

Fountains/Central Spring 1 and Spring 2 From the Stone Age to the Iron Age
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
<p><i>Topic</i></p> <p><i>From the stone Age to the Iron Age</i></p>	<p>Pupils should know about: Life in Britain from the Stone Age to the Iron Age</p>	<p>Children should: Know what Britain was like after the last Ice Age Know how few people lived in Britain at the time Know how they fed and clothed themselves Know what we mean by nomadic Know that immigrants brought new animals and crops to Britain. Know the impact this had on settlement. Know that most of our evidence for the Stone Age comes from archaeologists. Know that archaeologists disagree with each other. Know that some recent discoveries that are changing the way we think about the Stone Age. Know the main features regarding the chronology of the Stone Age. Know the main changes throughout the period. Know that there is much that we do not know about the Stone Age! Children should: Know how bronze was made. Know where copper and tin come from Know how bronze tools and weapons were made. Know where iron comes from Know how iron tools and weapons were made. Know why it took so long for iron to reach Britain. Know how bronze tools change life.</p>	<p>Asking “What was it like for people in the past?” and using information to help answer the question.</p> <ul style="list-style-type: none"> Asking, “What happened in the past?” and using information to help answer the question. Asking, “How long ago did an event happen?” and trying to work it out. (Using language such as a little while ago, a very long time ago etc.) <p>Compare and contrast different sources</p> <p>INVESTIGATION asking relevant questions;</p> <ul style="list-style-type: none"> Using a variety of sources to find out about events, people and changes <p>EXPRESSION</p> <ul style="list-style-type: none"> 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>INTERPRETATION</p> <ul style="list-style-type: none"> 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>APPLICATION</p> <ul style="list-style-type: none"> Making the association between aspects of life in different societies, Considering the impact of past events on the present 	<p>Enquiry Questions</p> <p>Q1 What was new about the stone Age? Q2 Which is better, stone, bronze or iron? Q3 What evidence do we have about Iron Age Britain? Q4 When would it have been better to live, the Stone, Bronze or Iron Age?</p>	<p><i>Year A Term 3 KS1 Castles</i> <i>Year A Term 4 EYFS - Journeys</i> <i>Year A Term 6 KS1 Britain and the World</i> <i>Year A Term 1 Year 3 Maps of the World</i> <i>Year A Term 3 Year 3 From the Stone Age to the Iron Age</i> <i>Year B Term 2 KS1 Local Area</i></p> <p><i>Writing (Reports)</i> <i>Year A term 1 EYFS reports</i> <i>Year A term 1 KS1 reports</i> <i>Year B term 2 EYFS reports</i> <i>Year B term 2 KS1 reports</i> <i>Year B term 3 Yr. 3 reports</i></p> <p><i>Writing(diaries)</i> <i>Year A term 2 KS1 diaries</i> <i>Year B term 2 KS1 diaries</i> <i>Year B term 4 EYFS diaries</i></p>	<p><i>Year A Term 3 Year 4/5 Anglo Saxons and Picts</i> <i>Year A Term 5 Year 4/5 Walls and Barricades</i> <i>Year A Term 5 Year 5/6 Crime and Punishment</i> <i>Year B Term 1 year 5/6 Resources and the environment</i></p> <p><i>Writing (Reports)</i> <i>Year A term 3 yr. 5/6 reports</i> <i>Year B term 1 yr. 4/5 reports</i> <i>Year B term 1 yr. 5/6 reports</i> <i>Year B term 5 yr. 5/6 report</i></p> <p><i>Writing(diaries)</i> <i>Year A term 4 yr. 5/6 diaries</i> <i>Year B term 2 yr. 4/5 diaries</i> <i>Year B term 6 yr. 5/6 diaries</i></p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>APPLICATION</i> <i>DISCERNMENT</i></p>

		<p>Know how iron tools and weapons change life. Know the main changes brought about by bronze and iron. Know how to make a judgement based on the evidence available to them Children should: Know what buried hoards tell us about Britain at the time. Know what bog bodies tell us about life at the time. Know what the written sources from the time tell us about Britain? Children should: Know how to make comparisons. Know how to reach a conclusion. Know how to present their conclusions most effectively.</p>	<p>· Learning both about and also from history.</p>				
<p><i>Science Rocks and Soils (Sp 1)</i></p>	<p>3c1: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 3c2: describe in simple terms how fossils are formed when things that have lived are trapped within rock 3c3: recognise that soils are made from rocks and organic matter</p>	<p>Children know how to observe a range of rocks, including those used in buildings and gravestones, Children know how to explore how and why they might have changed over time; Children know how to use a hand lens or microscope. Children know how to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Children can research and discuss the different kinds of living things whose fossils are found in sedimentary rock. Children know how fossils are formed. Children know some different soils and identify similarities and differences between them Children know how to investigate what happens when rocks are rubbed together or what changes occur when they are in water. Children know about the way soils are formed.</p> <p>Children know that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing).</p>	<p>they recognize why it is important to collect data to answer questions. They act on suggestions and put forward their own ideas about how to find the answer to a question. With help they can carry out a fair test and explain why it was fair. They predict what might happen before they carry out any tests. They measure length, mass, time and temperatures using suitable equipment. They use scientific vocabulary to describe their observations. They record observations, comparisons and measurements using tables, charts, text and labelled diagrams. They give reasons for observations. They look for patterns in their data and try to explain them. They suggest how they can make the improvements to their work</p> <p>INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSION</p>	<p>Enquiry Questions Q1 What do different rocks look like? Q2 How hard are rocks? Q3 Can rocks float? Q4 How are fossils formed? Q5 How are soils formed? Q6 What are soils made from</p> <p>Key vocabulary Granular, crystalline, sedimentary, metamorphic, granite, sandstone, fossils, hardness</p>	<p>Year B Term3 EYFS Science-materials</p>	<p>Year A term 3 KS1 Science, materials Year A term 4 Yr3 science, Magnets 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>
<p><i>Forces and Magnets</i></p>	<p>3e1: compare how things move on different surfaces</p>				<p>Year B Term3 EYFS Science-materials</p>	<p>Year B Term3 EYFS Science-materials</p>	

	<p>3e2: notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>3e3: observe how magnets attract or repel each other and attract some materials and not others</p> <p>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>3e5: describe magnets as having two poles</p> <p>3e6: predict whether two magnets will attract or repel each other, depending on which poles are facing</p>	<p>Children know the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).</p> <p>Children know how to : compare how different things move and grouping them; Children know how to raise questions and carry out tests to find out how far things move on different surfaces , Children know how to gather and record data to find answers their questions;</p> <p>Children know the strengths of different magnets and find a fair way to compare them; Children know how to sort materials into those that are magnetic and those that are not; Children know that magnets behave in relation to each other and what might affect this, Children know that magnets differ in strength</p> <p>Children know magnets have poles</p>	<p>the ability to explain concepts, methods and practices; the ability to identify and articulate scientific understanding</p> <p>INTERPRETATION</p> <p>the ability to draw meaning from scientific theories, theories and studies</p> <p>APPLICATION</p> <p>making the association in science between chemistry, biology and physics; The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p> <p>ANALYSIS</p> <p>distinguishing between the feature’s methods of different investigations</p> <p>EVALUATION</p> <p>the ability to evaluate a finished product and scientific investigation</p>	<p>Enquiry Questions</p> <p>Q1 how can magnets make some objects move?</p> <p>Q2 Does the same object move the same way on different surfaces? Q3 Which surfaces make movement easier and why?</p> <p>Q4 How strong are magnets?</p> <p>Q5 Which materials block magnets?</p> <p>Q6 are all metals magnetic?</p> <p>Q7 Do opposites attract?</p>		<p>Year A term 3</p> <p>KS1 Science, materials</p> <p>Year A term 4 Yr3 science, Magnets</p> <p>Year A term 1 year4/5 Science, States of Matter</p> <p>Year A term 5 Yr5/6 science-properties and changes in materials</p> <p>Year B term 3 KS1 Materials</p> <p>Year B term 6 yr5/6 properties and changes in materials</p>	
<p>MFL</p> <p>3.3 Mon Corps</p>	<p>O4.1 Memorise and present a short spoken text</p> <p>O4.2 Listen for specific words and phrases</p> <p>O4.3 Listen for sounds, rhyme and rhythm</p> <p>O4.4 Ask and answer questions on several topics</p> <p>L4.1 Read and understand a range of familiar written phrases</p> <p>L4.2 Follow a short familiar text, listening and reading at the same time</p> <p>L4.3 Read some familiar words and phrases aloud and pronounce them accurately</p> <p>L4.4 Write simple words and phrases using a model and some</p>	<p>Children know how to identify parts of the body including the eyes, ears, nose, mouth, hair, leg, arm, head. Children know how to describe eyes and hair and use the correct words for colours.</p> <p>Children know the days of the week. Children know how to give basic character descriptions</p> <p>Children know the gender of different nouns. Children know the definite article. Children know a simple word order.</p> <p>Children know how to give simple facial and character descriptions</p>	<p>Oracy: Respond to simple questions with support from a spoken model or visual clue.</p> <p>Respond to spoken instructions.</p> <p>Recognise numbers 1–20</p> <p>Discriminate sounds and identify meaning when items are repeated several times.</p> <p>Greet others with confidence and reply to the questions.</p> <p>Know a well-known Children ’s song in language studied. Sing a song from memory, with clear pronunciation. Identify common nouns</p> <p>Begin to know some key vocabulary e.g., body parts, colours.</p> <p>Reading: Sequence written instructions</p> <p>Recognise some familiar words in written form</p> <p>Recognise and read known sounds within words</p> <p>Read some key vocabulary</p>	<p>Enquiry Questions</p> <p>Q1 What are the different body parts?</p> <p>Q2 What colour eyes do you have?</p> <p>Q3 What day is it</p> <p>Key Vocabulary</p> <p>parts of the body: les yeux (eyes), le nez (nose), la bouche (mouth), les oreilles (ears), les cheveux (hair), la jambe (leg), le bras (arm), la tête (head)</p> <p>colours: vert (green), rouge (red), marron (brown), jaune (yellow), bleu (blue)</p> <p>adjectives: long (long), court (short)</p> <p>days of the week: lundi, mardi, mercredi, jeudi, vendredi,</p>	<p>Adjectives</p> <p>Unit 3.3-Year A Term 3 Yr. 3</p> <p>Unit 3.4-Year A Term 4 Yr. 3</p> <p>Unit 4.1-Year A term 1 Yr. 4/5</p> <p>Nouns</p> <p>Unit 3.2-Year A Term 2 Yr. 3</p> <p>Unit 3.4-Year A Term 4 Yr. 3</p> <p>Unit3.5-Year A Term 5 Yr. 3</p> <p>Unit 3.6-Year A term 6 Yr. 3</p> <p>Adjectives</p> <p>Unit 3.3-Year A Term 3 Yr. 3</p> <p>Unit 3.4-Year A Term 4 Yr. 3</p> <p>Unit 4.1-Year A term 1 Yr. 4/5</p>	<p>Adjectives</p> <p>Unit 6.2- Year B Term 2 Year 5/6</p> <p>Unit 6.6-Year B Term 6 yr. 5/6</p> <p>Food</p> <p>Unit 5.3- Year A Term 3 Yr. 5/6</p> <p>Nouns</p> <p>Unit 6.2 Year B Term 2 Yr. 5/6</p> <p>Unit 6.6 Year B Term 6 Yr. 5/6</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p>

<p style="text-align: center;">3.4</p> <p style="text-align: center;"><i>Les Animaux</i></p>	<p>words from memory IU4.1 Know about festivals and celebrations in different Cultures</p> <p>O4.1 Memorise and present a short spoken text O4.2 Listen for specific words and phrases O4.3 Listen for sounds, rhyme and rhythm O4.4 Ask and answer questions on several topics</p> <p>L4.1 Read and understand a range of familiar written phrases L4.2 Follow a short familiar text, listening and reading at the same time L4.3 Read some familiar words and phrases aloud and pronounce them accurately L4.4 Write simple words and phrases using a model and some words from memory IU4.2 Know about some aspects of everyday life and compare them to their own IU4.4 Know about ways of travelling to the country/countries</p>	<p>Children know how to identify animals and pets. Children know, recognise and use numbers 11–20. Children know how to give someone’s name. Children know how to describe someone</p> <p>Children know the gender of different nouns. Children can recognise the negative form count numbers 11–20. Children can give names and descriptions in the third person (he/she). Children know</p>	<p>Writing; Write some of the numbers to 20 from memory Experiment with writing simple words. Copy accurately in writing some key words Copy or label using single words or short phrases Language: Understand and start to use some basic core structures Cultural: Start to understand cultural similarities and differences and how festivals are celebrated. Understand the differences in social conventions when people greet each other</p> <p>INVESTIGATION asking relevant questions about the language; broaden cultural experiences and investigate a new way of speaking EXPRESSION the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; the ability to present ideas and information orally to a range of audiences INTERPRETATION the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material the ability to suggest meanings APPLICATION making the association between English and French DISCERNMENT explaining the significance of a new culture and the importance of understanding a language correctly ANALYSIS distinguishing between opinion, belief, and fact</p>	<p>samedi, dimanche adjectives describing character: Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa</p> <p>Enquiry Questions Q1 What animal is that? Q2, can you count? Q3 What is her name? Q4 What is she like?</p> <p>Key language animals: un chien (dog), un chat (cat), une tortue (tortoise), un lapin (rabbit), un oiseau (bird), une souris (mouse), un dragon (dragon) numbers 11–20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt il/elle s’appelle... (s/he’s called...) adjectives describing character: grand(e) (tall), petit(e) (small), drôle (funny), sévère (strict), timide (shy)</p>	<p>Unit4.5 Year A Term 5 Yr4/5</p> <p><i>Adjectives</i> <i>Unit 3.3-Year A Term 3 Yr. 3</i> <i>Unit 4.1-Year A term 1 Yr. 4/5</i> <i>Nouns</i> <i>Unit 3.2-Year A Term 2 Yr. 3</i> <i>Unit 3.4-Year A Term 4 Yr. 3</i> <i>Unit3.5-Year A Term 5 Yr. 3</i> <i>Unit 3.6-Year A term 6 Yr. 3</i> <i>Adjectives</i> <i>Unit 3.3-Year A Term 3 Yr. 3</i> <i>Unit 3.4-Year A Term 4 Yr. 3</i> <i>Unit 4.1-Year A term 1 Yr. 4/5</i> <i>Unit4.5 Year A Term 5 Yr4/5</i> <i>Numbers</i> <i>Unit 3.1 Year A term 1 Yr. 3</i> <i>Unit 3.4 Year A term 4 yr. 3</i> <i>Unit 3.6 Year A term 6 yr. 3</i> <i>Unit 4.2 Year A Term 2 Yr. 4/</i></p>	<p><i>Adjectives</i> Unit 6.2- Year B Term 2 Year 5/6 Unit 6.6-Year B Term 6 yr. 5/6 Food Unit 5.3- Year A Term 3 Yr. 5/6 <i>Nouns</i> Unit 6.2 Year B Term 2 Yr. 5/6 Unit 6.6 Year B Term 6 Yr. 5/6 <i>Numbers</i> Unit 6.2 Year B Term 2 Yr. 5/6</p>	
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			distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs				
<p>RE Spring 1 and 2</p>	<p>Christianity God – Incarnation-The Holy Trinity (U/C)</p> <p>The New Testament presents Jesus as the answer – the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans</p>	<p>Know that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</p> <p>Know that Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>Know that Christians worship God as Trinity.</p> <p>Know that Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.</p> <p>Know that Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</p> <p>Know that Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.</p> <p>Know that understanding God is challenging; people spend their whole lives learning more and more about God.</p> <p>Know that Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>Are able to identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Are able to offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Are able to give examples of what these texts mean to some Christians today.</p> <p>Are able to describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Are able to make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</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>REFLECTION the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.</p> <p>EMPATHY the ability to consider the thoughts, feelings,</p>	<p>Enquiry Questions</p> <p>Why does Christmas matter to Christians? What is the Trinity? Why are Christians amazed at the incarnation? How can God be a person?</p> <p>Key Vocabulary Incarnation Trinity God/The Father/The Son/The Holy Spirit Becoming flesh or enfleshed Taking human form</p>	<p>Year B Term 3 EYFS RE: God Year B Term 3&4 KS1 RE: Jesus’ Teaching Year B Term 1 Y3&4 English: explanation text Year B Term 3&4 Y3&4 English: Reports Year A Term 2 EYFS RE: God Year A Term 1 Y3&4 English: Explanation text Year A Term 3&4 Y3&4 RE: Incarnation/The Trinity</p>	<p>Year B Term 1 Y4/5 RE: Pilgrimage Year B Term 1 Y5/6 RE: God – Christianity Year A Term 6 Y3&4 RE: Does God exist? Year A Term 1 Y4/5 RE: Pilgrimage Year A Term 1 Y5/6 RE: Christianity – God Year A Term 2 Y5/6 RE: Do you believe in God to be good? Year A Term 4 Y5/6 RE: Creation and science</p>	<p>EXPRESSION INTERPRETATION REFLECTION EMPATHY DISCERNMENT SYNTHESIS</p>

			<p>experiences, attitudes, beliefs and values of others; developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; DISCERNMENT explaining the significance of aspects of religious belief and practice; SYNTHESIS linking significant features of religion together in a coherent pattern</p>				
<p><i>Art/DT</i></p> <p><i>Spring 1 DT</i></p> <p><i>CAD Bookmarks</i></p>	<p>Pupils should be taught to: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make Pupils should be taught to: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; 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. Evaluate</p>	<p>Children know what CAD is. Children know that 3D printers create 3D objects from plans. Children know that the plans can be hand drawn or can use computer software including draw tools. Children know that software can be used to create 3D designs from 2D plans. Children know how to create a 2d design for a bookmark Children know that they need a clear design Children know that the 3D printer uses the design to create a 3d model Children know that the model is recreated using the printer software. Children know the limitations of the 3d design. Children know how to design for a purpose. Children know how to evaluate their product</p> <p>Children can identify a variety of different types of vehicles, Children can identify the main features of a variety of vehicles Children can identify the uses for a variety of vehicles, Children know what wheels, axles and chassis are• Children know that</p>	<p>identify the design features of their products that will appeal to intended customers; use their knowledge of a broad range of existing products to help generate their ideas; design innovative and appealing products that have a clear purpose and are aimed at a specific user. 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; use computer-aided design to develop and communicate their ideas , develop and follow simple design criteria; work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment. with growing confidence, carefully select from a range of tools and equipment, explaining their choices; select from a range of materials and components according to their functional properties and</p>	<p>Q1. What is the difference between 2d and 3d models? Q2 What is CAD design? Q3 How are CAD designs created? Q4 What are the limits of CAD design?</p> <p>Key Vocabulary Design Computer aided, 3 dimensional, program</p> <p>Q1 what different types of vehicles are there? Q2 What are the different parts of a vehicle?</p>	<p><i>Year A term 4 Yr. 3 DT moving vehicle</i> <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> <i>Year B term 3 EYFS DT-Rockets</i> <i>Year B Term 2 KS1 Art vehicles</i> <i>Year B term 3 EKS1 DT-Rockets</i> <i>Year B term 2 Yr. 3 DT moving model</i> <i>Yr A term 4 Ks1 Computing - pictograms</i></p> <p><i>Year A term 3 Yr. 3 DT moving vehicle</i></p>	<p><i>Year A term 1 yr. 4/5 bridge construction</i> <i>Year A term 3 Yr. 5/6 3d model ship</i> <i>Year A term 5 yr. 5/6 Key designers</i> <i>Year B term 2 Yr. 4/5 DT boats</i> <i>Year B term 3 Yr. 5/6 DT electrical components</i> <i>Yr A term 5 Yr 4/5 Computing -repetition in shapes</i></p> <p><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 ANALYSIS APPLICATION</p>

<p>Vehicle construction</p>	<p>Pupils should be taught to: investigate and analyse a range of existing products; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures; understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]; understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]; apply their understanding of computing to program, monitor and control their products</p>	<p>there are two different ways of attaching wheels to axles • Children can experiment with a range of materials and techniques to combine wheels, axles and chassis Children can choose materials to use as the body of a vehicle • Children can identify different ways of combining materials to create the body of a vehicle • Children can identify different ways of decorating the body of a vehicle including ICT Children can design a vehicle to include wheels, axles, chassis and bodies • Children can describe which materials and tools they will need to make their vehicles Children can discuss their designs and say what they think and feel about them. Children can follow a design to create a vehicle • Children can use a variety of materials and tools safely and effectively to create a vehicle • Children can identify ways in which they could improve their products and amend accordingly Children can evaluate a finished product by identifying what they did well • Children can evaluate a finished product by identifying what could be improved • Children can identify ways in which they could improve their work with DT in the future</p>	<p>aesthetic qualities; place the main stages of making in a systematic order. Practical skills and techniques learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; with growing independence, measure and mark out to the nearest cm and millimetre; cut, shape and score materials with some degree of accuracy; assemble, join and combine material and components with some degree of accuracy; demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product; join textiles with an appropriate sewing technique; begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics. 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; evaluate the key events, including technological developments, and designs of individuals in design and technology that</p>	<p>Q3 How are wheels attached to axles and chassis? Q4 How is the vehicles body created? Q5 Can I how can I design my own vehicle? Q6 How can I create my own vehicle? Q7 Does the vehicle match my design criteria</p> <p>Key Vocabulary Axes, chassis, wheels, body, design, evaluate,</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> <i>Year B term 3 EYFS DT-Rockets</i> <i>Year B Term 2 KS1 Art vehicles</i> <i>Year B term 3 EKS1 DT-Rockets</i> <i>Year B term 2 Yr. 3 DT moving model</i></p>	<p><i>Year A term 5 yr. 5/6 Key designers</i> <i>Year B term 2 Yr. 4/5 DT boats</i> <i>Year B term 3 Yr. 5/6 DT electrical components</i></p>	
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have helped shape the world. understand that materials have both functional properties and aesthetic qualities; apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products; understand and demonstrate how mechanical and electrical systems have an input and output process; make and represent simple electrical circuits, such as a series and parallel, and components to create functional products; explain how mechanical systems such as levers and linkages create movement; use mechanical systems in their products.

INVESTIGATION –:
using a variety of sources to find out about events, people, processes and changes.
carrying out investigative work to develop a better knowledge of products around us.

EXPRESSION –
the ability express opinions (using product knowledge.)

INTERPRETATION –
the ability to use technical vocabulary to describe and explain different products and talk about their purpose in making the world a better place.
The ability to interpret a design brief.

APPLICATION –:
applying new skills to making products.
applying designing skills to suit a design brief.

ANALYSIS –
distinguishing between the need of the product and the benefit of it.
understanding the purpose of a design brief and how to best achieve it.

			EVALUATION –: the ability to evaluate a product. weighing up the respective evidence available and reach conclusions.				
<p><i>Music (Music express)</i></p> <p><i>Spring 1</i></p>	<p>3.10 Singing French (Pitch) NC Mu21.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations</p>	<p>3.10 Singing French (Pitch) Children will develop their understanding of pitch through melody. They will develop a song. They will understand pitch through singing and playing a melody. They will recognise pitch shapes and read notations to play a melody.</p>	<p>3.10 Singing French (Pitch) Children will learn to sing a traditional greeting song in French. They will identify pitch shapes in the melody. They will perform new versions of a song by selecting their own lyrics and actions. They will perform their new versions. They will perform a class arrangement, developing the arrangement of a song using tuned and untuned instruments. They will add beat, rhythm, pitched and chord accompaniment to a song. Children will explore pitch patterns in a number song and understand pitch by following a graphic notation. Children will compare different arrangements of a melody. INVESTIGATION: Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music INTERPRETATION: the ability to suggest meanings within a song’s lyrics The ability to interpret the reasons for the changes in musical features in a piece, such, and tempo SYNTHESIS: linking a range of musical devices together to create effective compositions Taking inspiration from existing musical</p>	<p>3.10 Singing French (Pitch) Key Questions 3.10 Singing French (Pitch) Use and understand staff and other musical notations Q1. What is pitch through melody? Q2. Can you show your understanding of pitch through singing? Q3. What are pitch shapes? Q4. Can you show your understanding of notation by reading notations to play a melody?</p> <p>Key vocabulary Beat Pitch Melody Phrase Drone Tempo Dynamics Expression Ternary Metre Hocket</p>	<p>3.10 Singing French (Pitch) Year B KS1 Sum 1 2.5 Animals Sum 2 2.11 Water EYFS/Y1 Sum 2 1.12 Water 1.3 Animals Aut 2 1.6 Seasons</p> <p>Year A KS1 Aut 2 1.3 Animals Aut 1 1.6 Seasons</p>	<p>3.10 Singing French (Pitch) Year B <i>Y4/5 Spring 1 4.6 Around the World</i> <i>Year 5 units covering notation elements</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 1 5.4 Keeping Healthy</i> <i>Year 6 covering elements of notation</i> <i>Aut 1 6.1 World Unite</i> <i>Spring 1 6.3 Growth</i> <i>Summer 2 6.6 Moving On</i></p> <p>Year A LKS2 <i>Aut 2 3.7 In the Past</i> <i>Spring 1 3.10 Singing French</i> <i>Spring 2 4.6 Around the World</i> <i>Y4/5 Aut 2 4.6 Around the World</i> <i>4.8 Singing Spanish</i> <i>Year 5 units covering notation elements</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 1 5.4 Keeping Healthy</i> <i>Summer 2 5.5 At the movies</i> <i>Year 6 covering elements of notation</i> <i>Aut 2 6.1 World Unite</i> <i>Spring 2 6.3 Growth</i> <i>Summer 2 6.6 Moving On</i></p>	<p>INVESTIGATION INTERPRETATION SYNTHESIS EVALUATION</p>

	<p>3.11 Ancient Worlds (Structure) 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 NC Mu21.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.6 develop an understanding of the history of music.</p>	<p>3.11 Ancient Worlds (Structure) Children will develop knowledge of tuned and untuned percussion by exploring and creating repetitive music based on ostinato (A short rhythmic or melodic pattern which is repeated over and over). Children develop their understanding of history of music through learning about the ancient Greek Musician Orpheus. Children will explore musical phrases, melodic imitation and rounds. Children will perform a round. They will arrange an accompaniment with attention to balance and musical effect.</p>	<p>performances to compose and perform music effectively EVALUATION: the ability to evaluate their own and others performances</p> <p>3.11 Ancient Worlds (Structure) Children will listen and watch lyre music and be able to discuss playing techniques and musical effects. They will learn about the ancient Greek musician Orpheus by learning a song and accompanying it with instrumental ostinato and descriptive sounds. Children will learn an echo song and use melodic echoes. Children will learn 2 songs and sing as a round in two groups. Children will rehearse and perform an accompaniment to Three songs for Ancient Greece. They will arrange the structure of the performance, rehearse and perform. INVESTIGATION: Exploring a range of tuned and untuned instruments to compose music Knowing how to use a range of sources to research music, composers and it's history INTERPRETATION: the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo REFLECTION: reflecting on how music has changed and developed over time APPLICATION: identifying key musical terminology and using it in description of music Exploring different ways music is made ANALYSIS: distinguishing between genres of music Distinguishing between the features of music Identifying instruments used within a composition</p>	<p>3.11 Ancient Worlds (Structure) Play and perform in solo and ensemble contexts, using voices and playing instruments.</p> <p>Q1. Can you explore tuned and untuned percussion to as dynamics, timbre create soothing, repetitive music based on ostinato? Q2. Can you accompany a song with tuned percussion ostinato? Q3. What are musical phrases, melodic imitation and rounds? Q4. Can you arrange an accompaniment using knowledge of balance and musical effect?</p> <p>Key vocabulary Ostinati/ Ostinato Dynamics Echo Sequence Pitch Round</p>	<p>3.11 Ancient Worlds (Structure) Music Express Structure is not a direct focus prior to this. Performance and exploring sounds is a prior focus in Y1 and Y2. Year Map B EYFS Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather Spring 1 1.9 Storytime Spring 2 2.3 Our Land Summer 2 2.21 Travel</p> <p>LKS2 Aut 1 3.1 Environment Aut 2 3.4 Poetry Spring 1 3.8 Communication Spring 2 4.3 Sounds</p>	<p>3.11 Ancient Worlds (Structure) Year A LKS2 Spring 2 4.7 Ancient Worlds Y5 Spring 1 4.7 Ancient Worlds Spring 2 5.3 Life Cycles Year B Y5 Aut 1 4.4 Recycling Y5 Aut 2 4.7 Ancient Worlds Spring 2 5.3 Life Cycles</p>	
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			Synthesis: taking inspiration from existing musical performances to compose and perform music effectively				
Spring 2	<p>4.6 Around the World (Pitch) 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 Mu2/1.4 use and understand staff and other musical notations 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>4.7 Ancient Worlds (Structure) NC Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations Mu2/1.6 develop an understanding of the history of music.</p>	<p>4.6 Around the World (Pitch) Children explore the pentatonic scale. Children play leaps and read graphic notation. Children develop listening skills. Children describe music using musical and non- musical terms. Children compose and notate pentatonic melodies. Children play a pentatonic song with leaps. Children combine tuned, untuned percussion and singing.</p> <p>4.7 Ancient Worlds (structure) Children learn a verse and chorus song. Children learn that melodies have phrases and explore layers and layering. Children compare and contrast structure and are able to identify minimalist structure.</p>	<p>4.6 Around the World (Pitch) Children sing an action song as a round. Children listen to pentatonic melodies in songs. Children follow the pitch shape of a melody with audio and notation. Children listen to three pentatonic pieces , identifying the country of origin, Children compose pentatonic melodies using a note trail. Children learn to perform off-beat vocal rhythms and identify them in a song. Children perform rhythm patterns on untuned percussion and tuned percussion to accompany songs and perform.</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 Knowing how to use a range of sources to research music, composers and it's history</p> <p>EXPRESSION the ability to recognise how composers express themselves through their music</p> <p>INTERPRETATION the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>APPLICATION – Identifying how music is used for a variety of reasons, for religion, relaxation, communication etc</p>	<p>4.6 Around the World (Pitch) What is a pentatonic scale? How do you play leaps? Can you read graphic notation? Can you identify the country of origin? Can you describe music using musical and non-musical terms? Can you play a pentatonic song with leaps?</p> <p>Key Vocabulary Round Pentatonic Spiritual Gospel Music Harmony Graphic notation Pitch Rhythm Tempo Improvisation Off- beat</p> <p>4.7 Ancient Worlds (structure) Key Questions Q1 What is a structure in a song? Q2 Can you learn the words and sing the chorus of a song? Q3 Can you explore the phrasing of a song melody? Q4 What are the dynamics in a song?</p>	<p>4.6 Around the World (Pitch) Year B KS1 Sum 1 2.5 Animals Sum 2 2.11 Water EYFS/Y1 Sum 2 1.12 Water 1.3 Animals Aut 2 1.6 Seasons</p> <p>Year A KS1 Aut 2 1.3 Animals Aut 1 1.6 Seasons</p> <p>4.7 Ancient Worlds (structure) Music Express Structure is not a direct focus prior to this. Performance and exploring sounds is a prior focus in Y1 and Y2. Year Map B</p>	<p>4.6 Around the World (Pitch) Year B <i>Y4/5 Spring 1 4.6 Around the World</i> <i>Year 5 units covering notation elements</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 1 5.4 Keeping Healthy</i> <i>Year 6 covering elements of notation</i> <i>Aut 1 6.1 World Unite</i> <i>Spring 1 6.3 Growth</i> <i>Summer 2 6.6 Moving On</i></p> <p>Year A LKS2 <i>Aut 2 3.7 In the Past</i> <i>Spring 1 3.10 Singing French</i> <i>Spring 2 4.6 Around the World</i> <i>Y4/5 Aut 2 4.6 Around the World</i> <i>4.8 Singing Spanish</i> <i>Year 5 units covering notation elements</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 1 5.4 Keeping Healthy</i> <i>Summer 2 5.5 At the movies</i> <i>Year 6 covering elements of notation</i> <i>Aut 2 6.1 World Unite</i> <i>Spring 2 6.3 Growth</i> <i>Summer 2 6.6 Moving On</i></p>	<p>INVESTIGATION INTERPRETATION REFLECTION ANALYSIS SYNTHESIS EVALUATION</p>

			<p>Identifying key musical terminology and using it in description of music Exploring different ways music is made DISCERNMENT Explaining the significance of music in different settings Recognising that people perceive music in a range of different ways Seeing how the great composers have influenced modern music</p> <p>4.7 Ancient Worlds Children will listen and explore song structures and learn to sing the chorus of a song. They will explore the changing of dynamics by adding layers of sound. Children will be able to sing in a layered structure and recognise features of minimalism in a layered structure. Using knowledge of structure children will rehearse sections of a layered structure, combining sections of a layered structure and perform a layered structure. INVESTIGATION- Investigating how the voice and body can be used to make sounds INTERPRETATION- the ability to suggest meanings within a song's lyrics the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo REFLECTION- the ability to reflect on feelings a piece of music gives, the features within it and their own opinions of a variety of music Reflecting on how music has changed and developed over time ANALYSIS-</p>	<p>Q5What are the layers in piece of music? Q6What is the process of composition in minimalism? Key Vocabulary Structure Verse Chorus Coda Dynamics Phrase Crescendo Diminuendo Outro Ostinato. Ostinati Minimalism Graphic score Texture</p>	<p>EYFS Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather Spring 1 1.9 Storytime Spring 2 1.11 Performance</p> <p>KS1 Aut 1 1.2 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather Spring 1 1.9 Storytime Spring 2 2.3 Our Land Summer 2 2.21 Travel</p> <p>LKS2 Aut 1 3.1 Environment Aut 2 3.4 Poetry Spring 1 3.8 Communication Spring 2 4.3 Sounds</p>	<p>They play in groups, combining sections of music in a layered structure. They rehearse and prepare for a performance.</p> <p>4.7 Ancient Worlds (structure) <i>Year A LKS2 Spring 2 4.7 Ancient Worlds</i> <i>Y5 Spring 1 4.7 Ancient Worlds</i> <i>Spring 2 5.3 Life Cycles</i> <i>Year B Y5 Aut 1 4.4 Recycling</i> <i>Y5 Aut 2 4.7 Ancient Worlds</i> <i>Spring 2 5.3 Life Cycles</i></p>	
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			<p>distinguishing between the features of music</p> <p>SYNTHESIS- linking a range of musical devices together to create effective compositions Taking inspiration from existing musical performances to compose and perform music effectively Recognising how and where music fits in to the wider world</p> <p>EVALUATION - the ability to evaluate their own and others performances</p>				
<p>Computing</p> <p>3.3. Creating media-desktop publishing</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>	<p>Children know the difference between text and images, Children know that text and images can communicate messages clearly, Children know the advantages and disadvantages of using text and images. Children can change font style, size, and colours for a given purpose. Children know how to edit text and can explain that text can be changed to communicate more clearly Children can define the term 'page orientation' Children know what placeholders are and say why they are important Children know how to create a template for a particular purpose. Children know the best locations for content. Children can paste text and images to create a magazine cover. Children can make changes to content. Children can identify different layouts and match a layout to a purpose. Children can identify the uses of desktop publishing in the real world and say why desktop publishing might be helpful. Children can compare work made on desktop publishing to work created by hand</p>	<p>use search tools to find and use an appropriate website and content; use strategies to improve results when searching online; use key vocabulary to demonstrate knowledge and understanding in this strand, use appropriate keyboard commands to amend text on a device; use applications and devices in order to communicate ideas, work, and messages; save, retrieve and evaluate work, making amendments. insert a picture/text/graph/hyperlink from the internet or a personal file. use key vocabulary to demonstrate knowledge and understanding in this strand: :</p>	<p>How do text and images convey information? What does edit mean? What are page settings? How do I add images and text? Does it look right? Is it better than drawing or painting? Key Vocabulary</p> <p>: filter, Google, search engine, image, keyboard, insert, table draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck</p> <p>Is the answer yes, or no? What are attributes?</p>	<p><i>Year A term 2 EYFS Computing-painting</i> <i>Year A term 3 EYFS Computing-writing</i> <i>Year A term 2 KS1 Computing-photography</i> <i>Year A term 3 Ks1 Computing-music</i> <i>Year A term 2 Yr. 3 Computing-animation</i> <i>Year A term 3 Yr. 3 Computing-publishing</i> <i>Year B term 2 EYFS Computing-painting</i> <i>Year B term 3 EYFS Computing-writing</i> <i>Year B term 2 KS1 Computing-painting</i> <i>Year B term 3 Ks1 Computing-writing</i> <i>Year B term 2 Yr. 3 Computing-animation</i></p>	<p><i>Year A term 2 Yr. 4 Computing -audio editing</i> <i>Year A term 2 Yr. 4/5 computing vector drawing</i> <i>Year A term 3 Yr. 4 Computing photo editing</i> <i>Year A term 3 Yr. 4/5 Video-editing</i> <i>Year A term 2 Yr. 5/6 Computing -3d modelling</i> <i>Year A term 3 yr. 5/6 Computing -web pages</i> <i>Year B term 2 Yr. 4/5 Computing -audio editing</i> <i>Year B term 3 Yr. 4/5 Computing photo editing</i> <i>Year B term 2 Yr. 5/6 Computing -vector drawing</i> <i>Year B term 3 yr. 5/6 Computing -video editing</i></p> <p><i>Year A term 4 yr. 3 Computing -branching databases</i> <i>Year A term 4</i></p>	<p>INVESTIGATION EXPRESSION REFLECTION APPLICATION DISCERNMENT</p>

<p>3.4 Data and information-branching databases</p>	<p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Use technology safely, respectfully, and responsibly</p>	<p>Children can investigate questions with yes/no answers Children know how to make up a yes/no question about a collection of objects. Children can create two groups of objects separated by one attribute Children know how to select an attribute to separate objects into groups. Children know how to create a group of objects within an existing group. Children can arrange objects into a tree structure. Children know how to select objects to arrange in a branching database. Children can group objects using my own yes/no questions. Children know how to prove my branching database works. Children know how to create yes/no questions using given attributes Children know that questions need to be ordered carefully to split objects into similarly sized groups. Children know how to compare two branching database structures. Children know how to select a theme and choose a variety of objects. Children can create questions and apply them to a tree structure. Children can use my branching database to answer questions. Children can explain what a pictogram tells me. Children know what a branching database tells them Children can compare two ways of presenting information</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>REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <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>EVALUATION understand what can be done differently and what impact this may have on the outcome.</p>	<p>How do I create a branching database? How do I use a branching database? Is it the same or is it different?</p> <p>Key Vocabulary Google Docs, insert, table</p>	<p><i>Year A term 4 EYFS – computing -grouping data</i> <i>Year A term 4 KS1 computing-pictograms</i> <i>Year B term 4 EYFS – computing -grouping data</i> <i>Year B term 4 KS1 computing-grouping data</i></p>	<p><i>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>PE Gym Sp 1</p>	<p>Pupils should be taught to: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare</p>	<p>Children know how to perform a range of jumps accurately. Children know how to accurately perform a forward roll from standing and a tucked backward roll. Children can perform a squat on vault accurately. Children can</p>	<p>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</p>	<p>What is a forward roll? How do I link movements? How do I perform a cartwheel? What is a sequence? What is a symmetrical shape?</p>	<p><i>Year A term 3 EYFS Gym</i> <i>Year A term 3 KS1 Gym</i> <i>Year B term 3 EYFS Gym</i> <i>Year B term 3 KS1 Gym</i></p>	<p><i>Year A term 3 Yr. 3 Gym</i> <i>Year A term 3 Yr. 4/5 Gym</i> <i>Year A term 3 Yr. 5/6 Gym</i> <i>Year A term 3 Yr. 3 Gym</i> <i>Year B term 3 Yr. 4/5 Gym</i> <i>Year B term 3 yr. 5/6 Gym</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT</p>

<p><i>Outdoor activities Sup2</i></p>	<p>their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>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>	<p>perform a lunge into handstand and a cartwheel accurately. Children know how to link movements together by performing a chassis step, straight jump half-turn and cat leap Children can create and perform a gymnastics sequence with a partner Children can perform static body shapes Children know how to make body shapes in the air. Children can carry out rhythmic gymnastics moves. Children know how to create symmetrical shapes.</p> <p>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>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>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 that performance has improved overtime.</p> <p>INVESTIGATION-in Pe, this covers -asking relevant questions - using different approaches to determine skills and tactics</p> <p>EXPRESSION- -the ability to express themselves through movement</p>	<p>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 Skipping Chassis steps Straight jump half turn Cat leap</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 3 EYFS Outdoor activities Year A term 3 KS1 Outdoor activities Year B term 3 EYFS Outdoor activities Year B term 3 KS1 Outdoor activities</i></p>	<p><i>Year A term 3 Yr. 3 Outdoor activities Year A term 3 Yr. 4/5 Outdoor activities Year A term 3 Yr. 5/6 Outdoor activities Year A term 3 Yr. 3 Outdoor activities Year B term 3 Yr. 4/5 Outdoor activities Year B term 3 Yr. 5/6 Outdoor activities</i></p>	
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			<p>-the ability to explain what they do and how they do it INTERPRETATION- -understanding the effects of what they do and how this could be changed to improve or maintain a standard APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills, they have learnt in different situations</p> <p>DISCERNEMENT- -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team</p>				
<p>PSHE/ RSE</p> <p>Topic Three Respect (Spring 1)</p>	<p>Spring 1 Respect • the importance of self-respect and how this links to their own happiness† • 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 • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>describe what good listening looks like • recognise some ways they can express their own viewpoints constructively • identify how to respond sensitively if they do not agree with what is being said by others • demonstrate working and discussing in groups and ensuring everyone's view is included describe what changes when 'joking' or 'playful teasing' becomes hurtful to another • give a definition of 'bullying' • identify how, where and when where hurtful teasing and bullying can happen (including online) • describe how teasing, bullying and aggression can make someone feel • describe some ways of responding if they experience or witness bullying • explain the importance of telling someone if they know (or think they know) this is happening</p>	<p>R10. to 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. R14. 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) R15. to recognise and manage 'dares' L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom L12. to consider the lives of people living in other places, and people with different values and customs</p> <p>INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p>	<p>Enquiry Questions How can we show that we value and respect people? Is disliking someone the same as bullying? What is a dare? What do we mean by national identity?</p> <p>Key Vocabulary Bullying Respect Discrimination Prejudice Identity customs</p>	<p>Year B Term 3 EYFS PSHE/RSE: Respect Year B Term 1 EYFS RE: Myself Year B Term 1 EYFS: All About Me Year B Term 1 EYFS English: Mini autobiography Year A Term 2 EYFS RE: My Friends Year B Term 4 EYFS RE: Special Time for Me and Others Year A Term 3 EYFS PSHE/RSE: Respect</p>	<p>Year B Term 2 Y3&4 RE: Islam – God Year B Term 6 Y3&4 RE: What is a good life? Year B Term 2 Y3&4 English: Autobiography Year B Term 1 Y4/5 RE: Pilgrimage Year B Term 2 Y4/5 RE: How do Muslims' Hindus worship? Year B Term 1 Y5/6 RE: Is God loving and holy? Year A Term 6 Y3&4 RE: Who am I? What is a good life? Year A Term 3 Y3&4 PSHE/RSE: Respect Year A Term 3 Y4/5 PSHE/RSE: Respect Year A Term 3 Y5/6 PSHE/RSE: Respect Ear A Term 1 Y5/6 RE: Christianity - God</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

<p><u>Spring 2</u> <u>E-Safety</u></p>	<ul style="list-style-type: none"> • identify who to ask for help or report to, what to say and what will happen next explain what a 'dare' is • describe feelings they may have about being given a 'dare' or daring someone else • suggest 'dares' that are ok and explain when 'dares' may not be ok • identify persuasive language that might be used if someone is daring someone else to do something • demonstrate how to say 'No' to a dare they feel unsure about • identify who they can go to /talk to if they are worried identify that people living in the UK come from different origins • recognise that people have moved to the UK from all around the world at different times and for different reasons • recognise that people also move from the UK to other places in the world • identify some of the different religious and ethnic identities of people living in the UK • participate in celebrating the range of different identities and cultures in the UK give an example of their own family/community customs or traditions • explain why these are important or special • identify different traditions that relate to birth, growing up and food • compare their own traditions to those of people in other places and say how they are similar or different • identify how we show respect for the views and beliefs of others <p>Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the</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> <p>REFLECTION the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices; the ability to think with clarity and care about significant events, emotions and change.</p>				

	<p>Taught the responsible use of mobile phones/tablets: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) and how to interact appropriately and safely.</p>	<p>impact of positive and negative content online on their own and others' mental and physical wellbeing. 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 Know why social media, some computer games and online gaming, for example, are age restricted. 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. Know where and how to report concerns and get support with issues online.</p>	<p>Understand about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by</p>	<p>Enquiry questions Q1 How can you balance the time spent online with other activities? Q2 What do the different ratings mean on video games or films? Q3, Can you behave differently online with someone than if you met them in person?</p> <p>Key Vocabulary Trolling Harassment Well-being Online abuse</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>At the start of every Computing topic</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>	
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			something seen or read online and how to report concerns, inappropriate content and contact.				
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