

**Tintern Year 1 Autumn 1 Wonderful Weather  
Small Village, Big Horizons 2023 - 2024**

| 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  |
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| <b>Geography</b><br><br><i>Wonderful Weather</i> | <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"> <li>• I ask what is this place like? • I tell others’ the things I like and dislike about a place</li> <li>• I ask what is this place like? • I tell others’ the things I like and dislike about a place</li> </ul> <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"> <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>· Considering the impact of human activities on the environment</li> <li>· Learning both about and also from geography</li> </ul> | <p>Q1, what types of weather can you name?<br/>Q2 How are we affected by the weather?<br/>Q3 How do we forecast the weather?<br/>Q4 How can weather be dangerous?<br/>Q5 What do we know about extreme climates?</p> <p>Key Vocabulary<br/>Weather<br/>Seasons<br/>Local area<br/>Extreme<br/>Hot<br/>Cold<br/>arctic</p> | <p>None</p>                                     | <p><i>Year A term 1 EYFS Geographical weather</i><br/><i>Year A term 3 EYFS history-castles</i><br/><i>Year A Term 6 EYFS history Britain and the world</i><br/><i>Year A term 1 KS1 Geographical weather</i><br/><i>Year A term 3 KS1 history-castles</i><br/><i>Year A Term 6 KS1 history Britain and the world</i><br/><i>Year A term 2 Yr4/5 geog local area comparison</i><br/><i>Year B term 5 EYFS geog-local area</i><br/><i>Year B term 5 KS1 geog-local area</i><br/><i>Year B term 2 geog -local area comparison</i></p> <p><i>Writing (reports)</i><br/><i>Year A term 3 yr. 5/6 reports</i><br/><i>Year B term 2 KS1 reports</i><br/><i>Year B term 3 Yr. 3 reports</i><br/><i>Year B term 1 yr. 4/5 reports</i><br/><i>Year B term 1 yr. 5/6 reports</i><br/><i>Year B term 3 yr. 3 reports</i><br/><i>Year B term 5 yr. 5/6 report</i></p> | <p><i>INVESTIGATION</i><br/><i>EXPRESSION</i><br/><i>INTERPRETATION</i><br/><i>APPLICATION</i></p> |
| <b>Science</b><br><i>Seasonal changes</i>        | <p>1d1. to observe changes across The Four Seasons<br/>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><br/><i>Year A Term 1 KS1 science seasons</i></p>   | <p><i>INVESTIGATION</i><br/><i>EXPRESSION</i><br/><i>EVALUATION</i></p>                            |

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|           | <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<br/>         EXPRESSION - the ability to explain concepts, methods and practices; the ability to identify and articulate scientific understanding<br/>         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<br/>         Q4 How does weather change from season to season?<br/>         Q5 How does daylight to change across the seasons?</p>   |   | <p>Year A term 2 Yr. 3 Geog-climates<br/>         Year B term 1 Yr. 3 Geog-climates<br/>         Year B Term 2 EYFS Science seasons<br/>         Year B Term 2 KS1 science seasons</p>  |   |
| <p>RE</p> | <p>Creation<br/>         What do Christians believe made the world?<br/>         To make a connection between Christian ideas of God as Creator and the importance for everyone (not just Christians) of being grateful for what we have.</p> | <p>Know that God created the universe.<br/>         Know that the Earth and everything in it are important to God.<br/>         Know that God has a unique relationship with human beings as their Creator and Sustainer.<br/>         Know that humans should care for the world because it belongs to God.<br/>         Know the story of creation from Genesis 1:1–2.3<br/>         Know that ‘Creation’ is the beginning of the ‘big story’ of the Bible.<br/>         Know at least one example of what Christians do to say thank you to God for the Creation.<br/>         Think, talk and ask questions about living in an amazing world.<br/>         Know at least two examples of what Christians do to look after the world</p> | <p>Can retell the story of creation from Genesis 1:1–2.3 simply.<br/>         Can recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.<br/>         Can say what the story tells Christians about God, Creation and the world.<br/>         Can give at least one example of what Christians do to say thank you to God for the Creation.<br/>         Give at least two examples of what Christians do to look after the world for God.<br/>         Can think, talk and ask questions about living in an amazing world.<br/>         INVESTIGATION asking relevant questions. knowing how to use different types of sources as a way of gathering information. knowing what may constitute evidence for understanding religions.<br/>         EXPRESSION</p>  | <p>Enquiry Questions<br/>         Who made the world?<br/>         What does the Creation story tell us about what God is like?<br/>         If someone believes God made the world, what might they say about it?<br/>         What might they say to this Creator?</p> <p>Key Vocabulary<br/>         Creation<br/>         Bible<br/>         Genesis<br/>         In the beginning<br/>         Light/waters/land and sea/sun and moon/birds and fish/animals and humans; rest.<br/>         Harvest<br/>         Creator</p> | <p>Year A Term 1 EYFS Science: Seasonal changes<br/>         Year A Term 2 EYFS Science: Similarities and differences in living things<br/>         Year A Term 5 EYFS Topic: Environment/Greta Thunberg<br/>         Year A Term 5 EYFS PSHE/RSE: Fair Trade<br/>         Year B Term 6 EYFS RE: Our Beautiful World</p> | <p>Year B Term 5 Y4/5 RE: Creation<br/>         Year B Term 3&amp;4 Y5/6 RE: Creation<br/>         Year A Term 1 KS1 RE: Creation<br/>         Year A Term 4 Y4/5 RE: Creation<br/>         Year A Term 3 Y5/6 RE: Creation</p> | <p>Investigation<br/>         Expression<br/>         Reflection<br/>         Application<br/>         Evaluation</p> |

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|  |   |   | <p>the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media.</p> <p><b>REFLECTION</b></p> <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>APPLICATION</b></p> <p>making the association between religions and individual, community, national and international life</p> <p><b>EVALUATION</b></p> <p>the ability to debate issues of religious significance with reference to evidence and argument.</p> |  |   |   |   |
| <p><i>Art/DT</i><br/><i>Transient Art</i></p> <p><i>Andy Goldsworthy</i></p> | <p>Pupils should be taught: to use a range of materials creatively to design and make products.</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>about the work of a range of artists, craft</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</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:</p> <p><b>INVESTIGATION –</b></p> <ul style="list-style-type: none"> <li>•asking relevant questions.</li> <li>•knowing how to use different types of sources as a way of gathering information.</li> <li>•knowing how pieces are created</li> </ul> <p><b>EXPRESSION –</b></p>  | <p>Q1 Who was Andy Goldsworthy?</p> <p>Q2 What did he use in his artwork?</p> <p>Q3 How did he represent different moods</p> <p>Q4 How did he use natural materials?</p> <p>How do I recreate his work?</p> <p>Key Vocabulary work, work of art, idea, starting point, observe, focus, design, improve.: primary colours, secondary colours,</p> | <p><i>Year B term 1 EYFS - Art-self portraits</i></p> <p><i>Year B term 2 EYFS Art-observational drawings</i></p> | <p><i>Year A term 2 Yr. 3 Art Monet/Picasso</i></p> <p><i>Year A term 2 yr. 4/5 Art Constable</i></p> <p><i>Year A term 5 Yr. 4/5 Art portraits</i></p> <p><i>Year A term 1 Yr. 5/6 Art- /Hallam</i></p> <p><i>Year A term 2 yr. 5/6 Art Warhol</i></p> <p><i>Year B term 1 KS1 Art-self portraits</i></p> <p><i>Year B term 2 KS1 Art-observational drawings</i></p> <p><i>Year B term 1 yr. 3 Art- Van Gogh</i></p> | <p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>INTERPRETATION</b></p> <p><b>REFLECTION</b></p> <p><b>APPLICATION</b></p> <p><b>DISCERNMENT</b></p> <p><b>ANALYSIS</b></p> |

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|                                     | <p>makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>   | <p>work with others to create a large scale natural sculpture.</p>  | <ul style="list-style-type: none"> <li>•the ability to explain techniques, colours and use of media.</li> <li>•the ability to identify and articulate opinions on how an artist has chosen to express their ideas.</li> </ul> <p>INTERPRETATION –</p> <ul style="list-style-type: none"> <li>•the ability to draw meaning from pieces of art.</li> <li>•the ability to suggest alternative meanings.</li> </ul> <p>REFLECTION –</p> <ul style="list-style-type: none"> <li>•the ability to reflect on pieces of art, including their purpose, meaning, and technique.</li> <li>•the process the artist went through to create their piece.</li> </ul> <p>APPLICATION –</p> <ul style="list-style-type: none"> <li>•making the association between the purpose, technique, media and meaning behind a piece.</li> <li>•identifying the purpose of the piece.</li> </ul> <p>DISCERNMENT –</p> <ul style="list-style-type: none"> <li>•explaining the significance of aspects of a piece of art.</li> <li>•developing insight into individuals and communities.</li> <li>•seeing clearly for themselves how individuals might learn from the artists they study.</li> </ul> <p>ANALYSIS –:</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>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 yr. 4/5 Art-landscapes</i><br/> <i>Year B term 1 yr. 5/6 Art-watercolours</i><br/> <i>Year B Term 2 yr. 5/6  Art-pastels</i></p>   |  |
| <p><i>Music (Music express)</i></p> | <p>1.2 Number (Beat)<br/> 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>Number (Beat)<br/> Children recognise and develop a sense of a steady beat through using voices and body percussion.</p> | <p>Number<br/> Children identify the beat in music and can tap along.</p> <p>INVESTIGATION<br/> how the voice and body can be used to make sounds own feelings and emotions related to a range of musical experiences</p> <p>EXPRESSION<br/> the ability to explore music as a medium for expressing themselves</p> <p>APPLICATION- identifying key musical terminology and using it in description of music</p>   | <p>1.2 Number<br/> Enquiry Questions?<br/> What is a steady beat?<br/> What is the tempo? How do I know it has changed?</p> <p><b>Key vocab</b><br/> Beat<br/> Tempo<br/> Dynamics</p>     | <p><i>Music Express that focus on Beat</i><br/> 1.4 <i>Weather, Spring 1 Year B, Autumn 1 Year A</i><br/> 1.5 <i>Machines, Spring 2 Year A</i><br/> 1.8 <i>Pattern, Spring 2 Year B, Summer 2 Year A</i><br/> 1.10 <i>Our bodies, Autumn 1 Year B, Summer 1 Year A</i></p> | <p>1.5 <i>Machines Summer 1 Year B</i><br/> KS1 <i>Year A</i><br/> Aut 2 1.5 <i>Machines</i><br/> Sum 1 2.4 <i>Our bodies</i><br/> Sum 1 1.6 <i>Number</i></p> <p>LKS2 <i>Year B</i><br/> Aut 1 3.2 <i>Building</i><br/> Aut 2 3.6 <i>Time</i><br/> Spring 2 4.5 <i>Building</i><br/> Summer 2 4.10 <i>Time</i></p> <p>UKS2 <i>Year A</i><br/> Spring 1 4.5 <i>Buildings</i></p> | <p>INVESTIGATION –<br/> EXPRESSION<br/> INTERPRETATION</p> |

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|  | <p>1.4 Weather (Exploring sounds)<br/>How can you use voices, movement and instruments to describe weather?<br/>Mu1/1.1 Using voices expressively and creatively by singing songs and speaking chants and rhymes.<br/>Mu1/1.2 Play tuned and untuned instruments musically<br/>Mu1/1.4 Experiment with, create, select and combine sounds.<br/>Mu1/1.3 Listen with concentration and understanding to a range of high- quality live and recorded music</p> | <p>1.4 Weather (exploring sounds)<br/>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>exploring different ways music is made</p> <p>1.4 Weather (exploring sounds)<br/>Children perform action songs about the wind and explore making wind sounds using voices and body percussion.<br/>Control duration and dynamics using voices, body percussion and instruments for sounds of thunder, winds and rain effects.<br/>Listen to Beethoven’s depiction of a storm and respond in movement.<br/>EYFS: Learn to use voices in new songs and use body percussion and movement to respond to different sounds about the weather.<br/>INVESTIGATION<br/>how the voice and body can be used to make sounds<br/>own feelings and emotions related to a range of musical experiences<br/>EXPRESSION<br/>the ability to explore music as a medium for expressing themselves<br/>APPLICATION- identifying key musical terminology and using it in description of music<br/>exploring different ways music is made</p> | <p>1.4 Weather<br/>Key Questions<br/>What are dynamics in music?<br/>What actions can we use to match this piece of music or song?<br/>How can you match sounds to this music?<br/>Can you show your understanding of controlling duration and dynamics using your voice, body percussion and instruments?<br/>Can you respond to the music through movement?</p> <p>Key Vocabulary<br/>Duration – long/short<br/>Dynamics- loud/quiet, louder/quieter<br/>Timbre<br/>Rhythm<br/>Tempo</p> | <p>1.4 Weather (exploring sounds)<br/>Year B<br/>EYFS/Y1 Aut 2 1.7<br/>Our School<br/>Aut 1 1.1 Ourselves</p> <p>Year A<br/>EYFS/ Y1<br/>Sum 1 1.9 Storytime<br/>Spring 1 1.7 Our School<br/>Aut 2 1.1 Ourselves<br/>Aut 1 1.4 Weather</p> | <p><i>Summer 1 5.4 Keeping Healthy</i></p> <p>1.4 Weather (exploring sounds)<br/>Year B EYFS/ Yr. 1<br/>Spring 1 1.9 Storytime<br/>KS1 Aut 1 1.1 Ourselves<br/>Aut 2 1.7 Our School<br/>Spring 1 1.4 Weather, 1.9 Storytime<br/>Spring 2 2.3 Our land<br/>Y2/3 Aut 1 2.1 Ourselves, Aut 2 2.3 Our Land, Spring 1 2.9 Weather, 2.7 Storytime<br/>Summer 1 3.3 Sounds<br/>Year B (has Mu2/1.5)<br/>LKS2 Aut 1 3.1<br/><i>Environment, 3.2 Building</i><br/>Aut 2 3.4 Poetry, Spring 2 4.3 Sounds, 4.5 Building<br/>Y4/5 Aut 1 4.2<br/><i>Environment, 4.4 Recycling</i><br/>Spring 1 4.6<br/><i>Around the World</i><br/>4.12 Food and Drink<br/>Spring 2 5.3 Life Cycles<br/>Sum 1 5.4 Keeping Healthy<br/>Y6 Aut 2 6.2 Journeys, Spring 1 6.3 Growth , Spring 2 6.4 Roots, Year A EYFS/Y1<br/>Summer 1 1.9 Storytime<br/>KS1 Aut 1 1.4 Weather<br/>Spring 1 1.7 Our School<br/>1.9 Storytime<br/>Spring 2 2.1 Ourselves, 2.3 Our land, Y2/3 , Aut 1 2.9 Weather<br/>Spring 1 2.3 Our Land, 2.7 Storytime , Spring 2 3.3 Sounds , LKS2 (has Mu2/1.5), Aut 1 3.1<br/><i>Environment , 3.2 Buildings , Aut 2 3.3</i></p> | <p><b>INVESTIGATION<br/>EXPRESSION<br/>APPLICATION</b></p> |
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|   |   |  |  |   |   | <p><i>Sounds , Spring 2 4.6<br/>Around the World<br/>Sum 1 4.3 Sounds<br/>4.5 Building, Sum 2 4.12<br/>Food and Drink<br/>Y4/5, Aut 1 4.2<br/>Environment, Aut 2 4.6<br/>Around the World<br/>Spring 1 4.5 Buildings<br/>Spring 2 5.3 Life Cycles<br/>Summer 2 5.4 Keeping<br/>Healthy, Sum 2 5.5 At the<br/>Movies Y6<br/>Aut 1 6.4 Roots<br/>Spring 1 6.2 Journeys<br/>Spring 2 6.3 Growth</i></p> |   |
| <p><b>Computing</b><br/><b>1.1</b><br/><b>computing systems and networks-technology around us</b></p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>recognise common uses of information technology beyond school.</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul> | <p>Children know that technology is something that helps us.<br/>Children can locate examples of technology in the classroom<br/>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<br/>Children can use a mouse to create a picture. Children know that writing on a computer is called typing. Children know how to type their name on a computer<br/>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</p> | <p>Children can:</p> <ul style="list-style-type: none"> <li>applications and devices in order to communicate ideas, work, messages and demonstrate control; save, retrieve and organise work.</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand:</li> </ul> <p><b>INVESTIGATION</b><br/>asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p><b>EXPRESSION</b><br/>the ability to explain processes, concepts and practice, rituals and practices;</p> <p><b>INTERPRETATION</b><br/>the ability to suggest meanings.</p> <p><b>REFLECTION</b><br/>the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <p><b>EVALUATION</b><br/>the ability to evaluate how a computing system works.</p> | <p><b>Enquiry Questions</b><br/>Q1 What is technology?<br/>Q2 What are the parts of a computer?<br/>Q3 How does the mouse work?<br/>Q4 What does a keyboard do?<br/>Q5 How do you save your work<br/>Q6 What can you do use a mouse and keyboard on PAINT?<br/>Q7 why do we need to be careful using computers?</p> <p><b>Key Vocabulary</b></p> <p>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>Year A term 1 EYFS-Technology around us</i></p> | <p><i>Year A term 1 KS1 -IT around us<br/>Year A Term 1 Yr. 3 Connecting Computers<br/>Year A term 1 Yr4-The internet<br/>Year A term 1 yr. 4/5 sharing information<br/>Year A term 1 Yr5/6 Communication<br/>Year B term 1 KS1 -IT around us<br/>Year B Term 1 Yr. 3 Connecting Computers<br/>Year B term 1 Yr4/5-The internet<br/>Year B term 1 yr. 45/6 sharing information</i></p>               | <p><b>INVESTIGATION</b><br/><b>EXPRESSION</b><br/><b>INTERPRETATION</b><br/><b>REFLECTION</b><br/><b>EVALUATION</b></p> |

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| <p><b>PE</b><br/><b>Mastering basic movements</b></p> | <p>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</p> | <p>children know how to move at pace for a length of time. Children know how to change direction whilst travelling. children know how to bounce the ball. children know how to bounce the ball whilst moving. Children know how to move with the ball in different ways. Children know how to jump for distance. Children know how to jump for height. Children know how to balance. Children can throw a ball. children can catch a large ball with two hands</p> | <p>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.<br/> <b>INVESTIGATION-</b><br/>         -asking relevant questions<br/>         - using different approaches to determine skills and tactics<br/> <b>EXPRESSION-</b><br/>         -the ability to express themselves through movement<br/>         -the ability to explain what they do and how they do it<br/>         Interpretation-in PE, this covers<br/>         -understanding the effects of what they do and how this could be changed to improve or maintain a standard<br/> <b>APPLICATION</b><br/>         - make connections between different skills in different sports and how these are interlinked<br/>         -to apply the skills, they have learnt in different situations<br/> <b>DISCERNEMENT-</b><br/>         -understanding and responding to the tactics and games of others<br/>         -developing insights into tactics and working as a team.<br/> <b>ANALYSIS-</b><br/>         -explaining what they have done to improve a skill and what can be done to improve efficiency the next time</p> | <p><b>Enquiry Questions</b><br/>         Q1, can I run fast and slow?<br/>         Q2, Can I change direction?<br/>         Q3How, do I bounce the ball? Q4How high can I jump?<br/>         Q5 How far can I jump?</p> <p><b>Key vocabulary</b><br/>         dance run jump pace fast slow high low left right catch throw</p> |                                      | <p><b>Year A Term 5 EYFS -team games</b><br/>         Year A term 1 yr. 3 attacking/defending.<br/>         Year A term 1 yr. 4/5 football/hockey<br/>         Year A term 1 yr. 5/6-netball/tag rugby<br/>         Year A term 5 KS1 -team games<br/>         Year A term 5 Yr. 3 -defending/attacking skills.<br/>         Year B term 1 KS1 mastering basic movements<br/>         Year B term 1 Yr. 3 -throwing/catching skills.<br/>         Year B term 1 Yr. 4/5 football/hockey<br/>         Year B term 1 Yr. 5/6 netball/tag rugby<br/>         Year B term 5 KS1 -team games<br/>         Year B term 5 Yr. 3 -defending/attacking skills.</p> | <p><b>INVESTIGATION</b><br/> <b>EXPRESSION</b><br/> <b>APPLICATION</b><br/> <b>DISCERNEMENT</b><br/> <b>ANALYSIS</b></p> |
| <p><b>PSHE/RSE</b></p>                                | <p>Myself<br/>         Being able to manage my health and self-care needs<br/>         What is the same and different about us?<br/>         Children talk about how they have similarities and differences from</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.</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</p>   | <p><b>Enquiry Questions</b><br/>         Q1. How can we make sure we are safe, happy and able to learn in school?<br/>         Q2. What makes you unique?</p> <p><b>Key Vocabulary</b><br/>         Rules<br/>         Routines</p>   | <p>Year A Term 1 EYFS RE: Myself</p> | <p>Year A Term 2 EYFS PSHE/RSE: Relationships<br/>         Year A Term 3 EYFS PSHE/RSE: Respect<br/>         Year B Term 3 EYFS RE: My Special Things<br/>         Year B Term 5 EYFS RE: My Life<br/>         Year B Term 6 EYFS RE: Our beautiful World</p>   | <p><b>INVESTIGATION</b><br/> <b>EXPRESSION</b></p>   |

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|  | <p>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>Know how to attend to most toileting needs most of the time themselves.<br/>         Know how to follow basic school rules.</p> <p>Know what they like/dislike and are good at.<br/>         Know what makes them special and how everyone has different strengths.<br/>         Know how their personal features or qualities are unique to them.<br/>         Know how they are similar or different to others, and what they have in common.<br/>         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>Can name the main parts of the body<br/>         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 –:<br/>         asking relevant questions;<br/>         knowing how to use different types of sources as a way of gathering information.</p> <p>EXPRESSION –<br/>         the ability to explain patterns of behaviour, beliefs, feelings and practices;<br/>         the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.</p> | <p>Getting dressed<br/>         Unique<br/>         Body parts<br/>         Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.</p> |  | <p>Year B Term 1 KS1 RSE:<br/>         Families and people<br/>         Year B Term 2 KS1 RSE:<br/>         Friendship and Community<br/>         Year B Term 3 KS1 RSE:<br/>         Respect<br/>         Year A and Year B Term 6<br/>         Year 5/6 PSHE/RSE:<br/>         Growing and Changing</p> |  |
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**Tintern Year 1 Autumn 2 After Dark**

**Small Village, Big Horizon**

| <i>Curriculum Area</i>                | <b>Key Knowledge</b>   | <b>Knowledge Building Blocks</b>  | <b>Application of Knowledge</b>  | <b>Enquiry Questions and Key Vocabulary</b>   | <b>Reference to Prior Knowledge (see termly plans)</b> | <b>Reference to Future Knowledge and Skills (see termly plans)</b>  | <b>Reference to Application of Knowledge in all Curriculum areas</b>  |
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| <b>History After Dark- Guy Fawkes</b> | <p>Pupils should be taught about:</p> <p>events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements</p> | <p>Children should:</p> <p>Know who Guy Fawkes was</p> <p>Know when the Gunpowder Plot occurred</p> <p>Know how people lived at the time.</p> <p>Know who else was involved in the plot.</p> <p>Know some of the problems they encountered.</p> <p>Know how to sequence the events of the plot.</p> <p>Know how to use a range of sources to ask their own questions about a key event.</p> <p>Know what happened after the plot was discovered.</p> <p>Know how we celebrate Guy Fawkes in the present day.</p> <p>Know some of the features of Bonfire Night celebrations</p> | <p>ENQUIRY SKILL Yr. 1/2 Ask and begin to answer 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; ·</p> <p>EXPRESSION — the ability to recall, select and organise information</p> <p>APPLICATION — making the association between aspects of life in different societies, DISCERNMENT;</p> | <p>Q1 Who was Guy Fawkes?</p> <p>Q2 Who was responsible for the Gunpowder Plot?</p> <p>Q3 What were the main events?</p> <p>Q4 How do we remember Guy Fawkes now?</p> | <i>Year B term 1 EYFS- History Marvellous Me</i>       | <p><i>Year A Term 2 KS1 History London's Burning</i></p> <p><i>Year A term3 EYFS-History, castles</i></p> <p><i>Year A term 3 KS1 History-Castles</i></p> <p><i>Year A term 4 KS1 History seaside</i></p> <p><i>Year A term 4 Yr3 History Stone Age</i></p> <p><i>Year A term 4 Yr4/5 History Anglo Saxons</i></p> <p><i>Year A term 4 Yr. 5/6 History Pilgrim fathers</i></p> <p><i>Year A term 5 KS1 History-Heroes</i></p> <p><i>Year A Term 5 yr3 History Commonwealth</i></p> <p><i>Year A term 5 yr4/5 History barricades</i></p> <p><i>Year A Term 5 Yr. 5/6 Crime</i></p> | <p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>APPLICATION</b></p> <p><b>DISCERNMENT</b></p> <p><b>ANALYSIS</b></p> |

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|  |   | <p>Know how to keep safe if celebrating Bonfire Night</p>   | <p>· developing insight into people, motives, actions and consequences;<br/>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>Year B term 1 KS1 History - Marvellous Me<br/>Year B term 2 yr. 4/5 History Vikings<br/>Year B term 3 EYFS History Space<br/>Year B term 3 KS1 History Space<br/>Year B term 3 Yr. 3 History Transport<br/>Year B term 3 Yr. 4/5 History Egyptians<br/>Year B term 3 Yr. 5/6 History Parliament<br/>Year B term 4EYFS History- Pirates<br/>Year B Term 4 KS1 History- Explorers<br/>Year B Term 5 Yr. 3 History - Romans<br/>Year B term 5 Yr. 5/6 Ancient Greeks<br/>Year B term 6 Yr. 4/5 History-Maya</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 and mammals ) including pets</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 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>They talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g., Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p> <p>INVESTIGATION<br/>Asking relevant questions<br/>Knowing how to use different types of sources as a way of gathering information</p> | <p>Q1 What do mammals have in common?<br/>Q2 How do I group animals into birds, mammals, reptiles, fish and amphibians<br/>Q3 What are the key features of each group?<br/>Q4 What do animals eat?<br/>Q5 What are the key features of different animal bodies?<br/>Q6 Are people animals?</p> | <p>None</p> | <p>Year A Term 1 yr3 science Animals<br/>Year A Term 2 KS1 science Animals<br/>Year A Term 2 Yr4/5 science animals<br/>Year A Term 2 yr. 5/6 science animals<br/>Year A Term 4 yr. 5/6 science Animals<br/>Year A Term 5 EYFS science Animals<br/>Year A Term 5 KS1 science Animals<br/>Year A Term 5 yr3 science animals Year B<br/>Term 1 EYFS science animals<br/>Year B Term 1 KS1 science animals<br/>Year B Term 1 Yr4/5 science animals<br/>Year B Term 2 yr3 science animals<br/>Year B Term 2 yr. 5/6 science animals<br/>Year B Term 3 Yr4/5 science animals<br/>Year B Term 4 EYFS science animals</p> | <p>INVESTIGATION<br/>EXPRESSION<br/>INTERPRETATION<br/>APPLICATION<br/>EVALUATION</p> |

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|   |  |  | <p><b>EXPRESSION</b><br/>The ability to explain concepts, methods and practices<br/>The ability to identify and articulate scientific understanding</p> <p><b>INTERPRETATION</b><br/>The ability to suggest meanings</p> <p><b>APPLICATION</b><br/>The ability to be able to apply a range of scientific knowledge and skills in a range of contexts</p> <p><b>EVALUATION</b><br/>The ability to evaluate a finished product and scientific investigation.</p>  |   |   | <p><i>Year B Term 4 KS1 science animals</i><br/><i>Year B Term 6 EYFS science animals</i><br/><i>Year B Term 6 KS1 science animals</i></p>  |  |
| <p><i>Art/DT</i></p> <p><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.<br/>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;<br/>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.<br/>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 point for their own works. Children know how to use different colours and lines to create a finished piece of work</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;</p> <p><b>EXPRESSION –</b></p> <ul style="list-style-type: none"> <li>•the ability to explain techniques, colours and use of media.</li> <li>•the ability to identify and articulate opinions on how an artist has chosen to express their ideas.</li> </ul> <p><b>INTERPRETATION –</b></p> <ul style="list-style-type: none"> <li>•the ability to draw meaning from pieces of art.</li> <li>•the ability to suggest alternative meanings.</li> </ul> | <p>Q1 Who was Van Gogh?<br/>Q2 What did he use in his paintings?<br/>Q3 What is the difference between a shade and a tint<br/>Q4 How did he use flowers?<br/>Q5 How did he use lines to show movement?</p> <p>Key Vocabulary<br/>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><br/><i>Year B term 2 EYFS Art-observational drawings</i></p> | <p><i>Year A term 2 Yr. 3 Art Monet/Picasso</i><br/><i>Year A term 2 yr. 4/5 Art Constable</i><br/><i>Year A term 5 Yr. 4/5 Art portraits</i><br/><i>Year A term 1 Yr. 5/6 Art- Hallam</i><br/><i>Year A term 2 yr. 5/6 Art Warhol</i><br/><i>Year B term 1 KS1 Art-self portraits</i><br/><i>Year B term 2 KS1 Art-observational drawings</i></p> <p><i>Year B term 1 yr. 3 Art-Van Gogh</i><br/><i>Year B term 1 yr. 4/5 Art-landscapes</i><br/><i>Year B term 1 yr. 5/6 Art-watercolours</i><br/><i>Year B Term 2 yr. 5/6  Art-pastels</i></p> | <p><b>EXPRESSION</b><br/><b>INTERPRETATION</b><br/><b>REFLECTION</b><br/><b>EMPATHY</b><br/><b>ANALYSIS</b><br/><b>SYNTHESIS</b></p> |

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|    |  |  | <p><b>REFLECTION –</b></p> <ul style="list-style-type: none"> <li>•the ability to reflect on pieces of art, including their purpose, meaning, and technique.</li> <li>•the process the artist went through to create their piece.</li> </ul> <p><b>EMPATHY –</b></p> <ul style="list-style-type: none"> <li>•the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.</li> <li>•developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow.</li> <li>•the ability to see the world through the eyes of others and to see pieces of art from their point of view.</li> </ul> <p><b>ANALYSIS –</b></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><b>SYNTHESIS –</b></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> |  |   |   |  |
| RE | <p>God Christianity</p> <p>What do Christians believe made the world?<br/>To make a connection between Christian ideas of God as Creator and the importance for everyone (not just Christians) of being grateful for what we have.</p> | <p>Know that God created the universe.<br/>Know that the Earth and everything in it are important to God.<br/>Know that God has a unique relationship with human beings as their Creator and Sustainer.<br/>Know that humans should care for the world because it belongs to God.<br/>Know the story of creation from Genesis 1:1–2.3<br/>Know that 'Creation' is the beginning of the 'big story' of the Bible.</p> | <p>Can retell the story of creation from Genesis 1:1–2.3 simply.<br/>Can recognise that 'Creation' is the beginning of the 'big story' of the Bible.<br/>Can say what the story tells Christians about God, Creation and the world.<br/>Can give at least one example of what Christians do to say thank you to God for the Creation.<br/>Give at least two examples of what</p>   | <p>Enquiry Questions<br/>Who made the world?<br/>What does the Creation story tell us about what God is like?<br/>If someone believes God made the world, what might they say about it? What might they say to this Creator?</p> <p><b>Key Vocabulary</b><br/>Creation<br/>Bible<br/>Genesis<br/>In the beginning<br/>Light/waters/land and sea/sun and moon/birds and</p> | <p>Year A Term 1 EYFS<br/>Science: Seasonal changes<br/>Year A Term 2 EYFS<br/>Science: Similarities and differences in living things<br/>Year A Term 5 EYFS<br/>Topic:<br/>Environment/Greta Thunberg<br/>Year A Term 5 EYFS<br/>PSHE/RSE: Fair Trade<br/>Year B Term 6 EYFS RE:<br/>Our Beautiful World</p> | <p>Year B Term 5 Y4/5 RE:<br/>Creation<br/>Year B Term 3&amp;4 Y5/6 RE:<br/>Creation<br/>Year A Term 1 KS1 RE:<br/>Creation<br/>Year A Term 4 Y4/5 RE:<br/>Creation<br/>Year A Term 3 Y5/6 RE:<br/>Creation</p> | <p>INVESTIGATION<br/>EXPRESSION<br/>INTERPRETATION<br/>APPLICATION</p> |

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|                                     |   | <p>Know at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.</p> <p>Know at least two examples of what Christians do to look after the world</p> | <p>Christians do to look after the world for God.<br/>Can think, talk and ask questions about living in an amazing world.</p> <p><b>INVESTIGATION</b><br/>asking relevant questions; knowing how to use different types of sources as a way of gathering information</p> <p><b>EXPRESSION</b><br/>the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media.</p> <p><b>INTERPRETATION</b><br/>the ability to suggest meanings</p> <p><b>APPLICATION</b><br/>making the association between religions and individual, community, national and international life;<br/>identifying key religious values and their interplay with secular ones.</p> | <p>fish/animals and humans; rest.<br/>Harvest<br/>Creator</p>  |  |  |   |
| <p><i>Music (Music express)</i></p> | <p>1.1 Ourselves (exploring sounds)<br/>Mu1/ 1.1 Using voices expressively and creatively by singing songs and speaking chants and rhymes.<br/>Mu1/ 1.4 Experiment with, create, select and combine sounds.</p> | <p>1.1 Ourselves (exploring sounds)<br/>Children explore ways of using their voices expressively. They develop their knowledge of body percussion.</p>   | <p>1.1 Ourselves (exploring sounds)<br/>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. Children perform a body percussion song. They begin to explore descriptive sounds.</p> <p><b>INVESTIGATION</b></p>   | <p>1.1 Ourselves (exploring sounds)<br/>Key Questions<br/>What is pitch?<br/>How can you create this sound?<br/>Can you perform this poem?<br/>What different ways can you use your voice?<br/>What expressive vocal sounds can be added to the story?<br/>What body percussion can be added to the story?</p> | <p>1.1 Ourselves (exploring sounds)<br/>Year B<br/>EYFS/Y1 Aut 2 1.7 Our School<br/>Aut 1 1.1 Ourselves</p> <p>Year A<br/>EYFS/ Y1<br/>Sum 1 1.9 Storytime<br/>Spring 1 1.7 Our School<br/>Aut 2 1.1 Ourselves<br/>Aut 1 1.4 Weather</p> | <p>1.1 Ourselves (exploring sounds)<br/>Year B EYFS/ Yr. 1<br/>Spring 1 1.9 Storytime<br/>KS1 Aut 1 1.1 ourselves<br/>Aut 2 1.7 Our School<br/>Spring 1 1.4 Weather, 1.9 Storytime<br/>Spring 2 2.3 Our land Y2/3<br/>Aut 1 2.1 Ourselves<br/>Aut 2 2.3 Our Land<br/>Spring 1 2.9 Weather, 1.9 Storytime<br/>Summer 1 3.3 Sounds<br/>Year B (has Mu2/1.5) LKS2 Aut 1 3.1</p> | <p><b>INVESTIGATION</b><br/><b>EXPRESSION</b><br/><b>APPLICATION</b><br/><b>DISCERNMENT</b><br/><b>ANALYSIS</b></p> |

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|  | <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<br/>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p> | <p>1.3 Animals (Pitch)<br/>Children understand pitch and making high and low vocal sounds.<br/>Children are able to relate pitch to high and low body movement.</p> <p>Understanding pitch by singing a song with contrasting high and low melodies.<br/>Children will explore and develop an understanding of pitch using voice and movement.</p> | <p>Investigating how the voice and body can be used to make sounds<br/>Investigating own feelings and emotions related to a range of musical experiences<br/>EXPRESSION<br/>the ability to explore music as a medium for expressing themselves<br/>APPLICATION<br/>exploring different ways music is made<br/>DISCERNMENT<br/>recognising that people perceive music in a range of different ways<br/>ANALYSIS<br/>distinguishing between the features of music<br/>identifying instruments used within a composition</p> <p>1.3 Animals (Pitch)<br/>Children can identify pitch and can move their bodies in relation to the changing pitch.<br/>Children will be able to sing a song with contrasting high and low melodies.</p> <p>INVESTIGATION<br/>Investigating how the voice and body can be used to make sounds<br/>Investigating own feelings and emotions related to a range of musical experiences<br/>EXPRESSION-<br/>the ability to explore music as a medium for expressing themselves</p> | <p>Key Vocabulary</p> <p>Pitch<br/>Dynamics<br/>Tempo</p> <p>1.3 Animals (Pitch)</p> <p>Key Questions?<br/>What animal could this music be like?<br/>How can we make a high pitch voice?<br/>How can we make a low pitch voice?<br/>What can you tell me about the pitch in this piece of music?<br/>What high pitch and low pitch sounds can you make to go with the music?</p> <p>Key Vocabulary<br/>High<br/>Low</p> | <p>1.3 Animals (Pitch)</p> <p>Year B Aut 2 1.6<br/>Seasons<br/>Year A Aut 2 1.3<br/>Animals<br/>Year A Spring 1 1.6<br/>Seasons<br/>Year A Summer 2 1.12<br/>Water</p> <p>Link to PE- PE Dance<br/>Year A EYFS Aut 2 Dance<br/>KS1 Aut 2 Dance<br/>Year B EYFS Aut 2 Dance</p> | <p>Environment 3.2 Building<br/>Aut 2 3.4 Poetry Spring 2 4.3<br/>Sounds 4.5 Building Y4/5<br/>Aut 1 4.2 Environment 4.4<br/>Recycling Spring 1 4.6<br/>Around the World 4.12<br/>Food and Drink Spring 2 5.3<br/>Life Cycles Sum 1 5.4<br/>Keeping Healthy Y6 Aut 2<br/>6.2 Journeys Spring 1 6.3<br/>Growth Spring 2 6.4 Roots<br/>Year A EYFS/Y1 Summer 1<br/>1.9 Storytime<br/>KS1 Aut 1 1.4 Weather<br/>Spring 1 1.7 Our School<br/>1.9 Storytime Spring 2 2.1<br/>Ourselves 2.3 Our land Y2/3<br/>Aut 1 2.9 Weather Spring 1<br/>2.3 Our Land 2.7 Storytime<br/>Spring 2 3.3 Sounds<br/>LKS2 (has Mu2/1.5)<br/>Aut 1 3.1 Environment<br/>3.2 Buildings Aut 2 3.3<br/>Sounds Spring 2 4.6 Around<br/>the World<br/>Sum 1 4.3 Sounds<br/>4.5 Building Sum 2 4.12<br/>Food and Drink Y4/5<br/>Aut 1 4.2 Environment<br/>Aut 2 4.6 Around the World<br/>Spring 1 4.5 Buildings Spring<br/>2 5.3 Life Cycles Summer 2<br/>5.4 Keeping Healthy Sum 2<br/>5.5 At the Movies Y6<br/>Aut 1 6.4 Roots Spring 1 6.2<br/>Journeys Spring 2 6.3<br/>Growth</p> <p>1.3 Animals (Pitch)<br/>Music Express units focusing on Pitch<br/>KS1 Year A Aut 1 1.6<br/>Seasons Aut 2 1.3 Animals<br/>Sum 2 2.11 Water<br/>LKS2 Year B Spring 1 3.7 In<br/>the Past<br/>UKS2 Year A Aut 2 4.6<br/>Around the World<br/>4.8 Singing Spanish</p> | <p>INVESTIGATION<br/>EXPRESSION<br/>INTERPRETATION</p> |
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|   |   |  | <p><b>INTERPRETATION-</b><br/>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><br/>identifying key musical terminology and using it in description of music exploring different ways music is made</p>   | Pitch   |      |   |   |
| <p><b>Computing</b></p> <p><b>1.2</b><br/>creating media-digital painting</p> | <p>Pupils should be taught to:</p> <p>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:</p> <p>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><b>INVESTIGATION</b><br/>asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p><b>EXPRESSION</b><br/>the ability to explain processes, concepts and practice, rituals and practices;</p> <p><b>INTERPRETATION</b><br/>the ability to suggest meanings.</p> <p><b>REFLECTION</b><br/>the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <p><b>EVALUATION</b></p> | <p>Enquiry Questions</p> <p>Q1 what do different freehand tools do?</p> <p>Q2 How do I use the shape tool and the line tools?</p> <p>Q3 How can I use PAINT/PAINTZ on my own to paint a picture</p> <p>Q4, Can you make a painting that looks like a Mondrian or a Matisse?</p> <p>EYFS</p> <p>Q1   Can you make marks on the computer using PAINTZ?</p> <p>Q2, can you draw a picture on the computer using PAINTZ?</p> <p>Key Vocabulary<br/>paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.</p> | None | <p>Year A term 3 EYFS<br/>Computing-writing<br/>Year A term 2 KS1<br/>Computing-photography<br/>Year A term 3 Ks1<br/>Computing-music<br/>Year A term 2 Yr. 3<br/>Computing-animation<br/>Year A term 3 Yr. 3<br/>Computing-publishing Year A term 2 Yr. 4<br/>Computing - audio editing<br/>Year A term 2 Yr. 4/5<br/>computing vector drawing<br/>Year A term 3 Yr. 4<br/>Computing photo editing<br/>Year A term 3 Yr. 4/5<br/>Video-editing<br/>Year B term 2 EYFS<br/>Computing-painting<br/>Year B term 2 KS1<br/>Computing-painting<br/>Year B term 3 Ks1<br/>Computing-writing Year B term 2 Yr. 4/5<br/>Computing - audio editing<br/>Year B term 3 Yr. 4/5<br/>Computing photo editing</p> <p>Year B term 2 Yr. 3<br/>Computing-animation<br/>Year A term 2 Yr. 5/6<br/>Computing -3d modelling<br/>Year A term 3 yr. 5/6<br/>Computing -web pages<br/>Year B term 2<br/>Year B term 3 yr. 5/6<br/>Computing -video editing</p> | <p><b>INVESTIGATION</b><br/><b>EXPRESSION</b><br/><b>INTERPRETATION</b><br/><b>REFLECTION</b><br/><b>EVALUATION</b></p> |

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| <p><b>PE</b><br/><b>Dance</b></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 • work effectively within a group to perform in canon; Children know how to combine actions to create a short motif; Children can mirror the movements of a partner; Children can copy and repeat actions in time with the music; Children can describe the sequence of a dance; Children can shape their bodies appropriately to represent an object and respond to changes of speed; Children can suggest some ways to improve their movements.</p> | <p>understand what can be done differently and what impact this may have on the outcome.</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-<br/>-asking relevant questions<br/>- using different approaches to determine skills and tactics</p> <p>EXPRESSION<br/>-the ability to express themselves through movement<br/>-the ability to explain what they do and how they do it</p> <p>INTERPRETATION-<br/>-understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p>APPLICATION<br/>- make connections between different skills in different sports and how these are interlinked<br/>-to apply the skills, they have learnt in different situations</p> <p>DISCERNEMENT-<br/>-understanding and responding to the tactics and games of others</p> | <p>Enquiry Questions<br/>Q1 What is beat?<br/>Q2 How do I perform in unison?<br/>Q3 What is the difference between unison and canon?<br/>Q4 What do we mean by sequence</p> <p>Key vocabulary<br/>Canon, sequence, unison, performance, repetition</p> | <p>None</p> | <p><i>Year A term 2 EYFS Dance</i><br/><i>Year A term 2 KS1 Dance</i><br/><i>Year A term 2 Yr. 3 Dance</i><br/><i>Year A term 2 Yr. 4/5 Dance</i><br/><i>Year A term 2 yr. 5/6 Dance</i><br/><i>Year A term 2 Yr. 3 Dance</i><br/><i>Year B term 2 EYFS Dance</i><br/><i>Year B term 2 KS1 Dance</i><br/><i>Year B term 2 Yr. 4/5 Dance</i></p> | <p><b>INVESTIGATION</b><br/><b>EXPRESSION</b><br/><b>APPLICATION</b><br/><b>DISCERNEMENT</b><br/><b>ANALYSIS</b></p> |
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|                             |  |   | <p>-developing insights into tactics and working as a team.</p> <p><b>ANALYSIS-</b><br/>-explaining what they have done to improve a skill and what can be done to improve efficiency the next time</p>   |   |  |   |  |
| <p><b>PSHE/<br/>RSE</b></p> | <p><b>Relationships</b><br/>Who is special? to us?<br/>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.<br/>Know positive attachments to adults and friendships with peers.<br/>Know some of their own feelings and those of others and begin to regulate their behaviour accordingly.<br/>Know that family is one of the groups they belong to, as well as, for example, school, friends, clubs.<br/>Know about the different people in their family / those that love and care for them<br/>Know what their family members, or people that are special to them, do to make them feel loved and cared for<br/>Know how families are all different but share common features – what is the same and different about them<br/>Know about different features of family life, including what families do / Enjoy together<br/>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<br/>Can say what being a good friend means.<br/>Can show skills of friendship.<br/>Can identify forms of physical contact they prefer<br/>Can say no when they receive a touch, they don't like.<br/>Can praise themselves and others<br/>Can recognise some of their personal qualities<br/>Can say why they appreciate a special relationship about the roles different people (e.g., acquaintances, friends and relatives) play in our lives<br/>Can identify the people who love and care for them and what they do to help them feel cared for<br/>Can explain about different types of families including those that may be different to their own.<br/>Can identify common features of family life<br/>Understand that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried<br/><b>INVESTIGATION – asking relevant questions;</b></p> | <p><b>Enquiry Questions</b><br/>Who is in our family?<br/>Do any of your friends have a family that is different?<br/>What does 'being a good friend' mean?<br/>Who are you good friends?<br/>Who do you / don't you hug?<br/>Who can you ask for help at school? (In the class, in the playground, in the hall)</p> <p><b>Key Vocabulary</b><br/>Family<br/>Belong<br/>Same<br/>Different<br/>Friends, Friendship, Qualities: Caring, Sharing, Kind, Dislike, Help, Helpful, Self-belief<br/>Incredible<br/>Proud<br/>Celebrate<br/>Relationships<br/>Special<br/>Appreciate</p> | <p>Year A Term 1 EYFS<br/>PSHE/RSE: Myself<br/>Year A Term 1 EYFS RE: Myself<br/>Year A Term 2 EYFS<br/>Science: Similarities and differences in living things</p> | <p>Year B Term 3<br/>EYFS RE: My Special Things<br/>Year B Term 5<br/>EYFS RE: My Life<br/>Year B Term 6<br/>EYFS RE: Our Beautiful World<br/>Year B Term 1 KS1 RSE: Families and people<br/>Year B Term 2 KS1 RSE: Friendship and Community<br/>Year B Term 3 KS1 RSE: Respect<br/>Year A Term</p> | <p><b>INVESTIGATION<br/>EXPRESSION</b></p> |

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|  |  |  | <p>knowing how to use different types of sources as a way of gathering information.</p> <p><b>EXPRESSION –:</b></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> |  |  |  |  |
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