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content. recognise common uses of information technology beyond school. use technology safely and respectfully, keeping personal information 	<p>Children know that technology is something that helps us. Children can locate examples of technology in the classroom Children know the main parts of a computer. Children know how to switch on and log into a computer. Children know how to use a mouse to click and drag. Children know how to use a mouse to open a program. Children know how to click and drag to make objects on a screen Children can use a mouse to create a picture. Children know that writing on a computer is</p>	<p>Children can:</p> <ul style="list-style-type: none"> applications and devices in order to communicate ideas, work, messages and demonstrate control; save, retrieve and organise work. use key vocabulary to demonstrate knowledge and understanding in this strand: <p>INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p>EXPRESSION</p>	<p>Enquiry Questions Q1 What is technology? Q2 What are the parts of a computer? Q3 How does the mouse work? Q4 What does a keyboard do? Q5 How do you save your work Q6 What can you do use a mouse and keyboard on PAINT? Q7 why do we need to be careful using computers?</p>	<p><i>Year A term 1 EYFS-Technology around us</i></p>	<p><i>Year A term 1 KS1 -IT around us Year A Term 1 Yr. 3 Connecting Computers Year A term 1 Yr4-The internet Year A term 1 yr. 4/5 sharing information Year A term 1 Yr5/6 Communication Year B term 1 KS1 -IT around us Year B Term 1 Yr. 3 Connecting Computers Year B term 1 Yr4/5-The internet</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EVALUATION</p>

	private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	called typing. Children know how to type their name on a computer Children can save and open work to a file. Children know how to use the arrow keys to move the cursor. Children can delete letters. Children know some rules for using technology responsibly	the ability to explain processes, concepts and practice, rituals and practices; INTERPRETATION the ability to suggest meanings. REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve. EVALUATION the ability to evaluate how a computing system works.	Key Vocabulary Launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present		Year B term 1 yr. 45/6 sharing information	
PE Mastering basic movements	Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending	children know how to move at pace for a length of time. Children know how to change direction whilst travelling. children know how to bounce the ball. children know how to bounce the ball whilst moving. Children know how to move with the ball in different ways. Children know how to jump for distance. Children know how to jump for height. Children know how to balance. Children can throw a ball. children can catch a large ball with two hands	Describe how the body feels before, during and after exercise. Carry and place equipment safely. Use hitting skills in a game. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Use different ways of travelling in different directions or pathways. INVESTIGATION- -asking relevant questions - using different approaches to determine skills and tactics EXPRESSION- -the ability to express themselves through movement -the ability to explain what they do and how they do it Interpretation-in PE, this covers -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 DISCERNEMENT- -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	Enquiry Questions Q1, can I run fast and slow? Q2, Can I change direction? Q3How, do I bounce the ball? Q4How high can I jump? Q5 How far can I jump? Key vocabulary dance run jump pace fast slow high low left right catch throw		Year A Term 5 EYFS -team games Year A term 1 yr. 3 attacking/defending. Year A term 1 yr. 4/5 football/hockey Year A term 1 yr. 5/6-netball/tag rugby Year A term 5 KS1 -team games Year A term 5 Yr. 3 -defending/attacking skills. Year B term 1 KS1 mastering basic movements Year B term 1 Yr. 3 -throwing/catching skills. Year B term 1 Yr. 4/5 football/hockey Year B term 1 Yr. 5/6 netball/tag rugby Year B term 5 KS1 -team games Year B term 5 Yr. 3 -defending/attacking skills.	INVESTIGATION EXPRESSION APPLICATION DISCERNEMENT ANALYSIS

			done to improve efficiency the next time				
PSHE/ RSE	<p>Myself</p> <p>Being able to manage my health and self-care needs</p> <p>What is the same and different about us?</p> <p>Children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it</p>	<p>Children will know the school rules and routines and get to know each other. Know how to put on a jumper and coat with little assistance and can fasten big buttons. Know how to take off socks and shoes/wellies. Can get dressed and undressed for PE or Forest School learning. Know how to attend to most toileting needs most of the time themselves. Know how to follow basic school rules.</p> <p>Know what they like/dislike and are good at. Know what makes them special and how everyone has different strengths. Know how their personal features or qualities are unique to them. Know how they are similar or different to others, and what they have in common. Know how to use the correct names for the main parts of the body and that parts of bodies covered with underwear are private.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Can recognise what makes them special. Can recognise the ways in which we are all unique Are able to identify what they are good at, what they like and dislike Can name the main parts of the body Can recognise that some things are private and the importance of respecting privacy; those parts of their body covered by underwear are private to recognise the ways in which they are the same and different to others.</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>Enquiry Questions Q1. How can we make sure we are safe, happy and able to learn in school? Q2. What makes you unique?</p> <p>Key Vocabulary Rules Routines Getting dressed Unique Body parts Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.</p>	Year A Term 1 EYFS RE: Myself	<p>Year A Term 2 EYFS PSHE/RSE: Relationships Year A Term 3 EYFS PSHE/RSE: Respect Year B Term 3 EYFS RE: My Special Things Year B Term 5 EYFS RE: My Life Year B Term 6 EYFS RE: Our beautiful World Year B Term 1 KS1 RSE: Families and people Year B Term 2 KS1 RSE: Friendship and Community Year B Term 3 KS1 RSE: Respect Year A and Year B Term 6 Year 5/6 PSHE/RSE: Growing and Changing</p>	INVESTIGATION EXPRESSION

Tintern Year 1 Autumn 2 After Dark

Small Village, Big Horizon

<i>Curriculum Area</i>	Key Knowledge	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge and Skills (see termly plans)	Reference to Application of Knowledge in all Curriculum areas
History		Children should: Know who Guy Fawkes was	ENQUIRY SKILL Yr. 1/2 Ask and begin to answer	Q1 Who was Guy Fawkes?	<i>Year B term 1 EYFS- History Marvellous Me</i>	<i>Year A Term 2 KS1 History London's Burning</i>	INVESTIGATION EXPRESSION

<p><i>After Dark- Guy Fawkes</i></p>	<p>Pupils should be taught about: events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Know when the Gunpowder Plot occurred Know how people lived at the time. Know who else was involved in the plot. Know some of the problems they encountered. Know how to sequence the events of the plot. Know how to use a range of sources to ask their own questions about a key event. Know what happened after the plot was discovered. Know how we celebrate Guy Fawkes in the present day. Know some of the features of Bonfire Night celebrations Know how to keep safe if celebrating Bonfire Night</p>	<p>questions about events e.g. When? What happened? What was it like...? Why? Who was involved? Understand some ways we find out about the past e.g., using artefacts, pictures, stories and websites.</p> <p>INVESTIGATION → asking relevant questions; · EXPRESSION → the ability to recall, select and organise information APPLICATION → making the association between aspects of life in different societies, DISCERNMENT; · developing insight into people, motives, actions and consequences; ANALYSIS – · distinguishing between opinion, belief and fact. Ask and answer questions such as What was it like for a...? What happened? How long ago?</p>	<p>Q2 Who was responsible for the Gunpowder Plot? Q3 What were the main events? Q4 How do we remember Guy Fawkes now?</p>		<p><i>Year A term3 EYFS-History, castles</i> <i>Year A term 3 KS1 History-Castles</i> <i>Year A term 4 KS1 History seaside</i> <i>Year A term 4 Yr3 History Stone Age</i> <i>Year A term 4 Yr4/5 History Anglo Saxons</i> <i>Year A term 4 Yr. 5/6 History Pilgrim fathers</i> <i>Year A term 5 KS1 History-Heroes</i> <i>Year A Term 5 yr3 History Commonwealth</i> <i>Year A term 5 yr4/5 History barricades</i> <i>Year A Term 5 Yr. 5/6 Crime</i> <i>Year B term 1 KS1 History - Marvellous Me</i> <i>Year B term 2 yr. 4/5 History Vikings</i> <i>Year B term 3 EYFS History Space</i> <i>Year B term 3 KS1 History Space</i> <i>Year B term 3 Yr. 3 History Transport</i> <i>Year B term 3 Yr. 4/5 History Egyptians</i> <i>Year B term 3 Yr. 5/6 History Parliament</i> <i>Year B term 4EYFS History-Pirates</i> <i>Year B Term 4 KS1 History-Explorers</i> <i>Year B Term 5 Yr. 3 History - Romans</i> <i>Year B term 5 Yr. 5/6 Ancient Greeks</i> <i>Year B term 6 Yr. 4/5 History-Maya</i></p>	<p>APPLICATION DISCERNMENT ANALYSIS</p>
<p><i>Science Animals inc Humans</i></p>	<p>1.b1 Identify and Name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 1b2 identify and name a variety of common animals that are carnivores, herbivores and omnivore 1B3 describe and compare the structure of a variety of common animals(fish, amphibians, reptiles, birds</p>	<p>Children know that mammals give birth to live young, children know the difference between mammals and non mammals, children know about the characteristics that mammals have in common, children know about groups of animals including birds, mammals, reptiles, fish and amphibians. children know the key features of each</p>	<p>They talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They</p>	<p>Q1 What do mammals have in common? Q2 How do I group animals into birds, mammals, reptiles, fish and amphibians Q3 What are the key features of each group? Q4 What do animals eat? Q5 What are the key features of different animal bodies? Q6 Are people animals?</p>	<p><i>None</i></p>	<p><i>Year A Term 1 yr3 science Animals</i> <i>Year A Term 2 KS1 science Animals</i> <i>Year A Term 2 Yr4/5 science animals</i> <i>Year A Term 2 yr. 5/6 science animals</i> <i>Year A Term 4 yr. 5/6 science Animals</i> <i>Year A Term 5 EYFS science Animals</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION EVALUATION</p>

	<p>and mammals) including pets</p>	<p>group, children know what each of these animals, children know the term carnivore, herbivore and omnivore children know that most animals have an internal skeleton, children know that people are animals</p>	<p>can put the information on a chart. They make some measurements of what they observe. (e.g., Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p> <p>INVESTIGATION Asking relevant questions Knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSION The ability to explain concepts, methods and practices The ability to identify and articulate scientific understanding</p> <p>INTERPRETATION The ability to suggest meanings</p> <p>APPLICATION The ability to be able to apply a range of scientific knowledge and skills in a range of contexts</p> <p>EVALUATION The ability to evaluate a finished product and scientific investigation.</p>			<p><i>Year A Term 5 KS1 science Animals</i> <i>Year A Term 5 yr3 science animals Year B Term 1 EYFS science animals</i> <i>Year B Term 1 KS1 science animals</i> <i>Year B Term 1 Yr4/5 science animals</i> <i>Year B Term 2 yr3 science animals</i> <i>Year B Term 2 yr. 5/6 science animals</i> <i>Year B Term 3 Yr4/5 science animals</i> <i>Year B Term 4 EYFS science animals</i> <i>Year B Term 4 KS1 science animals</i> <i>Year B Term 6 EYFS science animals</i> <i>Year B Term 6 KS1 science animals</i></p>	
<p>RE</p>	<p>Golden Rule</p>	<p>Know the Golden Rule – treat others the way you want to be treated (e.g., Mark 12:30-31, Hadith 13, Leviticus 19:18, etc.) Know examples of this from different religions, e.g., the Good Samaritan (Christianity), the Prophet Salih and the camel (Islam), Joseph and his brothers (Judaism) Know how to stand up for own rights and for others Have a developing awareness • of their own needs, views and feelings, and be sensitive</p>	<p>Can operate independently within the environment and show confidence in linking up with others for support and guidance Showing that we accept all children and their families and recognising and celebrating the cultural diversity</p> <p>INVESTIGATION knowing how to use different types of sources as a way of gathering information;</p>	<p>Enquiry Questions Who are your friends? What makes a good friend? How can we make friends? How and why do we say sorry? Who are you playing with today? What is it about **** you like? How does **** make you feel? Who made you happy today? How did you help someone today?</p>	<p>Year A Term 1 EYFS RE: Myself Year A Term 1 PSHE/RSE: Myself Year A Term 2 EYFS PSHE/RSE: Relationships Year A Term 2 EYFS Literacy (The owl Who Was Afraid of the Dark/Owl Babies)</p>	<p>Year B Term 3 EYFS RE: My Special Things Year B Term 5 EYFS RE: My Life Year B Term 6 EYFS RE: Our beautiful World Year B Term 1 KS1 RSE: Families and people Year B Term 2 KS1 RSE: Friendship and Community Year B Term 3 KS1 RSE: Respect Year A Term 2 KS1 RSE: Friendship and community</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION APPLICATION DISCERNMENT</p>

		<p>to the needs, views and feelings of others Games Taking turns Circle time say something nice about the person beside you Working in pairs to build the tallest tower Create a picture / poster about being a good friend with your partner</p>	<p>EXPRESSION the ability to explain concepts, rituals and practices; INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism; REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices APPLICATION making the association between religions and individual, community, national and international life; DISCERNMENT explaining the significance of aspects of religious belief and practice</p>	<p>Key Vocabulary Friends School rules Good friends and making the right decision Happy Sharing Patience Kind Thoughtful Generous Loving Trust Laughter Special Playing Caring Listens</p>		<p>Year A Term 2 Y3&4 RSE: Friendship and community Year A Term 2 Y4/5 RSE: Friendship and community Year A Term 2 Y5/6 RSE: Friendship and community</p>	
<p><i>Art/DT</i> <i>Life and work of Vann Gogh</i></p>	<p>Pupils should be taught: to use a range of materials creatively to design and make products. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Children know that Vincent van Gogh was an artist. Children know that he used acrylic and oil paints. Children know two paintings by van Gogh (sunflowers and starry nights) Children know that Sunflowers showed how van Gogh mixed paints to produce a range of tints of colours. Children know how to mix paints to create shades. Children know the difference between shades and tints. Children know that van Gogh used lines to create movements. Children know that this is shown in the starry night picture. Children know how to use a variety of different lines in their sketches. Children know the different marks they can make with a pencil. Children know that van Gogh often drew the same subject from more than one angle. Children know how to use a painting as a starting</p>	<p>Respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; EXPRESSION – •the ability to explain techniques, colours and use of media. •the ability to identify and articulate opinions on</p>	<p>Q1 Who was Van Gogh? Q2 What did he use in his paintings? Q3 What is the difference between a shade and a tint Q4 How did he use flowers? Q5 How did he use lines to show movement? Key Vocabulary work, work of art, idea, starting point, observe, focus, design, improve.: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p><i>Year B term 1 EYFS -Art-self portraits</i> <i>Year B term 2 EYFS Art-observational drawings</i></p>	<p><i>Year A term 2 Yr. 3 Art Monet/Picasso</i> <i>Year A term 2 yr. 4/5 Art Constable</i> <i>Year A term 5 Yr. 4/5 Art portraits</i> <i>Year A term 1 Yr. 5/6 Art- Hallam</i> <i>Year A term 2 yr. 5/6 Art Warhol</i> <i>Year B term 1 KS1 Art-self portraits</i> <i>Year B term 2 KS1 Art-observational drawings</i> <i>Year B term 1 yr. 3 Art-Van Gogh</i> <i>Year B term 1 yr. 4/5 Art-landscapes</i> <i>Year B term 1 yr. 5/6 Art-watercolours</i> <i>Year B Term 2 yr. 5/6 Art-pastels</i></p>	<p>EXPRESSION INTERPRETATION REFLECTION EMPATHY ANALYSIS SYNTHESIS</p>

		<p>point for their own works. Children know how to use different colours and lines to create a finished piece of work</p>	<p>how an artist has chosen to express their ideas. INTERPRETATION – <ul style="list-style-type: none"> •the ability to draw meaning from pieces of art. •the ability to suggest alternative meanings. REFLECTION – <ul style="list-style-type: none"> •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 – <ul style="list-style-type: none"> •the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others. •developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow. •the ability to see the world through the eyes of others and to see pieces of art from their point of view. ANALYSIS – <ul style="list-style-type: none"> •distinguishing between an artist’s meaning and what others may interpret. •distinguishing between the features of a piece of art and its significance. SYNTHESIS – <ul style="list-style-type: none"> •linking the style of artists together. •connecting technique to a period of art. </p>				
<p><i>Music (Music express)</i></p>	<p>1.1 Ourselves (exploring sounds) Mu1/ 1.1 Using voices expressively and creatively by singing songs and speaking chants and rhymes. Mu1/ 1.4 Experiment with, create, select and combine sounds.</p>	<p>1.1 Ourselves (exploring sounds) Children explore ways of using their voices expressively. They develop their knowledge of body percussion.</p>	<p>1.1 Ourselves (exploring sounds) Children create and respond to vocal sounds through games and learning songs. Children explore how sounds change. Children use body actions to songs they learn.</p>	<p>1.1 Ourselves (exploring sounds) Key Questions What is pitch? How can you create this sound? Can you perform this poem? What different ways can you use your voice?</p>	<p>1.1 Ourselves (exploring sounds) Year B EYFS/Y1 Aut 2 1.7 Our School Aut 1 1.1 Ourselves Year A EYFS/ Y1</p>	<p>1.1 Ourselves (exploring sounds) Year B EYFS/ Yr. 1 Spring 1 1.9 Storytime KS1 Aut 1 1.1 ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather, 1.9 Storytime Spring 2 2.3 Our land Y2/3 Aut 1 2.1 Ourselves</p>	<p><i>INVESTIGATION EXPRESSION APPLICATION DISCERNEMENT ANALYSIS</i></p>

	<p>1.3 Animals (Pitch)</p> <p>KS1 NC</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>1.3 Animals (Pitch) Children understand pitch and making high and low vocal sounds. Children are able to relate pitch to high and low body movement. Understanding pitch by singing a song with contrasting high and low melodies. Children will explore and develop an understanding of pitch using voice and movement.</p>	<p>Children perform a body percussion song. They begin to explore descriptive sounds. INVESTIGATION Investigating how the voice and body can be used to make sounds Investigating own feelings and emotions related to a range of musical experiences EXPRESSION the ability to explore music as a medium for expressing themselves APPLICATION exploring different ways music is made DISCERNMENT recognising that people perceive music in a range of different ways ANALYSIS distinguishing between the features of music identifying instruments used within a composition</p> <p>1.3 Animals (Pitch) Children can identify pitch and can move their bodies in relation to the changing pitch. Children will be able to sing a song with contrasting high and low melodies.</p> <p>INVESTIGATION Investigating how the voice and body can be used to make sounds Investigating own feelings and emotions related to a range of musical experiences</p>	<p>What expressive vocal sounds can be added to the story? What body percussion can be added to the story?</p> <p>Key Vocabulary</p> <p>Pitch Dynamics Tempo</p> <p>1.3 Animals (Pitch)</p> <p>Key Questions? What animal could this music be like? How can we make a high pitch voice? How can we make a low pitch voice? What can you tell me about the pitch in this piece of music?</p>	<p>Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p> <p>1.3 Animals (Pitch)</p> <p>Year B Aut 2 1.6 Seasons Year A Aut 2 1.3 Animals Year A Spring 1 1.6 Seasons Year A Summer 2 1.12 Water</p> <p>Link to PE- PE Dance Year A EYFS Aut 2 Dance KS1 Aut 2 Dance</p>	<p>Aut 2 2.3 Our Land Spring 1 2.9 Weather 2.7 Storytime Summer 1 3.3 Sounds Year B (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots Year A EYFS/Y1 Summer 1 1.9 Storytime KS1 Aut 1 1.4 Weather Spring 1 1.7 Our School 1.9 Storytime Spring 2 2.1 Ourselves 2.3 Our land Y2/3 Aut 1 2.9 Weather Spring 1 2.3 Our Land 2.7 Storytime Spring 2 3.3 Sounds LKS2 (has Mu2/1.5) Aut 1 3.1 Environment 3.2 Buildings Aut 2 3.3 Sounds Spring 2 4.6 Around the World Sum 1 4.3 Sounds 4.5 Building Sum 2 4.12 Food and Drink Y4/5 Aut 1 4.2 Environment Aut 2 4.6 Around the World Spring 1 4.5 Buildings Spring 2 5.3 Life Cycles Summer 2 5.4 Keeping Healthy Sum 2 5.5 At the Movies Y6 Aut 1 6.4 Roots Spring 1 6.2 Journeys Spring 2 6.3 Growth</p> <p>1.3 Animals (Pitch) Music Express units focusing on Pitch KS1 Year A Aut 1 1.6 Seasons Aut 2 1.3 Animals Sum 2 2.11 Water LKS2 Year B Spring 1 3.7 In the Past UKS2 Year A Aut 2 4.6 Around the World 4.8 Singing Spanish</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>
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			<p>EXPRESSION- the ability to explore music as a medium for expressing themselves</p> <p>INTERPRETATION- the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>APPLICATION- identifying key musical terminology and using it in description of music exploring different ways music is made</p>	<p>What high pitch and low pitch sounds can you make to go with the music?</p> <p>Key Vocabulary High Low Pitch</p>	<p><i>Year B EYFS Aut 2 Dance</i></p>		
<p>Computing</p> <p>1.2 creating media-digital painting</p>	<p>Pupils should be taught to: purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Children know how to make marks on a screen and explain which tools are used. Children know how to draw lines on a screen and explain which tools are used Children can use the paint tools to draw a picture. Children know how to make marks with the square and line tools and can use the shape and line tools effectively. Children know how to use the shape and line tools to recreate the work of an artist. Children can choose appropriate shapes and colour choices. Children know how to create a picture in the style of an artist. Children know that different paint tools do different jobs and can say which tools were helpful and why. Children can make dots of colour on the page. Children know how to change the colour and brush sizes. Children know how to use dots of colour to create a picture in the style of an artist. Children know the differences between painting on a computer and on paper and can express a preference</p>	<p>Children can: add text strings, text boxes and show and hide objects and images, manipulating the features; use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape; use applications and devices in order to communicate ideas, work, messages and demonstrate control; save, retrieve and organise work. use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p>EXPRESSION the ability to explain processes, concepts and practice, rituals and practices;</p> <p>INTERPRETATION the ability to suggest meanings.</p> <p>REFLECTION the ability to reflect on why their process may not</p>	<p>Enquiry Questions Q1 what do different freehand tools do? Q2 How do I use the shape tool and the line tools? Q3 How can I use PAINT/PAINTZ on my own to paint a picture Q4, Can you make a painting that looks like a Mondrian or a Matisse? EYFS Q1 Can you make marks on the computer using PAINTZ? Q2, can you draw a picture on the computer using PAINTZ?</p> <p>Key Vocabulary paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.</p>	<p><i>None</i></p>	<p><i>Year A term 3 EYFS Computing-writing Year A term 2 KS1 Computing-photography Year A term 3 Ks1 Computing-music Year A term 2 Yr. 3 Computing-animation Year A term 3 Yr. 3 Computing-publishing Year A term 2 Yr. 4 Computing - audio editing Year A term 2 Yr. 4/5 computing vector drawing Year A term 3 Yr. 4 Computing photo editing Year A term 3 Yr. 4/5 Video-editing Year B term 2 EYFS Computing-painting Year B term 2 KS1 Computing-painting Year B term 3 Ks1 Computing-writing Year B term 2 Yr. 4/5 Computing - audio editing Year B term 3 Yr. 4/5 Computing photo editing</i></p> <p><i>Year B term 2 Yr. 3 Computing-animation Year A term 2 Yr. 5/6 Computing -3d modelling Year A term 3 yr. 5/6 Computing -web pages Year B term 2 Year B term 3 yr. 5/6 Computing -video editing</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EVALUATION</p>

			<p>have worked and use resilience to problem solve.</p> <p>EVALUATION understand what can be done differently and what impact this may have on the outcome.</p>				
<p>PE Dance</p>	<p>Pupils should be taught to: perform dances using simple movement patterns.</p>	<p>Children can show control as they travel, jump and spin; Children know how to identify which part of a performance may need to be improved; Children can keep to the beat of the music when performing; Children can improvise independently and adapt previous ideas to include in a dance; Children know how to</p> <ul style="list-style-type: none"> work effectively within a group to perform in canon; <p>Children know how to combine actions to create a short motif; Children can mirror the movements of a partner; Children can copy and repeat actions in time with the music; Children can describe the sequence of a dance; Children can shape their bodies appropriately to represent an object and respond to changes of speed; Children can suggest some ways to improve their movements.</p>	<p>describe how the body feels before during and after exercise. Carry and place equipment safely. Copy and repeat actions. Build a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as Unison canon and mirroring. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Perform skills with some control.</p> <p>INVESTIGATION- -asking relevant questions - using different approaches to determine skills and tactics</p> <p>EXPRESSION -the ability to express themselves through movement -the ability to explain what they do and how they do it</p> <p>INTERPRETATION- -understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p>APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills, they have learnt in different situations</p> <p>DISCERNMENT-</p>	<p>Enquiry Questions Q1 What is beat? Q2 How do I perform in unison? Q3 What is the difference between unison and canon? Q4 What do we mean by sequence</p> <p>Key vocabulary Canon, sequence, unison, performance, repetition</p>	<p><i>None</i></p>	<p><i>Year A term 2 EYFS Dance Year A term 2 KS1 Dance Year A term 2 Yr. 3 Dance Year A term 2 Yr. 4/5 Dance Year A term 2 yr. 5/6 Dance Year A term 2 Yr. 3 Dance Year B term 2 EYFS Dance Year B term 2 KS1 Dance Year B term 2 Yr. 4/5 Dance</i></p>	<p>INVESTIGATION EXPRESSION APPLICATION DISCERNMENT ANALYSIS</p>

			<p>-understanding and responding to the tactics and games of others</p> <p>-developing insights into tactics and working as a team.</p> <p>ANALYSIS-</p> <p>-explaining what they have done to improve a skill and what can be done to improve efficiency the next time</p>				
<p>PSHE/RSE</p>	<p>Relationships</p> <p>Who is special? to us?</p> <p>Ourselves and others; people who care for us; groups we belong to; families.</p> <p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (Family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community and are encouraged to celebrate these.</p>	<p>Know how to work and play cooperatively and take turns with others.</p> <p>Know positive attachments to adults and friendships with peers.</p> <p>Know some of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Know that family is one of the groups they belong to, as well as, for example, school, friends, clubs.</p> <p>Know about the different people in their family / those that love and care for them</p> <p>Know what their family members, or people that are special to them, do to make them feel loved and cared for</p> <p>Know how families are all different but share common features – what is the same and different about them</p> <p>Know about different features of family life, including what families do / Enjoy together</p> <p>Know that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.</p>	<p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means.</p> <p>Can show skills of friendship.</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch, they don't like.</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p> <p>about the roles different people (e.g., acquaintances, friends and relatives) play in our lives</p> <p>Can identify the people who love and care for them and what they do to help them feel cared for</p> <p>Can explain about different types of families including those that may be different to their own.</p> <p>Can identify common features of family life</p> <p>Understand that it is important to tell someone (such as their teacher) if something about</p>	<p>Enquiry Questions</p> <p>Who is in our family?</p> <p>Do any of your friends have a family that is different?</p> <p>What does 'being a good friend' mean?</p> <p>Who are you good friends?</p> <p>Who do you / don't you hug?</p> <p>Who can you ask for help at school? (In the class, in the playground, in the hall)</p> <p>Key Vocabulary</p> <p>Family</p> <p>Belong</p> <p>Same</p> <p>Different</p> <p>Friends, Friendship, Qualities: Caring, Sharing, Kind, Dislike, Help, Helpful, Self-belief</p> <p>Incredible</p> <p>Proud</p> <p>Celebrate</p> <p>Relationships</p> <p>Special</p> <p>Appreciate</p>	<p>Year A Term 1 EYFS</p> <p>PSHE/RSE: Myself</p> <p>Year A Term 1 EYFS RE: Myself</p> <p>Year A Term 2 EYFS</p> <p>Science: Similarities and differences in living things</p>	<p>Year B Term 3</p> <p>EYFS RE: My Special Things</p> <p>Year B Term 5</p> <p>EYFS RE: My Life</p> <p>Year B Term 6</p> <p>EYFS RE: Our Beautiful World</p> <p>Year B Term 1 KS1 RSE: Families and people</p> <p>Year B Term 2 KS1 RSE: Friendship and Community</p> <p>Year B Term 3 KS1 RSE: Respect</p> <p>Year A Term</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p>

			<p>their family makes them unhappy or worried</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;</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>				
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