

Crowland/Westminster/Regent/St James Spring 1 Castles and Cathedrals
Small Village, Big Horizons

	Key Knowledge	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge and Skills (see termly plans)	Reference to Future Knowledge and Skills (see termly plans)	Reference to application of knowledge across all curriculum areas
Topic Castles and Cathedrals	<p>Yr. ½ Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Yr. 3 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Crowland Children should. Know that England was invaded by different people. Know castles were built for defence. Know some of the key features of motte and bailey castles. Know that castles changed as weapons became better. Know some of the weapons used to attack castles. Know some of the roles people undertook in a medieval castle. Know what rich and poor ate and wore in castles. Know who built Tattershall castle.</p> <p>Westminster Children should: Know who invaded England. Know where the main battle between William and Harold took place. Know the similarities and differences between motte and bailey and keep and bailey castles. Know Why castles were important for the Norman invaders. Know what the features of a castle were. Know how and why castles changed. Know why castles were important. Know who lived in a medieval castle. Know what the different jobs in a medieval castle were. Know who was powerful in medieval times. Know who built Tattershall Castle. Know how it has changed over time? Know what evidence we have for these changes</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? Yr. 3 Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>INVESTIGATION asking relevant questions. · Using a variety of sources to find out about events, people and changes</p> <p>EXPRESSION · The ability to recall, select and organise information · The ability to use key historical dates and vocabulary to describe and explain different periods in history</p> <p>INTERPRETATION · The ability to draw meaning from artefacts, works of art, relics and buildings; · The ability to suggest meanings and draw conclusions from what they see</p> <p>APPLICATION · Making the association between aspects of life in different societies, · Considering the impact of past events on the present · Learning both about and also from history.</p>	<p>Year 1 Q1 Why do we build castles? Q2 What was lifelike in castles? Q3 How have castles changed? Q4 What is Tattershall Castle like?</p> <p>Year 2 Q1 Who built the first castles? Q2 What were the main features of a Castle? Q3 How and why did castles change? Q4 Who lived in a mediaeval Castle? Q5 What were the different jobs in the mediaeval Castle? Q6 What was life like in a mediaeval Castle for rich and poor? Q7 Who built Tattershall castle?</p> <p>Year 3 Q1 Who invaded England in 1066? Q2 where did the main battle between William and Harold take place? Q3 why were castles important for the Norman invaders? Q4 what were the similarities and differences between Motte and Bailey and</p> <p>Key Vocabulary Fairy story defence Castle Medieval Real roles Rich motte and bailey Poor invaders Normans</p>	<p>Year B term 1 EYFS- <i>History Marvellous Me</i> Year B term 3 EYFS <i>History Space</i> Year B term 4EYFS <i>History-Pirates</i></p>	<p>Year A Term 2 KS1 <i>History London's Burning</i> Year A term 4 KS1 <i>History seaside</i> Year A term 4 Yr3 <i>History Stone Age</i> Year A term 4 Yr4/5 <i>History Anglo Saxons</i> Year A term 4 Yr. 5/6 <i>History Pilgrim fathers</i> Year A term 5 KS1 <i>History-Heroes</i> Year A Term 5 yr3 <i>History Commonwealth</i> Year A term 5 yr4/5 <i>History barricades</i> Year A Term 5 Yr. 5/6 <i>Crime</i> Year B term 1 KS1 <i>History -Marvellous Me</i> Year B Term 2 <i>Guy Fawkes</i> Year B term 2 yr. 4/5 <i>History Vikings</i> Year B term 3 KS1 <i>History Space</i> Year B term 3 Yr. 3 <i>History Transport</i> Year B term 3 Yr. 4/5 <i>History Egyptians</i> Year B term 3 Yr. 5/6 <i>History Parliament</i> Year B Term 4 KS1 <i>History- Explorers</i> Year B Term 5 Yr. 3 <i>History -Romans</i> Year B term 5 Yr. 5/6 <i>Ancient Greeks</i> Year B term 6 Yr. 4/5 <i>History-Maya</i></p>	<p>INVESTIGATION EXPRSSION INTERPRETATION APPLICATION</p>

<p>Science Materials Yr. 1 Distinguish, / identify Different materials and describe Yr. 2 Identify and compare /suitability of materials Yr. 3 compare how things move on different surfaces</p>	<p>Yr. 1 Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of materials Yr. 2 Compare and group together a variety of everyday materials on the basis of their simple physical properties 3e1: compare how things move on different surfaces 3e2: notice that some forces need contact between two objects, but magnetic forces can act at a distance 3e3: observe how magnets attract some materials and not others 3e4: compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p>	<p>Yr. 1 Children can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock by matching a material to its name. Children know how to describe a material using their senses Children know that materials have different properties Children can name different properties-hard/soft/permeable, impermeable/flexible/rigid/float/sink. Yr. 2 Children can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock by matching a material to its name. Children know that materials have different properties Children can name different properties-hard/soft/permeable, impermeable/flexible/rigid/magnetic. Yr. 3 Children know that materials have different properties Children can name different properties-hard/soft/permeable, impermeable/flexible/rigid/magnetic. Children know that some metals are magnetic, and some are not. Children know how to sort objects by their properties Children know how to conduct a test. Yr. 3 Children know that materials have different properties Children can name different properties-hard/soft/permeable, impermeable/flexible/rigid/magnetic. Children know that some metals are magnetic, and some are not. Children know that magnetic attraction can make an object move. Children know that the same object will move in a different way depending on the surface being used. Children understand the term friction. Children can conduct a fair test</p>	<p>Yr. ½ they talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g., Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p> <p>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 INTERPRETATION – the ability to draw meaning from scientific theories, theories and studies; the ability to suggest meanings APPLICATION - making the association in Science between chemistry, biology and physics; To ability to be able to apply a range of scientific knowledge and skills in a variety of contexts. ANALYSIS – distinguishing between the feature's methods of different investigations</p>	<p>Year 1 Q1 What materials can I name and what can be made from them? Q2 What are the main properties of classroom objects (bendy/rigid, hard/soft, transparent/opaque) Year 2 Q1 What materials are common objects made from? Q2 What properties do materials have (magnetic/transparent/squashable/ Q3 What properties do metals have Q4 what makes a material suitable for purpose? Year 3 Q1 How can magnets make some objects move? Q2 Does the same object move the same way on different surfaces? Q3 Which surfaces make movement easier and why?</p> <p>Key Vocabulary Materials Objects Properties Rigid. Flexible, hard, soft, permeable, impermeable, flexible, magnetic</p>	<p>Year B Term3 EYFS Science-materials</p>	<p>Year A term 3 KS1 Science, materials Year A term 3 Yr3 science, Rocks and soils Year A term 1 year4/5 Science, States of Matter Year A term 5 Yr5/6 science-properties and changes in materials Year B term 3 KS1 Materials Year B term 6 yr5/6 properties and changes in materials</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS EVALUATION</p>
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			EVALUATION – the ability to evaluate a finished product and scientific investigation.				
RE	<p><u>Crowland and Regent Spring 1</u> God – Islam</p> <p>Beliefs about God The oneness of God (Tawhid) Creation and harmony Humans being on the straight path Muhammed and the Qur'an</p>	<p>Know that Muslims believe in the one God (tawhid), created the universe in harmony Know that he created human beings to help keep the universe in harmony Know that Muslims believe he provided a straight path (shariah) to help keep the universe in harmony Know that Muslims have guidance to help humans follow the straight path (Qur'an, prophets, natural world) Know that Muslims have 99 Names of Allah – ways in which Muslims try to understand what God is like (not 100 because you can never fully know God) Know the Qur'an is the holy book of Islam; the words of God, providing guidance for human beings Know that the Prophet Muhammad – the final prophet; receives guidance (i.e., the Qur'an) directly from God, lives it out in his own life and leads people along the straight path Know the story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power')</p>	<p>Understand Muhammed is a special person to help Muslims make good choices Recall the story of how Muhammed received the Qur'an from Angel Jibril Understand Muslim beliefs about one God and that he created the world as he wanted it to be – in harmony Understand what the straight path is and its importance for Muslims Understand that Muslims believe God made the world exactly as he wanted it to be – creation story/harmony INVESTIGATION knowing how to use different types of sources as a way of gathering information EXPRESSION the ability to explain concepts, rituals and practices. the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media. INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism. the ability to suggest meanings</p> <p>They understand the different ways in which Christians say thank you to God (e.g., at baptism, prayer – speaking and listening to God; s Pupils can understand that harvest festival is a way of</p>	<p>Enquiry Questions</p> <p>How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an Who is Muhammad? Prophet</p> <p>Key Vocabulary Islam Tawhid Qur'an Mohammed Angel Jibril Harmony Straight path Creation Allah Shariah Knight of Power</p>	<p>Year B Term 1 Crowland and Regent RE: Creation Year A Term 1 Crowland and Regent RE: Creation</p>	<p>Year A Term 3 Crowland and Regent RE: Islam – Community Year A Term 1 KS1 RE: Islam – Being Human Year A Term 2 KS1 RE: Islam – Life Journey Year A Term 3 KS1 PSHE/RSE: Respect Year A Term 2 Y3&4 RE: Islam – God Year A Term 3 Y3&4 PSHE/RSE: Respect Year A Term 2 Y4/5 RE: How do Muslim's worship? Year A Term 3 Y4/5 PSHE/RSE: Respect Year A Term 6 Y5/6 RE: Islam – Rights of passage Year A Term 2 Y3&4 RE: Islam – God Year B Term 2 /3 Y4/5 RE: How do Muslim's worship? Year B Term 6 Y5/6 RE: Islam – Life journey</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>
	<p><u>St James' and Westminster Thankfulness-Christianity</u></p>	<p>Christianity-stewardship Know about the importance of gratitude (saying thank you) – do you only have to say thank you if you believe in God? Stewardship- connect with beliefs about God as creator and human</p>	<p>Christians say thank you to God (e.g., at baptism, prayer – speaking and listening to God; s Pupils can understand that harvest festival is a way of</p>	<p>Enquiry Questions</p> <p>Q1 Are there some things that only particular people say thank you for? E.g., supporters of Lincoln City FC saying thank you for the team winning the</p>	<p>Year A EYFS Term 2 RSE – Friendship and Community Year A EYFS Term 4 RE – Special Times for Me and Others</p>	<p>Year B Y3 Term 2 RSE/PSHE - Friendship and Community Year B Y3 Term 2 RSE/PSHE - Respect</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION EMPATHY APPLICATION</p>

	<p>Making links with 'life journeys' for Christians Know and understand key festivals based on thankfulness such as Harvest, Know how Christians say thank you for important life events and welcome them such as a birth of a new baby</p>	<p>beings as stewards (i.e., there to look after God's creation); responsibility for the environment because of Christian beliefs Prayers-saying thank you to God for all his gifts-e.g., of physical and emotional gifts to Christians Harvest festival – saying thank you for the harvest; explore different ways in which Christians around the world celebrate harvest, in India, harvest time occurs in late December and early January, so for Indian Christians, harvest time is around the time they are celebrating the birth of Jesus at Christmas – explore the painting Dalit Madonna (Jyoti Sahi), which shows Mary and baby Jesus and is full of imagery of harvest time; make connections with the gifts of the created world (fruit, vegetables, flowers, etc.) and the gift of Jesus</p>	<p>saying thank you for the gifts of the natural world They can explore the idea of different types of gifts, e.g., of time, of talents, of money, etc. Make links between this and what Christians do during Harvest festival. INVESTIGATION knowing how to use different types of sources as a way of gathering information EXPRESSION the ability to explain concepts, rituals and practices. the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media. INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism. the ability to suggest meanings EMPATHY developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow. APPLICATION making the association between religions and individual, community, national and international life. SYNTHESIS connecting different aspects of life.</p>	<p>checktrade trophy, pupils in Class 2 saying thank you to Miss Smith for helping them learn and explore new things this year... Q2 Different religious communities have special festivals to say thank you to God – do you only have to say thank you if you believe in God? Key Vocabulary Thankfulness Stewardship prayer Harvest</p>	<p>Year A EYFS Term 5 RE – My Life Year A EYFS Term 4 English – Recounts Year A EYFS Term 5 English – Information Texts Year B EYFS Term 3 English – Information Texts Year B EYFS Term 3 RSE - Respect</p>	<p>Year B Y4/5 Term 5/6 RE – In depth study of Judaism Year B Y5/6 Term 2 English – Explanation Text Year B Y5/6 Term 5 English – non chronological report Year B Y5/6 Term 5 RE – Life Journey Year A Term 5/6 RE – Life Journey and Rites of Passage</p>	<p>SYNTHESIS</p>
<p>Art/DT</p>	<p>(Yr. ½) Pupils should be taught to: •select from and use a range of tools and equipment to</p>	<p>Yr. ½ Children know what a castle is. Children know that a castle needed defending. Children know that some castles were surrounded by a Moat. Children know the to bridge was required to cross the Moat. Children</p>	<p>Yr. 1/2 use their knowledge of existing products and their own experience to help generate their ideas; design products that have a purpose and are aimed at an intended user; explain how</p>	<p>Enquiry Questions Yr. ½ Q1 How do you defend a castle? Q2 What is a moat? Q3 How can you cross a moat? Q4 What is a pulley?</p>	<p><i>Year A term 3 EYFS Moving Pictures</i> <i>Year A term 3 KS1 DT pulleys for drawbridge</i> <i>Year B Term 2 EYFS Art vehicles</i></p>	<p><i>Year A term 3 Yr. 3 DT moving vehicle</i> <i>Year A term 1 yr. 4/5 bridge construction</i> <i>Year A term 3 Yr. 5/6 DT model ship</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

	<p>perform practical tasks [e.g., cutting, shaping, joining and finishing]</p> <p>•select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic</p> <p>Yr. 3 Pupils should be taught to:</p> <p>•select from and use a wider range of tools and equipment to perform practical tasks [e.g., cutting, shaping, joining and finishing], accurately</p> <p>•select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>know that the bridge was called a drawbridge. Children know that the bridge was raised and lowered to defend the castle. Children know that a hinge was needed to raise the drawbridge. Children know that a pulley was used to raise the drawbridge. Children know how to create a hinge. Children know how to use a simple pulley system to raise a drawbridge. Children know how to join material safely. Children know how to create a drawbridge from lolly sticks. Children know have to use a spool to create a pulley system.</p> <p>Yr. 3 Children know what a castle is. Children know that a castle needed defending. Children know that some castles were surrounded by a Moat. Children know the to bridge was required to cross the Moat. Children know that the bridge was called a drawbridge. Children know that the bridge was raised and lowered to defend the castle. Children know that a hinge was needed to raise the drawbridge. Children know that a pulley was used to raise the drawbridge. Children know how to create a hinge. Children know how to use a simple pulley system to raise a drawbridge. Children know how to join material safely. Children know how to create a drawbridge from lolly sticks. Children know have to use a spool to create a pulley system. Children know have to evaluate how successful their pulley system is. Children can suggest amendments and improvements.</p>	<p>their products will look and work through talking and simple annotated drawings; design models using simple computing software; plan and test ideas using templates and mock-ups; understand and follow simple design criteria; work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. with support, select from a range of materials, textiles and components according to their characteristics; learn to use hand tools safely use a range of materials and components, with help, measure and mark out; cut, shape and score materials with some accuracy; assemble, join and combine materials, components or ingredients; stages of the process.</p> <p>Yr. 3;explain how particular parts of their products work; use annotated sketches and cross-sectional drawings to develop and communicate their ideas; when designing, explore different initial ideas before coming up with a final design; when planning, start to explain their choice of materials and components including function and aesthetics; test ideas out through using prototypes; develop and follow simple design criteria; in a systematic order; learn to use a range of tools and equipment safely, appropriately and accurately use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; with growing independence,</p>	<p>Q5 What is a hinge</p> <p>Yr. 3</p> <p>Q1 How were castles defended in Norman times?</p> <p>Q2 Was a moat effective in keeping invaders out?</p> <p>Q3 How would you cross a moat?</p> <p>Q4 How are hinges and pulleys used to build a drawbridge?</p>	<p><i>Year B Term 2 KS1 Art vehicles</i></p>	<p><i>Year A term 5 yr. 5/6 Key designers</i></p> <p><i>Year B term 2 Yr. 3 DT moving model</i></p> <p><i>Year B term 2 Yr. 4/5 DT boats</i></p> <p><i>Year B term 3 Yr. 5/6 DT electrical components</i></p>	

measure and mark out to the nearest cm and millimetre; cut, shape and score materials with some degree of accuracy; assemble, join and combine material and components with some degree of accuracy; explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; explore what materials /ingredients products are made from and suggest reasons for this; consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; evaluate their product against their original design criteria;

INVESTIGATION –:
asking relevant questions;
knowing how to use different types of sources as a way of gathering information;
knowing how pieces are created

EXPRESSION –
•the ability to explain techniques, colours and use of media;
•the ability to identify and articulate opinions on how an artist has chosen to express their ideas

INTERPRETATION –
•the ability to draw meaning from pieces of art;
•the ability to suggest alternative meanings.

APPLICATION –
•making the association between the purpose, technique, media and meaning behind a piece;

			<p>•identifying the purpose of the piece.</p>				
<p><i>Music (Music express)</i></p> <p><i>Crowland Regents</i></p>	<p>1.7 Our School (Exploring sounds) MU1/1.1 Use their voices expressively and creatively by singing songs and speaking in chants and rhymes. Mu1/1.2 Play tuned and untuned instruments musically MU1/1.4 Experiment with, create, select and combine sounds using interrelated dimensions of music.</p>	<p>1.7 Our School (Exploring sounds) Children will explore different sound sources and materials. Children will explore the materials ad sounds of percussion instruments. Children will analyse the dynamics and duration of sounds around the school. Children will create two contrasting textures. Children will learn to sing a new song. Children will interpret sounds and explore instruments. Children will create a soundscape as part of a song performance.</p>	<p>1.7 Our School (Exploring sounds) Children will map sounds in the classroom and play a sequence of them. Children will explore the materials and sounds of percussion instruments. Children will listen to real sounds in school and record their own. Children will compose music which captures atmosphere. Children will learn to sing a new song and listen to the sounds in it. Children will film their environment. Children will create a soundscape of their school surroundings and add it to the song they learnt.</p> <p>INVESTIGATION: Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music</p> <p>EXPRESSION: the ability to explore music as a medium for expressing themselves</p> <p>INTERPRETATION: the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>REFLECTION: the ability to consider their own performances and evaluate the effectiveness and levels of success</p> <p>APPLICATION: exploring different ways music is made</p> <p>SYNTHESIS: linking a range of musical devices together to create effective compositions</p>	<p>1.7 Our School (Exploring sounds) Key Questions What sounds can you hear in the classroom? Can you map the sounds on a classroom map? What sounds can you hear around school? Can you record your own sounds? Can you compose music which captures atmosphere? Can you learn to sing a new song? Can you film the environment of your school? What is a soundscape? Can you create a soundscape of your school surroundings and add it to the song?</p> <p>Key vocabulary Timbre (rustle, scrunch, tear, tap, rub) Dynamics (loud/quiet) Duration (long/short) Texture</p>	<p>1.7 Our School (Exploring sounds) Year B EYFS/Y1 Aut 2 1.7 Our School KS1 Aut 1 1.1 Ourselves</p> <p>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>1.9 Storytime (Exploring sounds) Year B EYFS/ Yr1 Spring 1 1.4 Weather</p>	<p>1.7 Our School (Exploring sounds) Year B EYFS/ Yr. 1 Spring 1 1.9 Storytime KS1 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 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots</p> <p>Year A 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</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

	<p>1.9 Storytime (Exploring sounds) How can music be used to tell a story? Mu1/ 1.3 Listen with concentration and understanding to a range of high-quality live and recorded music Mu1/ 1.4 Experiment with, create, select and combine sounds.</p>	<p>1.9 Storytime (Exploring sounds) Children use music terms to discuss music- fast, slow, loud, quiet. Children add instruments to match music and create sound effects. Children create music to match an event in story. Children develop their use of voices and learn new songs and chants.</p>	<p>EVALUATION: the ability to evaluate their own and other performances</p> <p>1.9 Storytime (Exploring sounds) Children learn how music can be used to tell a story. Children identify and start to use musical terms to describe contrasts of fast and slow, loud and quiet. Children use this knowledge to perform a musical.</p> <p>INVESTIGATION: Investigating how the voice and body can be used to make sounds Investigating own feelings and emotions related to a range of musical experiences EXPRESSION: the ability to recognise how composers express themselves through their music INTERPRETATION: the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo EMPATHY: the ability to consider the thoughts, feelings, experiences, attitudes, opinions and values of others. Developing the power of imagination to identify ways to express feelings through music such as love, excitement and sorry APPLICATION: identifying how music is used for a variety of reasons, for religion, relaxation, communication etc Identifying key musical terminology and using it in description of music SYNTHESIS: linking a range of musical devices together to create effective compositions</p>	<p>1.9 Storytime (Exploring sounds) Key Questions How can you describe this music? Is it fast? Slow, loud or quiet? How can music tell a story? Can you add sound effects to the music? Can you play fast, slow, loud and quiet? Can you match music to the event in the story? Can you perform with others?</p> <p>Key vocabulary Tempo- fast, slow Dynamics- loud, quiet Timbre</p>	<p>Aut 2 1.7 Our School Aut 1 1.1 Ourselves</p> <p>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><i>Spring 2 4.6 Around the World</i> <i>Sum 1 4.3 Sounds</i> <i>4.5 Building</i> <i>Sum 2 4.12 Food and Drink</i> <i>Y4/5</i> <i>Aut 1 4.2 Environment</i> <i>Aut 2 4.6 Around the World</i> <i>Spring 1 4.5 Buildings</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 2 5.4 Keeping Healthy</i> <i>Sum 2 5.5 At the Movies</i> <i>Y6</i> <i>Aut 1 6.4 Roots</i> <i>Spring 1 6.2 Journeys</i> <i>Spring 2 6.3 Growth</i></p> <p>1.9 Storytime (Exploring sounds) Year B 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 <i>Year B (has Mu2/1.5)</i> <i>LKS2 Aut 1 3.1 Environment</i> <i>3.2 Building</i> <i>Aut 2 3.4 Poetry</i> <i>Spring 2 4.3 Sounds</i> <i>4.5 Building</i> <i>Y4/5</i> <i>Aut 1 4.2 Environment</i> <i>4.4 Recycling</i> <i>Spring 1 4.6 Around the World</i> <i>4.12 Food and Drink</i> <i>Spring 2 5.3 Life Cycles</i> <i>Sum 1 5.4 Keeping Healthy</i> <i>Y6</i> <i>Aut 2 6.2 Journeys</i> <i>Spring 1 6.3 Growth</i></p>	
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			<p>Taking inspiration from existing musical performances to compose and perform music effectively</p> <p>Evaluation: the ability to evaluate their own and other performances</p>			<p><i>Spring 2 6.4 Roots</i></p> <p><i>Year A</i> <i>EYFS/Y1 Summer 1 1.9 Storytime</i> <i>KS1 Aut 1 1.4 Weather</i> <i>Spring 1 1.7 Our School</i> <i>1.9 Storytime</i> <i>Spring 2 2.1 Ourselves</i> <i>2.3 Our land</i> <i>Y2/3</i> <i>Aut 1 2.9 Weather</i> <i>Spring 1 2.3 Our Land</i> <i>2.7 Storytime</i> <i>Spring 2 3.3 Sounds</i> <i>LKS2 (has Mu2/1.5)</i> <i>Aut 1 3.1 Environment</i> <i>3.2 Buildings</i> <i>Aut 2 3.3 Sounds</i> <i>Spring 2 4.6 Around the World</i> <i>Sum 1 4.3 Sounds</i> <i>4.5 Building</i> <i>Sum 2 4.12 Food and Drink</i> <i>Y4/5</i> <i>Aut 1 4.2 Environment</i> <i>Aut 2 4.6 Around the World</i> <i>Spring 1 4.5 Buildings</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 2 5.4 Keeping Healthy</i> <i>Sum 2 5.5 At the Movies</i> <i>Y6</i> <i>Aut 1 6.4 Roots</i> <i>Spring 1 6.2 Journeys</i> <i>Spring 2 6.3 Growth</i></p>	
<p><i>Westminster</i> <i>St James</i></p>	<p>2.3 Our Land (Exploring sounds)</p> <p>Mu1/1.3 Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>MU1/1.4 Experiment with, create, select and combine sounds using interrelated dimensions of music.</p>	<p>2.3 Our Land (Exploring sounds)</p> <p>Children explore timbre and texture to understand how sounds can be descriptive.</p> <p>Children will match sounds to images.</p> <p>Children will create and perform descriptive instrumental music inspired by British myths and legends.</p> <p>Children listen to and identify contrasting sections of descriptive music.</p> <p>Children will match descriptive sounds to images.</p>	<p>2.3 Our Land (Exploring sounds)</p> <p>Children will explore myths of Scotland and Northern Ireland using vocal and body percussion sounds.</p> <p>Children will identify water-inspired instrumental sounds in music.</p> <p>Children will explore instrumental sounds to accompany monster and giant myths.</p> <p>Children will explore myths of Wales and England using</p>	<p>2.3 Our Land (Exploring sounds)</p> <p>Key Questions</p> <p>What sounds can you hear?</p> <p>What is the music describing?</p> <p>What sounds on instruments can you use to accompany the monster and giant myths?</p> <p>What vocal and body percussion sounds can be used with the myths?</p> <p>What can you hear in the ice inspired music?</p> <p>What instrumental sounds can accompany the knights and heroes' myths?</p>	<p>2.3 Our Land (Exploring sounds)</p> <p>Year B</p> <p>EYFS/Y1 Aut 2 1.7 Our School</p> <p>Aut 1 1.1 Ourselves</p> <p>Spring 1 1.9 Storytime</p> <p>KS1</p> <p>Aut 1 1.1 Ourselves</p> <p>Aut 2 1.7 Our School</p> <p>Spring 1 1.4 Weather, 1.9 Storytime</p> <p>Year A</p> <p>EYFS/ Y1</p>	<p>2.3 Our Land (Exploring sounds)</p> <p>Year B</p> <p>Y2/3</p> <p>Spring 1 2.9 Weather</p> <p>2.7 Storytime</p> <p>Summer 1 3.3 Sounds</p> <p>Year B (has Mu2/1.5)</p> <p>LKS2 Aut 1 3.1 Environment</p> <p>3.2 Building</p> <p>Aut 2 3.4 Poetry</p> <p>Spring 2 4.3 Sounds</p> <p>4.5 Building</p> <p>Y4/5</p> <p>Aut 1 4.2 Environment</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p>

	<p>2.7 Storytime (exploring sounds) Mu1/ 1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Mu1/ 1.4 Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p>Children will identify ways of producing sounds. Children will listen to and evaluate composition. Children will rehearse and refine to develop a performance.</p> <p>2.7 Storytime (exploring sounds) Children continue to develop their exploration of sounds by combing sounds to create a musical effect. Children understand how music, dance and drama can combine in storytelling. Children will explore their voices to create descriptive musical effects. Children will be able to match descriptive sounds made with the voice. Children will perform to an audience.</p>	<p>vocal and body percussion sounds. Children will identify ice-inspired instrumental sounds in music. Children will explore instrumental sounds to accompany the knights and heroes' myths. Children will rehearse the vocal sounds and chants for Map of myths. Children will rehearse the instrumental sounds for Map of Myths. Children will rehearse, record and make a Map of myths slide show.</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 INTERPRETATION: the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo REFLECTION: the ability to consider their own performances and evaluate the effectiveness and levels of success EMPATHY: developing the power of imagination to identify ways to express feelings through music such as love, excitement and sorry APPLICATION: identifying key musical terminology and using it in description of music DISCERNMENT: recognising that people perceive music in a range of different ways SYNTHESIS: taking inspiration from existing musical performances to</p>	<p>Why do we rehearse? Can you evaluate the performance?</p> <p>Key vocabulary Tempo Dynamics Beat Rhythm Drone Melody Duration Texture Timbre</p> <p>2.7 Storytime (exploring sounds) Key Questions How can you combine sounds to create a musical effect? How can music, dance and drama combine to tell a story? How can your voice be used to create descriptive musical effects? Can you match the descriptive sounds made with the voice? Can you perform to an audience?</p> <p>Key Vocabulary Timbre Texture Dynamics Tempo Duration Pitch Structure Melody Rhythm Beat Score</p>	<p>Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather KS1 Aut 1 1.4 Weather Spring 1 1.7 Our School 1.9 Storytime Spring 2 2.1 Ourselves 2.3 Our land</p> <p>2.7 Storytime (exploring sounds) Year B Y2/3 Spring 1 2.9 Weather Aut 2 2.3 Our Land Aut 1 2.1 Ourselves KS1 Spring 2 2.3 Our land Spring 1 1.4 Weather 1.9 Storytime Aut 2 1.7 Our School Aut 1 1.1 Our Bodies EYFS/Y1 Spring 1 1.9 Storytime 1.4 Weather Aut 2 1.7 Our school Aut 1 1.1 Ourselves</p> <p>Year A KS1 Y2/3 Spring 2 3.3 Sounds Spring 1 2.3 Our Land 2.7 Storytime Aut 1 2.9 Weather KS1 Y1/2 Spring 2 2.1 Ourselves 2.3 Our Land</p>	<p>4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots</p> <p>Year A 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>2.7 Storytime (exploring sounds) Sum 1 3.3 Sounds Music Express Exploring sounds (has Mu2/1.5) Year B LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry</p>	
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compose and perform music effectively

EVALUATION: the ability to evaluate their own and other performances

The ability to form opinions about music from different genres

2.7 Storytime (exploring sounds)

Children will be able to identify two percussion instruments played at the same time by their sound. Children will perform music depicting the Nutcracker storyboard.

Children explore using their voices to create effects.

Children will perform vocal sounds from a spooky scene.

Children will be able to discuss how the orchestra creates the scary mood.

INVESTIGATION:

Investigating how the voice and body can be used to make sounds

Exploring a range of tuned and untuned instruments to compose music

EXPRESSION: the ability to explore music as a medium for expressing themselves

The ability to recognise how composers express themselves through their music

INTERPRETATION: the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo

REFLECTION: the ability to reflect on feelings a piece of music gives, the features within it and their own

*Spring 1 1.9 Storytime
1.7 Our School
Aut 1 1.4 Weather
EYFS/Y1
Sum 1 1.9 Storytime
Spring 1 1.7 Our School
Aut 2 1.1 Ourselves
Aut 1 1.4 Weather*

*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 (has Mu2/1.5)
LKS2*

*Aut 1 3.1 Environment
3.2 Buildings
Aut 2 3.3 Sounds
Spring 2 4.6 Around the World
Sum 1 4.3 Sounds
4.5 Building
Sum 2 4.12 Food and Drink
Y4/5
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>opinions of a variety of music</p> <p>The ability to consider their own performances and evaluate the effectiveness and levels of success</p> <p>EMPATHY: developing the power of imagination to identify ways to express feelings through music such as love, excitement and sorry</p> <p>APPLICATION: identifying how music is used for a variety of reasons, for religion, relaxation, communication etc</p> <p>Identifying key musical terminology and using it in description of music</p> <p>ANALYSIS: identifying instruments used within a composition</p> <p>SYNTHESIS: taking inspiration from existing musical performances to compose and perform music effectively</p> <p>EVALUATION: the ability to evaluate their own and other performances</p>				
<p>Computing</p> <p>(Teach computing)</p> <p>2.3 Creating Media-music</p>	<p>Pupils should be taught to:</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Children can identify simple differences in pieces of music</p> <p>Children can listen with concentration to a range of music (links to the Music curriculum)</p> <p>Children know how music makes me feel, e.g., happy or sad</p> <p>Children know how to create a rhythm pattern</p> <p>Children can play an instrument following a rhythm pattern</p> <p>Children know that music is created and played by humans</p> <p>Children can connect images with sounds.</p> <p>Children can use a computer to experiment with pitch and duration.</p> <p>Children know how to relate an idea to a piece of music.</p> <p>Children know that music is a sequence of notes</p> <p>Children know how to use a computer to create a musical pattern using three notes</p> <p>Children can refine a musical pattern on a computer</p> <p>Children can describe an animal</p>	<p>Yr. 1/2</p> <p>use software to record sounds; change sounds recorded; save, retrieve and organise work.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Yr. 3</p> <p>use software to record, create and edit sounds and capture still images; change recorded sounds, volume, duration and pauses; use software to capture video for a purpose; use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>INVESTIGATION</p>	<p>How does music make us feel?</p> <p>What patterns can we see in music?</p> <p>What are notes?</p> <p>How do I represent an animal in music?</p> <p>Key Vocabulary</p> <p>commands, add sound, notes, rhythm, pitch, duration audio, sound, video, movie, embed, link, file format,</p>	<p>All OF THE MUSIC CURRICULUM</p> <p>Year A term 2 EYFS</p> <p>Computing-painting</p> <p>Year A term 3 EYFS</p> <p>Computing-writing</p> <p>Year A term 2 KS1</p> <p>Computing-photography</p> <p>Year B term 2 EYFS</p> <p>Computing-painting</p> <p>Year B term 3 EYFS</p> <p>Computing-writing</p> <p>Year B term 2 KS1</p> <p>Computing-painting</p>	<p>Year A term 2 Yr. 3</p> <p>Computing-animation</p> <p>Year A term 3 Yr. 3</p> <p>Computing-publishing</p> <p>Year A term 2 Yr. 4</p> <p>Computing -audio editing</p> <p>Year A term 2 Yr. 4/5</p> <p>computing vector drawing</p> <p>Year A term 3 Yr. 4</p> <p>Computing photo editing</p> <p>Year A term 3 Yr. 4/5</p> <p>Video-editing</p> <p>Year A term 2 Yr. 5/6</p> <p>Computing -3d modelling</p> <p>Year A term 3 yr. 5/6</p> <p>Computing -web pages</p> <p>Year B term 2 Yr. 3</p> <p>Computing-animation</p> <p>Year B term 2 Yr. 4/5</p> <p>Computing -audio editing</p> <p>Year B term 3 Yr. 4/5</p> <p>Computing photo editing</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>SYNTHESIS</p> <p>EVALUATION</p>

		<p>using sounds and explain their choices. Children know how to save their work Children know how to reopen their work. Children can explain how to make their work better. Children can listen to music and describe how it makes me feel</p>	<p>asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging. EXPRESSION the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking. INTERPRETATION the ability to understand computing theories; the ability to suggest meanings. REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve. APPLICATION the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects DISCERNMENT seeing clearly for themselves how they use computing in their daily lives and in future employment. ANALYSIS distinguishing between the feature's methods of different investigations. SYNTHESIS linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes. EVALUATION understand what can be done differently and what impact this may have on the outcome.</p>			<p><i>Year B term 2 Yr. 5/6 Computing -vector drawing Year B term 3 yr. 5/6 Computing -video editing</i></p>
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<p>PE Gym</p>	<p>Yr. ½ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>Yr. 3 Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Children know how to copy balances on a range of body parts; Children can say what is good about a partner’s performance; Children know how to match the actions of their partner and copy a paired balance correctly; Children can perform a paired balance on a piece of apparatus; Children can demonstrate at least one type of roll correctly; • Children can show some control when they are rolling; Children can perform at least one type of jump correctly, showing a clear body shape in the air; Children know how to jump off apparatus with support and land safely; Children know how to copy, remember and perform three different movements to make a sequence; Children can describe a sequence and say what is good about it; Children can work with a partner to copy, remember and perform three different movements to make a matching sequence; • show some control</p>	<p>Yr. 1/2 Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care</p> <p>Yr. 3 Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements</p> <p>INVESTIGATION- -asking relevant questions</p>	<p>What is a balance? How do I link movements? How do I perform a roll? What is a sequence?</p> <p>Key Vocabulary. log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle standing balances Kneeling balances large body part balances, Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support Key vocabulary Crouched forward roll, Forward roll from standing, tucked backward roll, straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off Handstand Lunge into handstand Cartwheel Tiptoe, step, jump and hop Hopscotch</p>	<p>Year A term 3 EYFS Gym Year B term 3 EYFS Gym</p>	<p>Year A term 3 Yr. 3 Gym Year A term 3 Yr. 4/5 Gym Year A term 3 yr. 5/6 Gym Year A term 3 Yr. 3 Gym Year B term 3 Yr. 3 Gym Year B term 3 Yr. 4/5 Gym Year B term 3 yr. 5/6 Gym</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION ANALYSIS</p>
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			<p>- using different approaches to determine skills and tactics</p> <p>EXPRESSION-</p> <p>-the ability to express themselves through movement</p> <p>-the ability to explain what they do and how they do it</p> <p>INTERPRETATION</p> <p>-understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p>APPLICATION</p> <p>- make connections between different skills in different sports and how these are interlinked</p> <p>-to apply the skills, they have learnt in different situations</p>				
PSHE/ RSE	<p>Respect</p> <p>To acknowledge the existence of diversity within our community.</p> <p>To explore why respect is necessary within our community.</p>	<p>Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Know the practical steps they can take in a range of different contexts to improve or support respectful relationships •</p> <p>Know the conventions of courtesy and manners*</p> <p>Know the importance of self-respect and how this links to their own happiness</p> <p>know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>Can listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view.</p> <p>Are able to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p> <p>Are able to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>Are able to consider the lives of people living in other places, and people with different values and customs</p>	<p>Enquiry Questions</p> <p>What does respect mean to me?</p> <p>What would be considered 'disrespectful'?</p> <p>Would some things be acceptable at home but not when out with their friends?</p> <p>Do we treat everyone the same?</p> <p>Key Vocabulary</p> <p>Gender</p> <p>Culture</p> <p>Age</p> <p>Ability</p> <p>Race</p> <p>Stereotype</p>	<p>Year B Term 3 EYFS PSHE/RSE: Respect</p> <p>Year B Term 1 EYFS RE: Myself</p> <p>Year B Term 1 EYFS: All About Me</p> <p>Year B Term 1 EYFS English: Mini autobiography</p> <p>Year A Term 2 EYFS RE: My Friends</p> <p>Year B Term 4 EYFS RE: Special Time for Me and Others</p> <p>Year A Term 3 EYFS PSHE/RSE: Respect</p>	<p>Year B Term 2 Y3&4 RE: Islam – God</p> <p>Year B Term 6 Y3&4 RE: What is a good life?</p> <p>Year B Term 2 Y3&4 English: Autobiography</p> <p>Year B Term 1 Y4/5 RE: Pilgrimage</p> <p>Year B Term 2 Y4/5 RE: How do Muslims' Hindus worship?</p> <p>Year B Term 1 Y5/6 RE: Is God loving and holy?</p> <p>Year A Term 6 Y3&4 RE: Who am I? What is a good life?</p> <p>Year A Term 3 Y3&4 PSHE/RSE: Respect</p> <p>Year A Term 3 Y4/5 PSHE/RSE: Respect</p> <p>Year A Term 3 Y5/6 PSHE/RSE: Respect</p> <p>Year A Term 1 Y5/6 RE: Christianity - God</p>	INVESTIGATION EXPRESSION

			<p>Understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>Understands what improves and harms their local, natural and built environments and develop strategies and skills needed to care for those (including conserving energy)</p> <p>Are able to identify and respect the differences and similarities between people. Understand how they can contribute to the life of the classroom and school</p> <p>Are able to help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>Understand that they belong to different groups and communities such as family and school</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>			
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Crowland/Westminster/Regent/ST James Summer 2 Oh, I do like to be beside the seaside!
Small Village, Big Horizons

	Key Knowledge	Knowledge Building Blocks	Key Skills	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge and Skills (see termly plans)	Reference to Future Knowledge and Skills (see termly plans)	
<p><i>Topic I do like to be beside the seaside (HISTORY)</i></p>	<p>Yr. ½ Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally, •the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Yr. 3 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Crowland Children should: Know that many people go to the seaside for their holidays. Know that this usually happens in the summer. Know some of the reasons why this happens. Know some of the things we might do at the seaside today. Know that holidays at the seaside in the past were different. Know when the Victorian period was. Know what seaside holidays were like at that time. Know how they have changed over time. Westminster Children should. Know what Wakes Week was Know why it was important for families. Know what features they would expect to see at the seaside today. Know what photographs and early films show us about seaside holidays in Victorian times. Know some of the similarities and differences between holidays then and now. Know some other forms of evidence we can use to support our understanding (MAGIC GRANDAD)</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? Yr. 3 Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance INVESTIGATION asking relevant questions. • Using a variety of sources to find out about events, people and changes EXPRESSION • The ability to recall, select and organise information • The ability to use key historical dates and vocabulary to describe and explain different periods in history INTERPRETATION • The ability to draw meaning from artefacts, works of art, relics and buildings; • The ability to suggest meanings and draw conclusions from what they see APPLICATION • Making the association between aspects of life in different societies, • Considering the impact of past events on the present • Learning both about and also from history.</p>	<p>Year 1 Q1 where do we go on holiday? Q2 Why did we go to the seaside? Q3 How have seaside Holidays changed? Year 2 Q1 In which part of the year do key Holidays take place? Q2 What features do we associate with seaside Holidays now? Q3 What might people do at the seaside today? Q4 What were seaside Holidays like in the past? Q5 When did seaside Holidays start to become popular? Q6 What were some of the features of seaside Holidays 100 years ago? Q7 How did seaside Holiday's change overtime? Year 3 Q1 What do you mean by wakes week? Q2 What features would be expected to see at the seaside today? Q3 What can we tell about the past from photographs? Q4 What were seaside Holidays like in the past? Q5 what is the same and what is different about seaside Holidays now and then? Q6 what evidence can we use? Key Vocabulary Seaside Resort Tourist Facilities Victorian Changes Wake's week photographs</p>	<p>Year B term 1 EYFS- <i>History Marvellous Me</i> Year A Term 2 KS1 History London's <i>Burning</i> Year A term 4 KS1 <i>History seaside</i> Year A term 4 Yr3 <i>History Stone Age</i> Year A term 4 Yr4/5 <i>History Anglo Saxons</i> Year A term 4 Yr. 5/6 <i>History Pilgrim fathers</i> Year A term 5 KS! <i>History-Heroes</i> Year A Term 5 yr3 <i>History Commonwealth</i> Year A term 5 yr4/5 <i>History barricades</i> Year A Term 5 Yr. 5/6 <i>Crime</i></p>	<p>Year B term 1 KS1 History - <i>Marvellous Me</i> Year B Term 2 <i>Guy Fawkes</i> Year B term 2 yr. 4/5 History <i>Vikings</i> Year B term 3 EYFS History <i>Space</i> Year B term 3 KS1 History <i>Space</i> Year B term 3 Yr. 3 History <i>Transport</i> Year B term 3 Yr. 4/5 History <i>Egyptians</i> Year B term 3 Yr. 5/6 History <i>Parliament</i> Year B term 4EYFS History- <i>Pirates</i> Year B Term 4 KS1 History- <i>Explorers</i> Year B Term 5 Yr. 3 History - <i>Romans</i> Year B term 5 Yr. 5/6 <i>Ancient Greeks</i> Year B term 6 Yr. 4/5 <i>History-Maya</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

<p>Science</p>	<p>Yr. 1 Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>3c1: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 3e4: compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 3e5: describe magnets as having two poles 3e6: predict whether two magnets will attract or repel each other,</p>	<p>Yr. 1 Children know that the properties of materials can vary. Children know that some materials float and some material sink. Children know that this can be dependent upon the shape and size of the object. Children know the stages in an experiment. Children can suggest the hypothesis. Children can test the hypothesis. Children can explain what they see.</p> <p>Yr. 2 Children know how to identify and discuss the uses of different everyday materials. Children know that some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). Children know some properties of materials that make them suitable or unsuitable for particular purposes Children know some unusual and creative uses for everyday materials. Children know some people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.</p> <p>Yr. 3 Children know how to observe rocks, including those used in buildings and gravestones. Children know how and why they might have changed over time; Children know how to use a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, Children know how different things move and can group them; Children know about a fair test and can explore the strengths of different magnets and finding a fair way to compare them; Children know how to sort materials into those that are magnetic and those that are not; Children know how magnets</p>	<p>Yr. ½ they talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g., Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p> <p>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. INTERPRETATION the ability to suggest meanings APPLICATION The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts EVALUATION the ability to evaluate a finished product and scientific investigation</p>	<p>Year 1 Q3 What makes a material float or sink Q4 How do I select materials for a purpose? Q5 How can I test my material is fit for purpose?</p> <p>Year 2 Q5 How can materials change shape? Q6 What materials did Dunlop, McAdam and Macintosh invent</p> <p>Year 3 Q1 How strong are magnets? Q2 Which materials block magnets? Q3 Are all metals magnetic? Q4 Do opposites attract?</p>	<p>Year B Term3 EYFS Science-materials</p>	<p>Year A term 3 KS1 Science, materials Year A term 3 Yr3 science, Rocks and soils Year A term 1 year4/5 Science, States of Matter Year A term 5 Yr5/6 science-properties and changes in materials Year B term 3 KS1 Materials Year B term 6 yr5/6 properties and changes in materials</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION EVALUATION</p>
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	<p>depending on which poles are facing.</p>	<p>behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; Children know how these properties make magnets useful in everyday items and can suggest creative uses for different magnets.</p>					
<p>RE</p>	<p><u>Crowland and Regent Spring 2</u> Community - Islam</p> <p>What do Muslims do to express their beliefs? Which celebrations are important to Muslims? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?</p>	<p>Know about Muslim worship (ibadah) – prayer five times a day: all Muslims in the region praying at the same time = harmony; movements and words of prayer the same for everyone = harmony; always includes saying the statement of belief (Shahadah): “There is no God, but God and Muhammad are his prophet”; all Muslims pray facing Makkah; preparation for prayer: washing (wudu) Know the key objects associated with prayer: prayer mat (cleanliness is important, Muslims don’t prayer directly on the ground), prayer beads (subha), compass (to indicate the direction of Makkah) Know about how Muslims study the Qur’an: the madrassah (school) – studying the Qur’an to find out how to follow the straight path (shariah); learning to recite the Qur’an know about a Muslim festival: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet Ibrahim’s test of faith) – key practices, symbols, etc., and how they relate to Muslim beliefs about God, the universe and human beings</p>	<p>Are \able to explain key Muslim beliefs: oneness of God; Harmony, Human beings and the straight path and understand the guidance on the natural world and what the prophet and the Qur’an say Understand why prayer is important Understand that Muslims are asked to keep on the straight path by praying five times a day and what this involves Understand the links between what Muslims do when they pray and the beliefs that underpin this (e.g., harmony – all praying at the same time of day, saying the same words, carrying out the same actions, facing the same direction, etc.) Through immersive experiences, can understand the straight path (call to prayer/rituals involved) Understand that Eid ul-Adha is a festival that celebrates the sacrifice that the Prophet Ibrahim (Abraham) was willing to make for God. God asked him to sacrifice his son, Ismail, and the Prophet (pbuh – peace be upon him) was willing to do so.</p>	<p>Does everyone worship the same? what their favourite toy/book/food is; tell them that they are not going to be able to play with/read/eat it for the next week. How do they feel? what is prayer and why is it important? What makes a place special?</p> <p>Key Vocabulary Oneness of God (Tawhid) Harmony Qur’an Prophets Straight path Prayer mat Compass Subha beads Eid-ul-Adha</p>	<p>Year B Term 1 Crowland and Regent RE: Creation Year A Term 1 Crowland and Regent RE: Creation</p>	<p>Year A Term 3 Crowland and Regent RE: Islam – Community Year A Term 1 KS1 RE: Islam – Being Human Year A Term 2 KS1 RE: Islam – Life Journey Year A Term 3 KS1 PSHE/RSE: Respect Year A Term 2 Y3&4 RE: Islam – God Year A Term 3 Y3&4 PSHE/RSE: Respect Year A Term 2 Y4/5 RE: How do Muslim's worship? Year A Term 3 Y4/5 PSHE/RSE: Respect Year A Term 6 Y5/6 RE: Islam – Rights of passage Year A Term 2 Y3&4 RE: Islam – God Year B Term 2 /3 Y4/5 RE: How do Muslim’s worship? Year B Term 6 Y5/6 RE: Islam – Life journey</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>

	<p><u>St James' and Westminster Thankfulness- Judaism</u></p> <p>Making links with 'life journeys' for Jews</p> <p>Know and understand key festivals based on thankfulness such as Sukkot</p> <p>Know how Jews say thank you for important life events and welcome them such as a birth of a new baby</p>	<p>Judaism</p> <p>Judaism: know key beliefs: in one God, who has created the world; in the people of Israel (Jewish people) as the chosen people of God; the covenants (a series of contracts between God and his chosen people that ties them together in relationship), Sukkot – know the festival of the booths; it remembers the time when God's chosen people, the people of Israel, wandered in the desert after escaping slavery in Egypt (possibly recap the story of Moses) and God protected them by providing food and shelter; sukkot (booths) are created out of leaves and branches and you should be able to see the sky out of the top – they should be flimsy, temporary structures to reflect the experience of the people of Israel in the desert; the festival involves four key plants: the Etrog (a citrus fruit), a palm branch, a myrtle branch and a willow branch as symbols of God's protection during their time in the desert; asking questions about protection – making connections with the idea</p>	<p>INVESTIGATION knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSION the ability to explain concepts, rituals and practices. the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media.</p> <p>INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism. the ability to suggest meanings</p> <p>They can share key Jewish beliefs – one God, the chosen people of Israel, the covenants (special promises/contracts between God and his chosen people). They can make connections between beliefs about God, beliefs about being God's chosen people, saying thank you for this special relationship and the gifts given by God in the natural world, and celebrating Sukkot as a community The children are able to create a sukkot and can think about how it helps Jewish people say thank you to God and feel they belong as part of a Jewish community</p> <p>INVESTIGATION knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSION the ability to explain concepts, rituals and practices.</p>	<p>Enquiry Questions Why do the Jewish people make covenants? Why do Jews celebrate Sukkot? How do Jewish people say thank you for the birth of a new baby?</p> <p>Key Vocabulary Judaism Covenant Sukkot Community</p>	<p>Year A EYFS Term 2 RSE – Friendship and Community</p> <p>Year A EYFS Term 4 RE – Special Times for Me and Others</p> <p>Year A EYFS Term 5 RE – My Life</p> <p>Year A EYFS Term 4 English – Recounts</p> <p>Year A EYFS Term 5 English – Information Texts</p> <p>Year B EYFS Term 3 English – Information Texts</p> <p>Year B EYFS Term 3 RSE - Respect</p>	<p>Year B Y3 Term 2 RSE/PSHE - Friendship and Community</p> <p>Year B Y3 Term 2 RSE/PSHE - Respect</p> <p>Year B Y4/5 Term 5/6 RE – In depth study of Judaism</p> <p>Year B Y5/6 Term 2 English – Explanation Text</p> <p>Year B Y5/6 Term 5 English – non chronological report</p> <p>Year B Y5/6 Term 5 RE – Life Journey</p> <p>Year A Term 5/6 RE – Life Journey and Rites of Passage</p>	<p>INVESTIGATION EXPRESSION EMPATHY APPLICATION SYNTHESIS</p>
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		<p>of community and belonging – everyone needs someone else, etc.</p>	<p>the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media. EMPATHY developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow. APPLICATION making the association between religions and individual, community, national and international life. SYNTHESIS connecting different aspects of life.</p>				
<p><i>Art/DT</i></p> <p>M</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>Yr. 1/2 Children know who Monet was. Children know that he painted landscapes. Children know he used colour and texture. Children know what a pastel is. Children can use a pastel to create a landscape picture off school grounds. children know who Metzinger was children know what the mosaic is. Children can describe the work of Metzinger. Children can create a mosaic collage landscape. Yr. 3 Children know who Monet was. Children know that he painted landscapes. Children know that he painted cityscapes. Children can compare and contrast the landscapes and cityscapes. Children know he used colour and texture. Children know what a pastel is. Children can use a pastel to create a landscape picture of school grounds. children know who Metzinger was, children know what cubism is and how this is represented. children know what the mosaic is. Children can describe the work of Metzinger. Children can create a mosaic collage landscape. Children can compare the work of Monet and Metzinger</p>	<p>name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding in this strand: draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips;</p> <p>INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing how pieces are created EXPRESSION – •the ability to explain techniques, colours and use of media; •the ability to identify and articulate opinions on how</p>	<p>Yr. 1 Q1 Who was Monet? Q2, Can I paint a picture of the school grounds? Q3 Who was Metzinger? Q4, Can I say how he drew landscapes Q5, Can I make a mosaic</p> <p>Yr. 2/3 Q1 What type of pictures did Monet paint? Q2, Can I paint a landscape in his style? Q3 How did his landscapes and cityscapes differ? Q4 What is cubism? Q5 How can I create a mosaic collage? Q6 How does the work of Monet and Metzinger compare?</p>	<p><i>Year A term 1 EYFS-art-transient art</i> <i>Year A term 6 EYFS Geog-around the world</i> <i>Year B term 1 EYFS-art-portraits</i> <i>Year B term 2 EYFS -art-observational drawings</i></p>	<p><i>Year A term 1 KS1 transient art</i> <i>Year A term 4 KS1 Art- land and seascapes</i> <i>Year A term 1 Yr. 3 geog-maps of the world</i> <i>Year A term 2 Yr. 3 art-Picasso</i> <i>Year A term 5 Yr. 3 History-Commonwealth</i> <i>Year A term 2 yr. 4/5 Art-Constable</i> <i>Year A term 1 yr. 5/6 Art-Paula Hallam</i> <i>Year B term 4 EYFS aboriginal art</i> <i>Year B term 5 EYFS -art-Arcimboldo</i> <i>Year B term 1 KS1 art-portraits</i> <i>Year B term 2 Ks1 art-observational drawings</i> <i>Year B term 4 Ks1 Geog-Explorers</i> <i>Year B term 5 EYFS -art Arcimboldo</i> <i>Year B term 1 KS1 art-portraits</i></p> <p><i>Year B term 1 Yr. 3 art-Van Gogh</i> <i>Year B term 1 Yr. 4/5 Geog-Mountains and deserts</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

			<p>an artist has chosen to express their ideas</p> <p>INTERPRETATION –:</p> <ul style="list-style-type: none"> •the ability to draw meaning from pieces of art; •the ability to suggest alternative meanings. <p>APPLICATION –</p> <ul style="list-style-type: none"> •making the association between the purpose, technique, media and meaning behind a piece; •identifying the purpose of the piece. 			<p><i>Year B term 1 Yr. 4/5 art-landscapes</i></p> <p><i>Year B term 6 Yr. 4/5 Maya art</i></p> <p><i>Year B term 2 yr. 5/6 art-volcano paintings</i></p>	
<p><i>Music (Music express)</i></p>	<p>2.1 Ourselves (Exploring sounds)</p> <p>Mu1/1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>MU1/1.4 experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>2.1 Ourselves (Exploring sounds)</p> <p>Children will discover ways to use their voices to describe feelings and moods.</p> <p>Children will create and respond to vocal sounds and body percussion.</p> <p>Children will explore expression in a conversation without words.</p> <p>Children will notate pitch shape and duration using simple line graphics.</p> <p>Children will understand how mood can be expressed using the voice.</p> <p>Children will understand the structure of call and response songs.</p> <p>Children will develop an expressive song performance with voices and instruments</p>	<p>2.1 Ourselves (Exploring sounds)</p> <p>Children will explore vocal sounds used to express feelings.</p> <p>Children will add vocal and instrumental sounds to a poem performance.</p> <p>Children will add vocal sounds and body percussion to a song.</p> <p>Children will draw a conversation to show how voices move higher and lower in pitch and are long and short in length.</p> <p>Children will match sounds to mood.</p> <p>Children will perform a call and response song, expressing mood with voices.</p> <p>INVESTIGATION: Investigating how the voice and body can be used to make sounds</p> <p>EXPRESSION: the ability to explore music as a medium for expressing themselves</p> <p>REFLECTION: the ability to reflect on feelings a piece of music gives, the features</p>	<p>2.1 Ourselves (Exploring sounds)</p> <p>Key Questions</p> <p>How can you use your voice to express feelings?</p> <p>What instrument sounds can be added to the poem?</p> <p>Can you write or draw your expressive ideas on a chart display?</p> <p>What vocal sounds and body percussion can be added to the song?</p> <p>Listen to the song, how is the expressive use of voice used?</p> <p>Can you listen to and describe a piece of vocal music?</p> <p>Can you create a cat conversation?</p> <p>Can you respond to the music in mime?</p> <p>How can pitch and duration be represented visually using a graphic line score?</p> <p>Can you use a graphic line score?</p> <p>Can you match vocal sounds to moods in a song?</p> <p>Can you match vocal sounds to each verse in a song?</p> <p>Can you perform a song in three groups (call, response and instruments)?</p> <p>Key vocabulary</p> <p>Pitch</p> <p>Solo</p>	<p>2.1Ourselves (Exploring sounds)</p> <p>Year B</p> <p>EYFS/Y1 Aut 2 1.7 Our School</p> <p>Aut 1 1.1 Ourselves</p> <p>Spring 1 1.9 Storytime</p> <p>KS1</p> <p>Aut 1 1.1 Ourselves</p> <p>Aut 2 1.7 Our School</p> <p>Spring 1 1.4 Weather, 1.9 Storytime</p> <p>Spring 2 2.3 Our land</p> <p>Year A</p> <p>EYFS/ Y1</p> <p>Sum 1 1.9 Storytime</p> <p>Spring 1 1.7 Our School</p> <p>Aut 2 1.1 Ourselves</p> <p>Aut 1 1.4 Weather</p> <p>KS1</p> <p>Aut 1 1.4 Weather</p> <p>Spring 1 1.7 Our School</p> <p>1.9 Storytime</p> <p>Spring 2 2.1 Ourselves</p> <p>2.3 Our land</p>	<p>2.1 Ourselves (Exploring sounds)</p> <p>Year B</p> <p>Y2/3</p> <p>Aut 2 2.3 Our Land</p> <p>Spring 1 2.9 Weather</p> <p>2.7 Storytime</p> <p>Summer 1 3.3 Sounds</p> <p><i>Year B (has Mu2/1.5)</i></p> <p><i>LKS2 Aut 1 3.1 Environment</i></p> <p><i>3.2 Building</i></p> <p><i>Aut 2 3.4 Poetry</i></p> <p><i>Spring 2 4.3 Sounds</i></p> <p><i>4.5 Building</i></p> <p><i>Y4/5</i></p> <p><i>Aut 1 4.2 Environment</i></p> <p><i>4.4 Recycling</i></p> <p><i>Spring 1 4.6 Around the World</i></p> <p><i>4.12 Food and Drink</i></p> <p><i>Spring 2 5.3 Life Cycles</i></p> <p><i>Sum 1 5.4 Keeping Healthy</i></p> <p><i>Y6</i></p> <p><i>Aut 2 6.2 Journeys</i></p> <p><i>Spring 1 6.3 Growth</i></p> <p><i>Spring 2 6.4 Roots</i></p> <p>Year A</p> <p>Y2/3</p> <p>Aut 1 2.9 Weather</p> <p>Spring 1 2.3 Our Land</p> <p>2.7 Storytime</p> <p>Spring 2 3.3 Sounds</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p>

	<p>2.3 Our Land (Exploring sounds) Mu1/1.3 Listen with concentration and understanding to a range of high-quality live and recorded music. MU1/1.4 Experiment with, create, select and combine sounds using interrelated dimensions of music.</p>	<p>2.3 Our Land (Exploring sounds) Children explore timbre and texture to understand how sounds can be descriptive. Children will match sounds to images. Children will create and perform descriptive instrumental music inspired by British myths and legends. Children listen to and identify contrasting sections of descriptive music. Children will match descriptive sounds to images. Children will identify ways of producing sounds. Children will listen to and evaluate composition. Children will rehearse and refine to develop a performance.</p>	<p>within it and their own opinions of a variety of music EMPATHY: the ability to consider the thoughts, feelings, experiences, attitudes, opinions and values of others. Developing the power of imagination to identify ways to express feelings through music such as love, excitement and sorry APPLICATION: identifying key musical terminology and using it in description of music Discernment: recognising that people perceive music in a range of different ways Synthesis: taking inspiration from existing musical performances to compose and perform music effectively</p> <p>2.3 Our Land (Exploring sounds) Children will explore myths of Scotland and Northern Ireland using vocal and body percussion sounds.</p>	<p>Duet Duration Texture Score Call and response Rhythm</p> <p>2.3 Our Land (Exploring sounds) Key Questions What sounds can you hear? What is the music describing? What sounds on instruments can you use to accompany the monster and giant myths? What vocal and body percussion sounds can be used with the myths? What can you hear in the ice inspired music? What instrumental sounds can accompany the knights and heroes' myths? Why do we rehearse? Can you evaluate the performance?</p> <p>Key vocabulary Tempo Dynamics Beat Rhythm Drone Melody Duration Texture Timbre</p>	<p>2.3 Our Land (Exploring sounds) Year B EYFS/Y1 Aut 2 1.7 Our School Aut 1 1.1 Ourselves 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</p> <p>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 KS1 Aut 1 1.4 Weather Spring 1 1.7 Our School 1.9 Storytime Spring 2 2.1 Ourselves 2.3 Our land</p>	<p>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>2.3 Our Land (Exploring sounds) Year B Y2/3 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</p> <p>Year A Y2/3 Aut 1 2.9 Weather Spring 1 2.3 Our Land 2.7 Storytime Spring 2 3.3 Sounds</p>	

Children will identify water-inspired instrumental sounds in music.
 Children will explore instrumental sounds to accompany monster and giant myths.
 Children will explore myths of Wales and England using vocal and body percussion sounds.
 Children will identify ice-inspired instrumental sounds in music.
 Children will explore instrumental sounds to accompany the knights and heroes' myths.
 Children will rehearse the vocal sounds and chants for Map of myths.
 Children will rehearse the instrumental sounds for Map of Myths.
 Children will rehearse, record and make a Map of myths slide show.

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
INTERPRETATION: the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo
REFLECTION: the ability to consider their own performances and evaluate the effectiveness and levels of success
EMPATHY: developing the power of imagination to identify ways to express feelings through music such as love, excitement and sorry
APPLICATION: identifying key musical terminology and

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>using it in description of music</p> <p>DISCERNMENT: recognising that people perceive music in a range of different ways</p> <p>SYNTHESIS: taking inspiration from existing musical performances to compose and perform music effectively</p> <p>EVALUATION: the ability to evaluate their own and other performances</p> <p>The ability to form opinions about music from different genres</p>				
	<p>3.3 Sounds (Exploring Sounds) KS1 Mu1/ 1.3 Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>MU2/1.5 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>3.6 Time (Beat) Y2 Mu1/1.2 Play tuned and untuned instruments musically Mu1/1.4 experiment with, create, select and combine sounds using the interrelated</p>	<p>3.3 Sounds (exploring sounds) Children continue to explore instruments and the sounds they make. This unit introduces the children to music from around the world and the different timbres and structures that are used.</p> <p>3.6 Time (Beat) This unit develops the children's understanding of beat, metre and rhythm. The children will also use their knowledge of melodic and rhythmic patterns and use notation in a performance.</p>	<p>3.3 Sounds (exploring sounds) Children will be able to classify instruments according to the sounds they produce. Children learn about aerophones, idiophones and chordophones. Children will develop an understanding and be able to create call and response.</p> <p>INVESTIGATION- Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music</p> <p>EXPRESSION the ability to explore music as a medium for expressing themselves</p> <p>REFLECTION- the ability to consider their own performances and evaluate the effectiveness and levels of success</p> <p>APPLICATION- identifying how music is used for a variety of reasons, for religion, relaxation, communication etc Identifying key musical terminology and using it in description of music</p>	<p>3.3 Sounds (exploring sounds) Key Questions Q1. How are sounds produced? Q2. How are instruments classified? Q3. What is musical conversation structure? Q4. What are idiophones? Q5. What is call and response? Q6. What are chordophones?</p> <p>Key vocabulary Aerophone Pitch Phrase Idiophone Call and response Off- beat Cordophone Verse Chorus Phrase</p>	<p><i>Music express Exploring sounds</i> <i>Year B</i> KS1 Y2/3 <i>Spring 1 2.9 Weather</i> <i>2.7 Storytime</i> <i>Aut 2 2.3 Our Land</i> <i>Aut 1 2.1 Ourselves</i> KS1 Y1/2 <i>Spring 2 2.3 Our Land</i> <i>Spring 1 1.4 Weather</i> <i>1.9 Storytime</i> <i>Aut 2 1.7 Our School</i> <i>Aut 1 1.1 Ourselves</i> EYFS/ Y1 <i>Spring 1 1.4 Weather</i> <i>1.9 Storytime</i> <i>Aut 2 1.7 Our School</i> <i>Aut 1 1.1 Ourselves</i></p> <p><i>Year A</i> KS1 Y2/3 <i>Spring 2 3.3 Sounds</i> <i>Spring 1 2.3 Our Land</i> <i>2.7 Storytime</i> <i>Aut 1 2.9 Weather</i> KS1 Y1/2 <i>Spring 2 2.1 Ourselves</i> <i>2.3 Our Land</i> <i>Spring 1 1.9 Storytime</i> <i>1.7 Our School</i> <i>Aut 1 1.4 Weather</i> EYFS/Y1 <i>Sum 1 1.9 Storytime</i> <i>Spring 1 1.7 Our School</i> <i>Aut 2 1.1 Ourselves</i></p>	<p><i>Music Express Exploring sounds (has Mu2/1.5)</i> <i>Year B</i> LKS2 <i>Aut 1 3.1 Environment</i> <i>3.2 Building</i> <i>Aut 2 3.4 Poetry</i> <i>Spring 2 4.3 Sounds</i> <i>4.5 Building</i> Y4/5 <i>Aut 1 4.2 Environment</i> <i>4.4 Recycling</i> <i>Spring 1 4.6 Around the World</i> <i>4.12 Food and Drink</i> <i>Spring 2 5.3 Life Cycles</i> <i>Sum 1 5.4 Keeping Healthy</i> Y6 <i>Aut 2 6.2 Journeys</i> <i>Spring 1 6.3 Growth</i> <i>Spring 2 6.4 Roots</i></p> <p><i>Year A (has Mu2/1.5)</i> LKS2 <i>Aut 1 3.1 Environment</i> <i>3.2 Buildings</i> <i>Aut 2 3.3 Sounds</i> <i>Spring 2 4.6 Around the World</i> <i>Sum 1 4.3 Sounds</i> <i>4.5 Building</i> <i>Sum 2 4.12 Food and Drink</i> Y4/5 <i>Aut 1 4.2 Environment</i> <i>Aut 2 4.6 Around the World</i> <i>Spring 1 4.5 Buildings</i> <i>Spring 2 5.3 Life Cycles</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS</p>

	<p>dimensions of music</p> <p>Y3 Mu2/1.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Mu2/1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Mu2/1.4 Use and understand staff and other musical notations</p> <p>Mu2/1.6 Develop an understanding of the history of music.</p>		<p>Exploring different ways music is made</p> <p>ANALYSIS distinguishing between the features of music Identifying instruments used within a composition</p> <p>SYNTHESIS- taking inspiration from existing musical performances to compose and perform music effectively</p> <p>EVALUATION- the ability to evaluate their own and others performances</p> <p>3.6 Time (Beat) Children will identify the metre in a piece of music. They will play independent parts in more than one metre simultaneously. Children will identify and perform an ostinato and improvise an ostinato accompaniment. Children will recognise rhythm patterns in staff notation.</p> <p>INVESTIGATION- Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music</p> <p>EXPRESSION - the ability to explore music as a medium for expressing themselves</p> <p>REFLECTION - the ability to consider their own performances and evaluate the effectiveness and levels of success</p> <p>EMPATHY - the ability to consider the thoughts, feelings, experiences, attitudes, opinions and values of others;</p> <p>APPLICATION- identifying how music is used for a variety of</p>	<p>3.6 Time (Beat) Key Questions Q1. What is a metre in a piece of music? Q2. Can you play an independent part in more than one metre simultaneously? Q3. What is an ostinato? Q4. Can you identify an ostinato? Q5. Can you perform rhythmic ostinato individually and in combination? Q6. What is a layering rhythm? Q7. Can you recognise rhythm patterns in staff notation?</p> <p>Key vocabulary Beat Metre Ostinato/ ostinato Carillon Dynamics Pitch Rhythm</p>	<p><i>Aut 1 1.4 Weather</i></p> <p>Music Express Beat Year B Y2/3 Aut 2 1.8 Pattern Aut 1 1.10 Our Bodies KS1 Y1/2 Sum 1 1.5 Machines Aut 2 1.8 Pattern Aut 1 1.10 Our Bodies EYFS/Y1 Sum 1 1.2 Number 1.5 Machines Spring 2 1.8 Pattern Aut 1 1.10 Our Bodies</p>	<p><i>Summer 2 5.4 Keeping Healthy</i> <i>Sum 2 5.5 At the Movies</i> Y6 <i>Aut 1 6.4 Roots</i> <i>Spring 1 6.2 Journeys</i> <i>Spring 2 6.3 Growth</i></p> <p>Music Express Beat Year B LKS2 Aut 1 3.2 Building Aut 2 3.6 Time Spring 2 4.5 Building Sum 2 4.10 Time Y4/5 Sum 1 5.4 Keeping Healthy All Y6 Units cover an aspect of beat through their focus on performance.</p>	
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			<p>reasons, for religion, relaxation, communication etc</p> <p>Identifying key musical terminology and using it in description of music</p> <p>Exploring different ways music is made</p> <p>ANALYSIS- distinguishing between the features of music</p> <p>Identifying instruments used within a composition</p> <p>SYNTHESIS- taking inspiration from existing musical performances to compose and perform music effectively</p> <p>EVALUATION- the ability to evaluate their own and others performances</p>				
<p>Computing (Teach computing) 2.4 Data and Information-pictograms</p>	<p>Pupils should be taught to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully</p>	<p>Children know how to record data in a tally chart. Children know how to n represent a tally count as a total. Children know how to compare totals in a tally chart Children know how to enter data onto a computer. Children know how to use a computer to view data in a different format Children know how to use pictograms to answer simple questions about objects Children know how to organise data in a tally chart Children know how to use a tally chart to create a pictogram. Children can explain what the pictogram shows Children know how to tally objects using a common attribute. Children can create a pictogram to arrange objects by an attribute Children can answer 'more than'/'less than' and 'most/least' questions about an attribute Children can choose a suitable attribute to compare people. Children know how to collect the data they need to create a pictogram and draw conclusions from it. Children can use a computer program to present information in different</p>	<p>talk about the different ways data can be organised; sort and organise information to use in other ways; search a ready-made database to answer questions; 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; the ability to identify and articulate computational thinking.</p> <p>INTERPRETATION the ability to understand computing theories; the ability to suggest meanings.</p>	<p>Enquiry Questions</p> <p>What is a tally chart? What is a pictogram? To create a pictogram What is an attribute How do we describe using attributes? How do we use a computer to show data?</p> <p>Key Vocabulary Google Docs, insert, table. Tally chart., pictogram, attribute</p>	<p><i>Year A term 4 EYFS – computing -grouping data</i> <i>Year B term 4 EYFS – computing -grouping data</i></p>	<p><i>Year A term 4 yr. 3 Computing -branching databases</i> <i>Year A term 4 Yr. 4 Computing-data logging</i> <i>Year A term 4 yr. 4/5 Computing flat file data bases</i> <i>Year A term 5 yr. /45 Science -classification</i> <i>Year B term 4 Yr. 5/6 Computing-spreadsheets</i> <i>Year B term 4 Yr. 4/5 Computing-data logging</i> <i>Year B term 4 Yr. 5/6 Science-classification</i> <i>Year B term 4 Yr. 5/6 Computing-flat file databases</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS</p>

		ways Children know why information should not be shared	<p>APPLICATION the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects.</p> <p>DISCERNMENT seeing clearly for themselves how they use computing in their daily lives and in future employment.</p> <p>ANALYSIS distinguishing between the feature's methods of different investigations.</p> <p>EVALUATION the ability to evaluate how a computing system works.</p>				
PE	Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best	<p>Yr. ½ Children can work in pairs or small groups to follow a trail. Children can follow simple instructions. Children can move from one point to another in a given manner. Children can use 4 compass points on a route Children can follow signs and symbols around d an outdoor course. Children can say where they went wrong and correct their course</p> <p>Yr. 3 Children know how to work effectively with others to complete a task Children know how to follow multi step instructions Children know how to solve a range of problems Children know how to follow a set of directions correctly Children can give clear and precise directions for someone else to follow Children can follow simple Maps Children know what orienteering Children is know and understand a range of map symbols</p>	<p>Know what happens to their body when they exercise, are able to explain why it's important to warm up and cool down, can find their way following some simple directions, work with others on a goal, use simple symbols to help them find a route, follow a short trail, make their own trail, use 4 compass directions to assign direction</p> <p>Yr. 3. recognise on describe the effects of exercise on the body know the importance of strength and flexibility for physical activity, explain why it's important to warm up and cool down, orientate themselves with increasing confidence and accuracy around the short trail, identify and use effective communication to begin to work as a team, identify symbols used on a map, begin to use equipment that is appropriate for an activity, communicate with others, offer an evaluation of personal performance and activities, describe how</p>	<p>What is teamwork? How do I follow directions? What is a symbol?</p> <p>Key vocabulary Map, directions, symbol, orienteering, teamwork</p>	<p><i>Year A term 4 EYFS Outdoor activities</i> <i>Year A term 4 KS1 Outdoor activities</i> <i>Year B term 4 EYFS Outdoor activities</i></p>	<p><i>Year A term 4 Yr. 3 Outdoor activities</i> <i>Year A term 4 Yr. 4/5 Outdoor activities</i> <i>Year A term 4 yr. 5/6 Outdoor activities</i> <i>Year A term 4 Yr. 3 Outdoor activities</i> <i>Year B term 4 Yr. 4/5 Outdoor activities</i> <i>Year B term 4 yr. 5/6 Outdoor activities</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

			<p>that performance has improved overtime.</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>				
PSHE/ RSE	<p>E-Safety</p> <p>Know that almost all devices, websites, apps and other online services come with privacy setting that can be used to control what is shared. Knowing different strategies for staying safe when communicating with others, especially people they do not know/have never met.</p>	<p>Know that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>Know how information and data is shared and used online.</p> <p>Know that for most people the internet is an integral part of life and has many benefits* know about the benefits of rationing time spent online</p>	<p>Are able to use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>Understand the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>Are able to recognise that they share a responsibility</p>	<p>Enquiry Questions</p> <p>Who can be in your 'safety circle'? Is someone you meet online a real friend? What do you do if something makes you feel worried/scared/unhappy?</p> <p>Key Vocabulary Communication Privacy settings Sage/unsafe Privacy Cyber bullying Online Safety circle 'ThinkUKnow' - CEOP</p>	<p><u>At the start of every Computing topic</u></p> <p>Year B Term 5 EYFS PSHE/RSE: E-safety Year B Term 4 EYFS PSHE/RSE: E-safety</p>	<p><u>At the start of every Computing topic</u></p> <p>Year B Term 5 Year 3&4 PSHE/RSE: E-safety Year B Term 4 KS1 PSHE/RSE: E-safety Year B Term 5 EYFS PSHE/RSE: E-safety Year A Term 4 Year 3&4 PSHE/RSE: E-safety Year A Term 4 KS1 PSHE/RSE: E-safety Year A Term 4 EYFS PSHE/RSE: E-safety Year B Term 4 Year 5/6 PSHE/RSE: E-Safety Year A Term 4 Year 5/6 PSHE/RSE: E-safety</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>

		<p>know the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>know why social media, some computer games and online gaming, for example, are age restricted</p> <p>Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>Know how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted</p> <p>Know where and how to report concerns and get support with issues online</p>	<p>for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>INVESTIGATION --: asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p> <p>EXPRESSION --: the ability to explain patterns of behaviour, beliefs, feelings and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.</p> <p>INTERPRETATION -- the ability to draw meaning from different viewpoints, world events and societal change; the ability to know that we are all different and we live in a diverse world; the ability to use health information to be informed on issues pertaining to health and safety; the ability to be informed on physiological and emotional changes; the ability to be informed on good and bad choices and how to respond to different situations; the ability to know where to seek help and advice.</p>				
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