

## Kelso/Ramsey /Hyde

Spring 1 and Spring 2  
Small Village, Big Horizons

## The Pilgrim Fathers

	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
<i>Topic</i>  <i>Pilgrim fathers</i>	Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Children: Know when the Pilgrim Fathers sailed to America Know why they were subject to persecution Know why sailing to America seemed a good option Know that they wanted to find gold and riches in America Know who were the Saints and who were the strangers Know where Boston, Plymouth and the New World are located on a map Know key terms such as religious persecution, intolerance, discrimination Know which ships sailed to the New World Know where they sailed from Know how many were on board Know what life was like on board Know what hardships they faced on their journey Know what life was like in the New World Know the difficulties they faced Know the issues they had with food supply and illness Know who the existing settlers of the Americas were Know who the Wampanoag were Know the names of some key native figures Know when the Mayflower Compact was signed Know who signed it Know why it was important Know what is meant by self-government ☐	Asking "What was it like for a... (Child, rich person, etc) "during...and explaining why changes have occurred Comparing and contrasting sources of evidence to help answer questions, realising that there is often not a single answer to historical questions 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. DISCERNMENT · Explaining the importance of significant people and events from history; · Developing insight into people, motives, actions and consequences;	Enquiry Questions Yr. 5 Q1 Why did the Pilgrims go to America? Q2 What was life like on board. Q3 What was life like in the  New World? Q4 How did the Pilgrims treat the Wampanoags? Q5 What was the Mayflower Compact? Yr. 6 Q1 Why did religious persecution lead to the Mayflower Voyage? Q2 Would the crew and passengers hold the same view? Q3 How did expectations compare with reality of life in the New World? Q4 Did the Pilgrims demonstrate religious tolerance? Q5 What was the impact of the Mayflower compact?  Key Vocabulary Religious persecution, puritans, Mayflower, Saints and Strangers, Wampanoag, deprivations, charter	<i>Year A Term 2 EYFS -Geog Around the History Gunpowder Plot</i> <i>Year A Term 3 KS1 History- Castles</i> <i>Year A Term 5Year 3 History- Commonwealth</i> <i>Year A Term5 Year 4/5 History -Walls and Barricades</i> <i>Year B Term 3 Years5/6 History- Parliament and Power</i>	<b>None</b>	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION

			<ul style="list-style-type: none"> <li>· Seeing clearly for themselves how individuals might learn from the study of history.</li> </ul> <p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>· Distinguishing between opinion, belief and fact;</li> <li>· Distinguishing between the features of different periods of history nationally and internationally.</li> </ul> <p><b>SYNTHESIS</b></p> <ul style="list-style-type: none"> <li>· Linking significant periods of history together in a coherent pattern;</li> <li>· Connecting different aspects of life for people across different periods.</li> </ul> <p><b>EVALUATION</b></p> <ul style="list-style-type: none"> <li>· The ability to evaluate an event of significance with reference to evidence and argument;</li> <li>· Weighing up the respective evidence available and reach conclusions</li> </ul>				
<p><b>Science</b></p> <p><i>Forces, gravity and mechanisms (Spring 1)</i></p>	<p>5e1: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>5e2: identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>5e3: recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Children know about the effects of air resistance. Children know how different objects such as parachutes and sycamore seeds fall. Children know that forces make things begin to move, get faster or slow down. Children know the effects of friction on movement Children know how friction slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Children know the effects of levers, pulleys and simple machines on movement. Children know how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. Children know how to design and make a variety of parachutes and carry out fair tests to determine which designs are the most effective. Children know that resistance in water is affected by shape. Children know how to design</p>	<p>Children describe how experimental evidence and creative thinking have been combined to provide a scientific explanation Children find an appropriate approach when trying to answer a question. Children select from a range of sources of information. When investigation involves a fair test, Children find the key factors to be considered. Children make predictions based on scientific knowledge and understanding. Children select apparatus and plan to use it effectively. Children make a series of observations, comparisons or measurements with precision. Children use the computer to collect data (data logging.) Children record observations and measurements systematically. Children can present (where appropriate) data as line graphs. Children use appropriate scientific language and conventions to</p>	<p>Yr. 5</p> <p>Q1 What is gravity?</p> <p>Q2 how does canopy size affect rate of descent?</p> <p>Q3 what is water resistance?</p> <p>Q4 what is friction?</p> <p>Q5 what is the difference between mass and force.</p> <p>Q6 what does a pulley do?</p> <p>Q7 How do gears help?</p> <p>Yr. 6</p> <p>Q1 Why don't people fall off the bottom of the earth?</p> <p>Q2 how can we use air resistance to slow down?</p> <p>Q3 when do we need high or low water resistance?</p> <p>Q4 what is the best surface to prevent people from slipping?</p> <p>Q5 how do you use a force meter?</p> <p>Q6 what force is used to lift a load?</p> <p>Q7 What effect do different sized gears have??</p>	<p>Year B Term3 EYFS Science-materials</p>	<p>Year A term 3 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>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>DISCERNMENT</p> <p>SYNTHESIS</p> <p>EVALUATION</p>

<p><i>Animals inc humans Yr. 6 Diet, exercise, drugs and lifestyles, (Spring 2)</i></p>	<p>6b1: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 6b2: recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function 6b3: describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>and make products that use levers, pulleys, gears and/or springs and explore their effects.</p> <p>Children know that the human circulatory system is composed of 2 parts - the systemic circulation and the pulmonary circulation. They know about the role of the heart, blood vessels, and the components of blood such as red and white blood cells, platelets and plasma. know that the human heart is a vital organ. They know how blood flows through its double pumps system to the lungs and all around the body, supplying oxygen and removing waste products Children know about the different components of blood. They know that red blood cells carry oxygen, white blood cells fight infection, platelets help to prevent bleeding, and that plasma is the medium in which these components are suspended. Children can describe the functions of red blood cells, white blood cells, platelets and plasma. Children know about the active ingredient in alcoholic drinks (alcohol or ethanol), and that the strength of a beverage can be measured as the percentage alcohol by volume (% ABV). They know about the short and long-term effects of alcohol consumption. Children can discuss why people drink alcohol if it has negative</p>	<p>communicate quantitative and qualitative data. They repeat observations and measurements and offer explanations for any differences. Children draw conclusions that are consistent with the evidence and relate these to scientific knowledge. Children make practical suggestions about how working methods can be improved.</p> <p><b>INVESTIGATION</b> asking relevant questions; knowing how to use different types of sources as a way of gathering information <b>EXPRESSION</b> the ability to identify and articulate scientific understanding <b>INTERPRETATION</b> the ability to draw meaning from scientific theories, theories and studies. <b>DISCERNMENT</b> Explaining the significance of scientific studies and investigations. <b>SYNTHESIS</b> linking significant features of history and Science together in a coherent pattern. <b>EVALUATION</b> the ability to evaluate a finished product and scientific investigation; Distinguishing between opinion and fact.</p>	<p>  Key Vocabulary</p> <p>Gravity, forces, acceleration, resistance, force meter,</p> <p>Yr. 5 Q1 what are the two parts of the human circulatory system? Q2 why is the heart a vital organ? Q3 What are the different components of blood Q4 what's your heart rate Q5 what impact does alcohol have Q6 what impact does smoking have? Q7 why is dieting and exercise important ? Yr. 6 Q1 What is the difference between the systematic and pulmonary systems? Q2 How does the double pump system work? Q3 What role do platelets white and red blood cells play? Q4 What is the difference between resting and active heart rate? Q5 What are the short and long term effects of alcohol consumption Q6 What is the effect of nicotine? Q7 How can we maintain a healthy lifestyle</p>	<p><i>Year A Term 2 EYFS science - animal names Year A term 2 KS1 science-animals-identification Year A term 1 year 3 science-animals/nutrition Year A term5 yr. 3 Animals-structure Year A term5 Year 4/5 science classification Year A term 1 yr. 5/6 Evolution and Inheritance Year B term 1 yr. 3 Science - living things Year B term 1 Yr. 4/5 science habitats Year B term 4 Yr. 4/5 science-life cycles</i></p>		
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		<p>health effects. Children know that smoking involves inhaling tobacco smoke which contains the active ingredient, nicotine. They know about the many health issues associated with smoking, such as cancer, heart damage, lung damage, and reproductive damage. They know about other negative effects such as the unpleasant smell, high cost, and effects on the skin. Children know that our bodies are constantly using energy, and that we get all of our energy from food. They know that we can store excess energy in our bodies in the form of fat deposits to help us in times of starvation Children know about the many benefits of physical exercise, and identify some aerobic exercises</p>					
<p><b>MFL</b></p>	<p>O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts  O5.2 Understand and express simple opinions  O5.3 Listen attentively and understand more complex phrases and sentences  O5.4 Prepare a short presentation on a familiar topic  L5.1 Re-read frequently a variety of short texts  L5.2 Make simple sentences and short texts  L5.3 Write words, phrases and short sentences, using a reference source  IU5.1 Look at further aspects of their everyday lives from</p>	<p>Children know how to ask politely for food items. Children can describe how to make a sandwich. Children know how to express opinions about food. Children can talk about healthy and unhealthy food. Children know how to use au/à la/à l' when referring to flavours of foods Children can give instructions in the vous form, Children know how to use negatives and the plural form of some food vocabulary</p>	<p>Yr. 5  Oracy: Understand numbers in multiples of 10 up to 100 Understand and give simple directions Say that Children don't understand and ask for something to be repeated Give information Use short sentences when asking and answering questions Prepare a short talking task alone or with a partner and present this with reasonable pronunciation Listen to a story or poem and identify key words and phrases  Reading: Show understanding of a short text containing familiar and unfamiliar language Retrieve information from a text To make predictions based on existing knowledge Read aloud to a partner or small group  Writing: Write a simple poem Write short sentences in a presentation or booklet Write simple instructions accurately Write sentences on a range of topics using a model  Language: Use agreements of adjectives Manipulate language by</p>	<p>Key Questions  Question 1 Can I have an ice cream?  Question 2 How do you make a sandwich?  Question 3 What do you like to eat?  Question 4 What foods are good for you?    Key Vocabulary  Je voudrais... s'il vous plaît.  un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate  une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanille • les tomates, le thon, le fromage, une baguette, le beurre, mangez, coupez, prenez, mettez • J'aime/Je n'aime pas... les gâteaux, les frites, les bonbons, les pommes, les carottes, les</p>	<p><i>Food</i>  Unit 4.5 Year A Term 5 Yr. 4/5    <i>Nouns</i>  Unit 3.2 Year A Term 2 Yr. 3  Unit 1.4 Year A term 4 Yr. 3  Unit 1.5 Year A term 5 Yr. 3  Unit 1.6 Year A term 6 Yr. 3  Unit 4.6 Year A term 6 yr. 4/5    <i>Adjectives</i>  Unit 3.3 Year A Term 3 Yr. 3  Unit 3.4 Year A Term 4 Yr. 3  Unit 4.1 Year A Term 1 Yr. 4/5  Unit 1.12</p>	<p><i>Nouns</i>  Unit 6.2 Year B Term 2 Yr. 5/6  Unit 6.6 Year B Term 6 Yr. 6    <i>Adjectives</i>  Unit 4.5 Year A term 5 yr. 4/5  Unit 4.6 Year A Term 6 yr. 4/5  Unit 6.2 Year B Term 2 yr. 5/6  Unit 6.6 Year B Term 6 yr. 5/6</p>	<p><b>INVESTIGATION</b>  <b>EXPRESSION</b>  <b>INTERPRETATION</b>  <b>APPLICATION</b>  <b>DISCERNMENT</b>  <b>ANALYSIS</b>  <b>SYNTHESIS</b>  <b>EVALUATION</b></p>

<p>the perspective of someone from another country</p> <p>O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts</p> <p>O5.3 Listen attentively and understand more complex phrases and sentences</p> <p>O5.4 Prepare a short presentation on a familiar topic</p> <p>L5.1 Re-read frequently a variety of short texts</p> <p>L5.2 Make simple sentences and short texts</p> <p>L5.3 Write words, phrases and short sentences, using a reference source</p> <p>IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p> <p>IU5.2 Recognise similarities and differences between places</p> <p>IU5.3 Compare symbols, objects or products which represent their own culture with those of another country</p>	<p>Children know how to name places in the town Children know how to ask the way and give directions Children can Say where they are going. Children know how to give the time. Children know how to Use le/la/l' correctly with places Children can use sequencers d'abord, ensuite, enfi n to say longer Sentences Children know how to give instruction using the vous form and use prepositions au/à la/à l' with places</p>	<p>changing an element in a sentence Cultural: Look at further aspects of everyday lives from the perspective of someone from another country Know about places of interest/importance within the county studied</p> <p>Year 6</p> <p>Oracy: Follow short descriptions in order to find specific information Devise and perform a short sketch in role play situation Demonstrate creativity and imagination in using known language in new contexts Listen attentively and understand more complex phrases and sentences Understand longer and more complex phrases or sentences Use spoken language confidently to initiate and sustain conversations and to tell stories Prepare a short presentation on a familiar topic Be understood when speaking in a different language</p> <p>Reading: Use knowledge of word order and sentence construction to support the understanding of written text Read and understand the main points and some detail from a short written passage. Read aloud with confidence</p> <p>Writing: Write sentences using some Description Apply a range of linguistic knowledge to create simple, written pieces that can be understood Use dictionaries to support writing</p> <p>Language: Understand and use negatives. Recognise patterns in the foreign language</p> <p>Cultural: Present information about an aspect of culture Compare and contrast countries where language is spoken with this country Investigate famous people / events from the chosen country</p>	<p>haricots • [Les carottes], c'est bon pour la santé/ce n'est pas bon pour la santé</p> <p>Key Questions</p> <p>Question 1 Where are you going?</p> <p>Question 2 How do you get there?</p> <p>Question 3 What time is it</p> <p>Key Vocabulary</p> <p>Qu'est-ce que c'est?</p> <p>C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché</p> <p>• [La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfi n... + directions</p> <p>• Où vas-tu? Je vais au château/centre sportif/jardin public/marché/supermarc hé. Je vais à la boulangerie/piscine. Je vais à l'école. • Il est [deux] heure(s). Je vais au/à la/à l' + places</p>				
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			<p>to be studied Investigate cultural differences</p> <p><b>INVESTIGATION</b> asking relevant questions about the language; broaden cultural experiences and investigate a new way of speaking</p> <p><b>EXPRESSION</b> 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</p> <p><b>INTERPRETATION</b> the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material the ability to suggest meanings</p> <p><b>APPLICATION</b> making the association between English and French</p> <p><b>DISCERNMENT</b> explaining the significance of a new culture and the importance of understanding a language correctly</p> <p><b>ANALYSIS</b> distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p> <p><b>SYNTHESIS</b> linking significant features of languages together</p> <p><b>EVALUATION</b> the ability to hold a conversation in French</p>				
<p><i>RE</i> <i>Incarnation-UC2.B4</i></p>	<p>Spring 1 Incarnation Was Jesus the Messiah?</p>	<p>Children know that Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the</p>	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using</p>	<p>Enquiry Questions Q1. Is Christmas all about Jesus? Q2. Should it be? Q3. What sorts of qualities might a person need to solve different situations—</p>	<p>Year A Term 5 EYFS RE: My Life Year A Term 2 KS1 RE: God – Christianity Year A Term 3&amp;4 KS1 RE: Thankfulness Year A Term 6 KS1 RE: Inspirational Christians</p>	<p>Year A Term 1 Y5/6 RE: God- Christianity Year A Term 3 Y5/6 RE: Creation Year B Term 1 Y5/6 RE: God – Christianity</p>	<p><b>INVESTIGATION</b> <b>REFLECTION</b> <b>EMPATHY</b> <b>DISCERNMENT</b> <b>EVALUATION</b></p>

		<p>relationship between humans and God.</p> <p>The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah.</p> <p>Some texts talk about what this 'messiah' would be like.</p> <p>Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p> <p>Christians see Jesus as their Saviour (See Salvation).</p> <p>The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</p> <ul style="list-style-type: none"> <li>•The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.</li> <li>• Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</li> <li>• Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example, as salt and light in the world.</li> </ul>	<p>theological terms.</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</p> <p>Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms.</p> <p>Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday.</p> <p>Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world.</p> <p>Weigh up how far the world needs a Messiah, expressing their own insights.</p> <p>INVESTIGATION:</p> <ul style="list-style-type: none"> <li>·Asking relevant questions;</li> <li>·Knowing how to use different types of sources as a way of gathering information</li> </ul> <p>REFLECTION</p> <ul style="list-style-type: none"> <li>·The ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices;</li> <li>·The ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.</li> </ul> <p>EMPATHY</p> <ul style="list-style-type: none"> <li>·The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;</li> <li>·Developing the power of imagination to identify feelings</li> </ul>	<p>Q4 Was Jesus the Messiah, a saviour or both?</p> <p>Key Vocabulary</p> <p>Resurrection</p> <p>Incarnation</p> <p>Messiah</p> <p>saviour</p>	<p>Year A Term 3 Y3&amp;4 RE: God – Incarnation</p> <p>Year B Term 3&amp;4 KS1 RE: Jesus' teaching</p> <p>Year B Term 3&amp;4 Y3&amp;4 RE: God – Incarnation</p> <p>Year B Term 5 Y4/5 RE: Creation</p>	<p>Year B Term 3&amp;4 Y5/6 RE: Creation</p>	
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			<p>such as love, wonder, forgiveness and sorrow;</p> <ul style="list-style-type: none"> <li>·The ability to see the world through the eyes of others and to see issues from their point of view.</li> </ul> <p><b>DISCERNMENT</b></p> <ul style="list-style-type: none"> <li>·Explaining the significance of aspects of religious belief and practice;</li> <li>·Developing insight into people, motives, actions and consequences;</li> <li>·Seeing clearly for themselves how individuals might learn from the religions they study.</li> </ul> <p><b>EVALUATION</b></p> <ul style="list-style-type: none"> <li>·The ability to debate issues of religious significance with reference to evidence and argument;</li> <li>·Weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience</li> </ul>				
<p><i>Spring 2 Salvation UC 2B.7</i></p>	<p>What difference does the resurrection make to Christians?</p>	<p>Children know the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God.</p> <ul style="list-style-type: none"> <li>• The Gospels give accounts of Jesus’ death and resurrection.</li> <li>• Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</li> <li>• This belief gives  Christians hope for life with God, starting now and continuing in a new life (heaven).</li> </ul>	<p>Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between Christian belief in the Resurrection and how Christian’s worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify their own responses as to what difference belief in Resurrection might make to how people</p>	<p>Enquiry Questions  Q1 What are the children’s own beliefs about life after death? Q2 How do they compare to the beliefs of Christianity and other faiths?  Q3 Does resurrection stop Christians being sad when someone dies?  Q4 Do Christian funeral practises reflect these beliefs?  Q5 What can you tell me about the resurrection of Aslan in the lion the witch and the wardrobe?</p> <p>Key Vocabulary  Salvation  Resurrection  Incarnate  Heaven</p>	<p>Year A Term 5 EYFS RE: My Life  Year A Term 2 KS1 RE: God – Christianity  Year A Term 3&amp;4 KS1 RE: Thankfulness  Year A Term 6 KS1 RE: Inspirational Christians  Year A Term 3 Y3&amp;4 RE: God – Incarnation  Year B Term 3&amp;4 KS1 RE: Jesus’ teaching  Year B Term 3&amp;4 Y3&amp;4 RE: God – Incarnation  Year B Term 5 Y4/5 RE: Creation</p>	<p>Year A Term 1 Y5/6 RE: God- Christianity  Year A Term 3 Y5/6 RE: Creation  Year B Term 1 Y5/6 RE: God – Christianity  Year B Term 3&amp;4 Y5/6 RE: Creation</p>	<p>INVESTIGATION  REFLECTION  EMPATHY  DISCERNMENT  EVALUATION</p>



			<p>respond to challenges and problems in the world today. Explain connections between biblical texts used at funerals and the core concepts of Gospel (Good news), Salvation and Hope, using theological terms. Taking account of the context(s), suggest meanings for the selected texts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of how they are used in funerals.</p> <p>Make clear connections between the Christian concepts of the resurrection and what Christians believe about hope and life after death, and how they show this in their church communities.</p> <p>Show how Christian belief in resurrection and life after death make a difference in their lives.</p> <p>Weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own.</p> <p><b>INVESTIGATION:</b></p> <ul style="list-style-type: none"><li>·Asking relevant questions;</li><li>·Knowing how to use different types of sources as a way of gathering information</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>·The ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices;</li><li>·The ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.</li></ul> <p><b>EMPATHY</b></p> <ul style="list-style-type: none"><li>·The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;</li><li>·Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;</li><li>·The ability to see the world</li></ul>				
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			<p>through the eyes of others and to see issues from their point of view.</p> <p><b>DISCERNMENT</b></p> <ul style="list-style-type: none"> <li>-Explaining the significance of aspects of religious belief and practice;</li> <li>-Developing insight into people, motives, actions and consequences;</li> <li>-Seeing clearly for themselves how individuals might learn from the religions they study.</li> </ul> <p><b>EVALUATION</b></p> <ul style="list-style-type: none"> <li>-The ability to debate issues of religious significance with reference to evidence and argument;</li> <li>-Weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience</li> </ul>				
<p><i>Art/DT</i></p> <p><b>DT</b></p> <p><i>3D CAD</i></p> <p><i>Design a sailboat</i></p>	<p>Design 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 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</p>	<p>Children can identify a variety of different types of vehicles, Children can identify the main features of a sail boat children know what the mast sails keel and rudder are children know that there are different ways of attaching to sails to the mast. • Children can experiment with a range of materials and techniques to combine the main elements of a sail ship. Children can choose materials to use as the body of a vehicle • Children can identify different ways of decorating the sale of the boat including ICT. • 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 sailboat • Children can use a variety of materials and tools safely and effectively to create a sailboat. Children know how to design for a purpose. • Children can identify ways in which they could improve their products and amend accordingly Children can</p>	<p>use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market. use their knowledge of a broad range of existing products to help generate their ideas; design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; explain how particular parts of their products work; use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; generate a range of design ideas and clearly communicate final designs; consider the availability and costings of resources when planning out designs; work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment. independently plan by suggesting what to do next. with growing confidence, select from a wide range of tools and equipment, explaining their</p>	<p>Yr. 5</p> <p>Q1 what are the key features of a sail boat?</p> <p>Q2 What is the purpose of a keel?</p> <p>Q3 How are sails utilised?</p> <p>Q4 How is the wind direction used to help steer?</p> <p>Q5 What is the purpose of the design?</p> <p>Q6 How can I join components securely?</p> <p>Q7 How can I test my design?</p> <p>Yr. 6</p> <p>Q1 What were the advantages and disadvantages of sail power?</p> <p>Q2 How do the keel and rudder keep the ship stable?</p> <p>Q3 How does canvas area affect speed?</p> <p>Q4 What design criteria do I have?</p> <p>Q5 How can I utilise research in my design</p> <p>Q6 Does my ship meet my criteria?</p>	<p><i>Year A term 3  Yr. 3  DT moving vehicle</i></p> <p><i>Year A term 3 EYFS Moving Pictures</i></p> <p><i>Year A term 3 KS1 DT pulleys for drawbridge</i></p> <p><i>Year B Term 2 EYFS Art vehicles</i></p> <p><i>Year B term 3 EYFS DT-Rockets</i></p> <p><i>Year B Term 2 KS1 Art vehicles</i></p> <p><i>Year B term 3 EKS1 DT-Rockets</i></p> <p><i>Year B term 2 Yr. 3 DT moving model</i></p> <p><i>Year A term 1 yr. 4/5 bridge construction</i></p> <p><i>Year A term 3 Yr. 5/6 DT model ship</i></p> <p><i>Year A term 5 yr. 5/6 Key designers</i></p> <p><i>Year B term 2 yr4/5 science - electricity</i></p> <p><i>Year B term 2 Yr. 4/5 DT boats</i></p> <p><i>Year B term 1 Science-electricity</i></p>		<p>INVESTIGATION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>ANALYSIS</p> <p>EVALUATION</p>

	<p>components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate 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>evaluate a finished product by identifying what they did well</p> <ul style="list-style-type: none"> <li>• Children can evaluate a finished product by identifying what could be improved</li> <li>• Children can identify ways in which they could improve their work with DT in the future</li> </ul> <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 ships hull 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>choices, select from a range of materials and components according to their functional properties and aesthetic qualities; create step-by-step plans as a guide to making. Practical skills and techniques learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures. independently take exact measurements and mark out, to within 1 millimetre. use a full range of materials and components, including construction materials and kits, textiles, and mechanical components; cut a range of materials with precision and accuracy. shape and score materials with precision and accuracy; assemble, join and combine materials and components with accuracy; demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product; join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch; refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape. complete detailed competitor analysis of other products on the market. critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make. evaluate their ideas and products against the original design criteria, making changes as needed.</p> <p>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.</p>				
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			<p><b>EXPRESSION –</b> the ability express opinions (using product knowledge.)</p> <p><b>INTERPRETATION –</b> the ability to use technical vocabulary to describe and explain different products and talk about their purpose in making the world a better place.</p> <p>The ability to interpret a design brief.</p> <p><b>APPLICATION –:</b> applying new skills to making products. applying designing skills to suit a design brief.</p> <p><b>ANALYSIS –</b> 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.</p> <p><b>EVALUATION –:</b> the ability to evaluate a product. weighing up the respective evidence available and reach conclusions.</p>				
<p><b>Music</b> <i>(Music express)</i></p>	<p><b>6.2 Journeys (Song cycle performance)</b> <b>Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians.</b></p> <p>NC MU2/ 1.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Mu2/1.5 Appreciate and understand a wide range of high- quality live and recorded music drawn from different</p>	<p><b>6.2 Journeys (Song cycle performance)</b></p> <p>Children will learn to sing in a three part harmony. Children will explore expressive singing in a part-song with echoes. Children will develop song cycles for a performance. Children stage a performance with awareness of audience. Children sing a pop song with backing harmony. Children will learn about a song’s structure. Children will learn to sing major and minor note patterns accurately. Children will learn a pop song with understanding of its structure. Children will develop a song cycle performance incorporating mixed media. Children develop planning, directing and rehearsal skills.</p>	<p><b>6.2 Journeys (Song cycle performance)</b></p> <p>Children will learn to sing sections of a song and feel the three beat metre using body movements, Children will learn to sing the unison sections of a song. Children will combine three parts and perform the whole song. Children will learn to sing two versions of a chorus. Children will learn the echo sections of a song. Children prepare a performance of two songs. Children will learn a melody and explore the structure of a song. Children will sing a vocal warm- up and identify the major/ minor sequences in a song. Children will perform a series of songs to decide on an order for a song cycle. Children will prepare a multimedia performance of their song cycle.</p>	<p><b>6.2 Journeys (Song cycle performance)</b></p> <p>Key Questions Q1 What is a three- part harmony? Q2. What is expressive singing? Q3. What do you know about performing for audiences? Q4. What are song cycles? Q5. What is a backing harmony? Q6. What are major and minor note patterns? Q7. What are song structures? Q8. How can you incorporate mixed media in a song cycle performance?</p> <p>Key Vocabulary Beat Rhythm</p>	<p><b>6.2 Journeys (Song cycle performance)</b></p> <p><i>Year B</i> Y6 Spring 1 6.3 Growth Y4/5 Aut 2 4.11 In the Past LKS2 Summer 2 4.11 In the past Summer 2 4.10 Time Aut 2 3.6 Time KS1 Summer 2 2.12 Travel EYFS/ Y1 Spring 2 1.11 Travel</p> <p><i>Year A</i> Y4/5 Sum 2 5.5 At the Movies LKS2 Summer 2 4.11 In the Past KS1 Sum 2 2.21 Travel EYFS/ KS1 Spring 2 1.11 Performance</p>	<p><b>6.2 Journeys (Song cycle performance)</b></p> <p><i>Year B</i> Summer 2 6.6 Moving On</p> <p><i>Year A</i> Summer 2 6.6 Moving On</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</p>

	<p>traditions and from great composers and musicians. Mu2/1.6 develop an understanding of the history of music</p>		<p><b>INVESTIGATION:</b> Investigating how the voice and body can be used to make sounds <b>EXPRESSION:</b> The ability to recognise how composers express themselves through their music The ability to explore music as a medium for expressing themselves <b>INTERPRETATION:</b> the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo <b>REFLECTION:</b> The ability to consider their own performances and evaluate the effectiveness and levels of success <b>APPLICATION:</b> identifying key musical terminology and using it in description of music Exploring different ways music is made <b>ANALYSIS:</b> distinguishing between the features of music <b>EVALUATION:</b> the ability to evaluate their own and others performances</p>	<p>Verse Chorus Song cycle Structure Phrasing Dynamics Pitch Key Middle Eight Harmony Minor Key Major Key</p>			
<p>Spring 2</p>	<p><b>6.3 Growth (Street dance performance)</b> <b>Develop an understanding of the history of music.</b> 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/ 1.3 Listen with attention to detail and recall sounds with increasing aural memory. Mu2/ 1.4 Use and understand staff and other musical</p>	<p><b>6.3 Growth (Street dance performance)</b> Children feel and move to a three beat pulse and revise rhythmic ostinato. Children perform and improvise rhythmic and melodic ostinato. Children develop singing voice by singing in harmony. Children learn about chords. Children perform music and dance. Children compare and contrast two performances. Children understand the process of a musical performance.</p>	<p><b>6.3 Growth (Street dance performance)</b> 6.3 Growth (street dance performance ) Children practise feeling and moving to a piece of music. Children mime street scene actions to a rhythm. Children build texture of rhythmic mimed ostinato. Children learn and perform new songs and musical conversation. Children perform rhythmic ostinato on instruments. Children explore building harmony using voices. Children learn flash mobs and invent movements. Children compare and contrast two flash mob performances. Children plan a performance. Children structure a performance.</p>	<p><b>6.3 Growth (Street dance performance)</b> Key Questions Q1. Can you show an understanding of a three-beat pulse and rhythmic ostinato by feeling and moving to it? Q2. Can you perform and improvise rhythmic and melodic ostinato? Q3. What are chords? Q4. What are flash mobs? Q5. Can you compare flash mob performances? Q6. Can you show an understanding of the process of a musical performance? Key Vocabulary Texture</p>	<p>6.3 Growth (street dance performance ) <i>Year B</i> <i>Y6 Spring 1 6.3 Growth</i> <i>Y4/5 Aut 2 4.11 In the Past</i> <i>LKS2 Summer 2 4.11 In the past</i> <i>Summer 2 4.10 Time</i> <i>Aut 2 3.6 Time</i> <i>KS1 Summer 2 2.12 Travel</i> <i>EYFS/ Y1 Spring 2 1.11 Travel</i>  <i>Year A</i> <i>Y4/5 Sum 2 5.5 At the Movies</i> <i>LKS2 Summer 2 4.11 In the Past</i> <i>KS1 Sum 2 2.21 Travel</i> <i>EYFS/ KS1 Spring 2 1.11 Performance</i></p>	<p>6.3 Growth (street dance performance )  Year A Summer 2 6.6 Moving On</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION A APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</p>

	<p>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.  Mu2/ 1.6 Develop an understanding of the history of music</p>		<p><b>INVESTIGATION</b>  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><b>EXPRESSION</b>  The ability to recognise how composers express themselves through their music</p> <p><b>INTERPRETATION</b>  The ability to draw meaning from a range of different musical pieces from a range of genres  The ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p><b>APPLICATION</b>  Identifying key musical terminology and using it in description of music  Exploring different ways music is made</p> <p><b>DISCERNMENT</b>  Recognising that people perceive music in a range of different ways  Seeing how the great composers have influenced modern music</p> <p><b>ANALYSIS</b>  Distinguishing between genres of music  Distinguishing between the features of music  Identifying instruments used within a composition</p> <p><b>SYNTHESIS</b>  Linking a range of musical devices together to create effective compositions  Taking inspiration from existing musical performances to compose and perform music effectively</p> <p><b>EVALUATION</b>  The ability to evaluate their own and others performances  The ability to form opinions about music from different genres</p>	<p>Rhythm  Ostinato  Metre  Structure  Harmony  Chord  Beat  Unison  Dynamics  Flashmob</p>			
<p><b>Computing</b>  (Teach computing )</p>	<p>Pupils should be taught to:  Use search technologies effectively, appreciate</p>	<p>Children know how to explore a website. Children can discuss the different types of media used on websites. Children know that websites are</p>	<p>use the skills already developed to create content using unfamiliar technology;  select, use and combine the appropriate technology tools to</p>	<p>Enquiry Questions  Q1. What makes a good website?  Q2. Do all web pages use the same layout?</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</i></p>		<p><i>INVESTIGATION</i>  <i>EXPRESSION</i>  <i>INTERPRETATION</i>  <i>SYNTHESIS</i>  <i>EVALUATION</i></p>

<p><b>6.3</b> <i>Creating Media-web page presentation</i></p>	<p>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 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>written in HTML. Children know the common features of a web page. Children can suggest media to include on a page Children know how to draw a web page layout that suits a purpose. Children know why they should use copyright-free images. Children know how to find copyright-free images. Children know what is meant by the term 'fair use' Children know how to add content to a web page. Children know how to preview what a web page looks like. Children can evaluate what a web page looks like on different devices and suggest/make edits. Children know what a navigation path is Children know why navigation paths are useful Children can make multiple web pages and link them using hyperlinks Children know the implication of linking to content owned by other. Children can create hyperlinks to link to other people's work. Children can evaluate the user experience of a website</p>	<p>create effect; review and improve their own work and support others to improve their work; save, retrieve and evaluate their work, making amendments; insert a picture/text/graph/hyperlink from the internet or personal file; use key vocabulary to demonstrate knowledge and understanding in this strand: collect audio from a variety of resources including own recordings and internet clips; use a digital device to record sounds and present audio; trim, arrange and edit audio levels to improve quality; publish their animation and use a movie editing package to edit/refine and add titles; use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p><b>INVESTIGATION</b> asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p><b>EXPRESSION</b> the ability to explain processes, concepts and practice, rituals and practices;</p> <p><b>INTERPRETATION</b> the ability to understand computing theories;</p> <p>the ability to suggest meanings.</p> <p><b>SYNTHESIS</b> linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes.</p> <p><b>EVALUATION</b> the ability to evaluate how a computing system works.</p>	<p>Q3. What is copyright? Q4. What is the term 'fair use'? Q5. Using your knowledge of web pages can you plan and create your own? Q6. How can you improve your web page? Q7. What is a navigation path? Q8. Can you use hyperlinks to link multiple web pages?</p> <p>Enquiry Questions Q1. What is a spreadsheet? Q2. What is the relevance of data headings? Q3. What is a data set? Q4. What is an item of data? Q5. Can you apply appropriate number format to a cell? Q6. How can formulas be used to produce calculated data? Q7. What is the relevance</p>	<p><i>Computing-photography</i> <i>Year A term 3 Ks1</i> <i>Computing-music</i> <i>Year A term 2 Yr. 3</i> <i>Computing-animation</i> <i>Year A term 3 Yr. 3</i> <i>Computing-publishing</i> <i>Year A term 2 Yr. 4</i> <i>Computing -audio editing</i> <i>Year A term 2 Yr. 4/5</i> <i>computing vector drawing</i> <i>Year A term 3 Yr. 4</i> <i>Computing photo editing</i> <i>Year A term 3 Yr. 4/5</i> <i>Video-editing</i> <i>Year A term 2 Yr. 5/6</i> <i>Computing -3d modelling</i> <i>Year B term 2 EYFS</i> <i>Computing-painting</i> <i>Year B term 3 EYFS</i> <i>Computing-writing</i> <i>Year B term 2 KS1</i> <i>Computing-painting</i> <i>Year B term 3 Ks1</i> <i>Computing-writing</i> <i>Year B term 2 Yr. 3</i> <i>Computing-animation</i> <i>Year B term 3 Yr. 3</i> <i>Computing-desktop publishing</i> <i>Year B term 3 Yr. 4/5</i> <i>Computing-photo-editing</i> <i>Year B term 2 Yr. 4/5</i> <i>Computing -audio editing</i> <i>Year B term 2 Yr. 5/6</i> <i>Computing -vector drawing</i></p> <p><i>Year A term 4 EYFS – computing -grouping data</i> <i>Year A term 4 KS1 computing-pictograms</i> <i>Year A term 4 yr. 3 Computing -branching databases</i> <i>Year B term 4 EYFS – computing -grouping data</i> <i>Year B term 4 KS1 computing-grouping data</i> <i>Year B term 4 Yr. 3</i></p>		
<p><b>6.4</b> <i>Data and Information-spreadsheets</i></p>	<p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Use technology safely,</p>	<p>Children know the relevance of data headings. Children can answer questions from an existing data set. Children know how to ask simple relevant questions which can be answered using data. Children know what an item of data is. Children can apply an appropriate number format to a cell. Children know how to build a data set in a spreadsheet application Children know the relevance of a cell's data type. Children</p>					

	respectfully, and responsibly	<p>can construct a formula in a spreadsheet. Children know that changing inputs changes outputs</p> <p>Children know that data can be calculated using different operations. Children can create a formula which includes a range of cells.</p> <p>Children can apply a formula to multiple cells by duplicating it</p> <p>Children know how to use a spreadsheet to answer questions. Children know why data should be organised.</p> <p>Children know how to apply a formula to calculate the data.</p> <p>Children know how to produce a graph. Children know how to use a graph to show the answer to questions Children know suggest when to use a table or graph</p>	<p>construct data on the most appropriate application; know how to interpret data, including spotting inaccurate data and comparing data; use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets; add data to an existing database;</p> <p><b>INVESTIGATION</b> asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p><b>EXPRESSION</b> the ability to explain processes, concepts and practice, rituals and practices;</p> <p><b>INTERPRETATION</b> the ability to understand computing theories; the ability to suggest meanings.</p> <p><b>SYNTHESIS</b> linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes.</p> <p><b>EVALUATION</b> the ability to evaluate how a computing system works.</p>	<p>of a cell's data type?</p> <p>Q8. Can data be calculated using different operations?</p> <p>Q9. Can a spreadsheet be used to answer questions?</p> <p>Q10. How can you present data in Google Sheets?</p>	<p><i>Computing-branching databases</i> <i>Year A term 4 Yr. 4</i> <i>Computing-data logging</i> <i>Year A term 4 yr. 4/5</i> <i>Computing flat file data bases</i> <i>Year A term 5 yr. /45 Science -classification</i> <i>Year B term 4 Yr. 5/6</i> <i>Computing-spreadsheets</i> <i>Year B term 4 Yr. 4/5</i> <i>Computing-data logging</i> <i>Year B term 4 Yr. 5/6</i> <i>Science-classification</i></p>		
<p><i>PE</i></p> <p><i>Gym</i> <i>(Supring1)</i></p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate</p>	<p>Children can perform recognisable movements, e.g. a pike backward roll that looks like a pike backward roll; • Children know how to link a series of different movements together to form a short routine; Children can practise and refine their own movements independently,</p>	<p>Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier Create their own complex sequences involving the full range of actions and</p>	<p>What different leaps do I know? What different leaps can I perform? How do I straddle vault? How can I link movements together?</p> <p>Key Vocabulary</p>	<p><i>Year A term 3 EYFS Gym</i> <i>Year A term 3 KS1 Gym</i> <i>Year A term 3 Yr3 Gym</i> <i>Year B term 3 EYFS Gym</i> <i>Year B term 3 KS1 Gym</i> <i>Year B 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></p>		<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>APPLICATION</i> <i>DISCERNMENT</i> <i>ANALYSIS</i> <i>SYNTHESIS</i> <i>EVALUATION</i></p>



<p style="text-align: center;">OAA Summer 2</p>	<p>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>Children can accurately perform a cat leap full turn and a stag leap. Children can perform a dive forward roll and a pike backward roll. Children can perform a hurdle step into cartwheel and round-off Children can perform a series of similar movements in quick succession, linked together to form a sequence</p> <p>Children can collaborate with others to help complete challenges; Children know how to use verbal communication to communicate with others, sometimes with success; Children can run at two or more different paces, sometimes appropriate to the distance and activity; Children know how to • change direction with increasing speed and efficiency, Children know why agility and endurance are important for this sport; Children know what a compass is and can use one to find north; Children know the four cardinal directions on a compass (N, E, S, W); Children can follow directional instructions</p>	<p>movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances</p> <p>Understand the importance of warming up and cooling down, carry out warm ups and cool downs safely and effectively, understand why exercise is good for health fitness and well being, know ways they can become healthier. Orientate themselves with confidence and accuracy around an orienteering course when under pressure, design an orienteering course that is clear to follow and offers challenge to others, use navigation equipment (Maps compass) to improve the trail. Use clear communication to effectively complete a particular role in a team, complete in orienteering activities both as part of a team and independently, use a range of map styles and make an informed decision on the most effective. Choose the best equipment for an outdoor activity, prepare an orienteering course for others to take, identify the quickest route to accurately navigate an orienteering course, manage in orienteering event for</p>	<p>Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault , 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support</p> <p>Why do I need agility and endurance? How do I use a compass? What are the eight directions on a compass.?</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 A term 4 Yr. 3 Outdoor activities</i> <i>Year B term 4 EYFS Outdoor activities</i> <i>Year B term 4 KS1 Outdoor activities</i> <i>Year B 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 B term 4 yr. 4/5 Outdoor activities</i></p>		
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		<p>including clockwise, anti-clockwise, 90°, 180° and 360° turns; Children know and understand some of the different features of a map, including symbols and a key; Children can follow a simple map to give directions; Children can work with a partner to complete the missing information on a map; Children know how to work with others to use a map to navigate around the school grounds; Children have a basic understanding of the orienteering symbols that have been used to represent the school grounds; Children know how to mark and find control points on a map, with support if necessary; Children can demonstrate some skills of collaboration and communication when working with others to complete challenges and tasks; Children know how to follow a map and plan the best route to complete an orienteering course as quickly as possible, with support from their group; Children can demonstrate some skills of collaboration and communication when working with others.</p>	<p>others to compete in. Communicate clearly and effectively with others, work effectively as part of a team develop demonstrating leadership skills where necessary, successfully use a map to complete a course, use a compass for navigation, organise an event for others.</p> <p><b>INVESTIGATION-</b>      -asking relevant questions      - using different approaches to determine skills and tactics  <b>EXPRESSION-</b>      -the ability to express themselves through movement      -the ability to explain what they do and how they do it  <b>INTERPRETATION-</b>      -understanding the effects of what they do and how this could be changed to improve or maintain a standard  <b>APPLICATION</b>      - make connections between different skills in different sports and how these are interlinked      -to apply the skills, they have learnt in different situations  <b>DISCERNMENT-</b>      -understanding and responding to the tactics and games of others      -developing insights into tactics and working as a team.  <b>ANALYSIS-</b>      -explaining what they have done to improve a skill and what can be done to improve efficiency the next time  <b>SYNTHESIS</b>      -linking learning from one skill to another      -transfer of skills across an increasingly wide range of sports  <b>EVALUATION</b>      -evaluate what is good in a performance      -understanding what can be done differently and what impact this may have on the outcome</p>				
<p><b>PSHE/RSE</b></p>	<p>Spring 1          Respect• the importance of self-</p>	<p>Children can identify those cultural practices which can harm</p>	<p>L5. to know that there are some cultural practices which are against British law and universal</p>	<p>Enquiry Questions          Q1 Should human rights laws overrule religious</p>	<p>Year B Term 3 EYFS          PSHE/RSE: Respect          Year B Term 1 EYFS RE:</p>	<p>Year B Term 2 Y3&amp;4          RE: Islam – God          Year B Term 6 Y3&amp;4</p>	<p><i>INVESTIGATION</i>  <i>EXPRESSION</i>  <i>INTERPRETATION</i></p>

	<p>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</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>others (such as FGM and forced marriage) do exist</p> <ul style="list-style-type: none"> <li>• recognise that these are illegal in British law and go against human rights</li> <li>• identify that these human rights laws take precedence over (overrule) any other beliefs, ideas</li> <li>• explain that these laws related to human rights apply to everyone, regardless of family, culture or religion</li> <li>• identify what to do if they come across ideas or beliefs that are in conflict with human rights</li> <li>• recognise ideas, beliefs, language, behaviours that may be in conflict with human rights</li> <li>• identify where people can seek help, advice and support from safe sources</li> <li>explain what is meant by anti-social behaviour</li> <li>• describe the potential physical, social and emotional consequences of anti-social and aggressive behaviours on others</li> <li>• justify why bullying, hurtful behaviour, including when prejudice-based, (e.g., racism, homophobia, and disablist language) is always wrong</li> <li>• give examples of or demonstrate strategies that can be used to defuse aggressive behaviour</li> <li>• identify when managing other people's behaviour is beyond their ability and where and who to go to for help</li> <li>• explain what someone can do if they are at risk of getting involved in anti-social behaviour themselves</li> <li>• identify appropriate examples of where people can help, advice and support regarding anti-social</li> </ul>	<p>human rights, such as female genital mutilation (FGM) L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</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> <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>EMPATHY – the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;</p>	<p>beliefs?</p> <p>Q2 What do we mean by cultural practices?</p> <p>Q3, can we impose our views on others?</p> <p>Q4 what is anti social behaviour and how should we respond to it?</p> <p>Key Vocabulary Cultural Female genital mutilation Forced marriage Discrimination bullying</p>	<p>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 Year A Term 3 Y3PSHE/RSE: Respect Year A Term 3 Y4/5 PSHE/RSE: Respect</p>	<p>RE: What is a good life? Year B Term 2 Y3&amp;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&amp;4 RE: Who am I? What is a good life? Year A Term 3 Y5/6 PSHE/RSE: Respect Ear A Term 1 Y5/6 RE: Christianity - God</p>	<p><i>REFLECTION EMPATHY APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</i></p>
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			<p>the ability to see the world through the eyes of others and to see issues from their point of view. om their point of view.</p> <p><b>APPLICATION –</b> making the association between personal experiences and those of others; making the association between individual, groups, community, national and international life.</p> <p><b>DISCERNMENT:-</b> developing insight into people, motives, actions and consequences; the ability to understand emotional and physical wellbeing; the ability to understand different types of families and relationships; seeing clearly for themselves how individuals might learn from PSHE and RSHE in regards to health and safety.</p> <p><b>ANALYSIS</b> distinguishing between opinion, belief and fact.</p> <p><b>SYNTHESIS –</b> linking significant features of emotional, behavioural, physiological, sociological, societal and health and safety awareness together in a coherent pattern; connecting different aspects of life</p> <p><b>EVALUATION –</b> the ability to debate issues of significance with reference to evidence and argument; weighing up the respective claims of self-interest, consideration for others, personal preferences and individual conscience.</p>				
<p>Spring 2 E-Safety How can the media influence People? Media literacy and digital resilience; influences and decision-making; online Safety</p> <p>Make sure you are</p>	<p>Know how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions Know that not everything should be shared online or social media and that there are rules about this, including the distribution of images Know that mixed messages in</p>	<p>Can recognise ways in which the internet and social media can be used both positively and negatively Understand how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results Understand about some of the different ways information and data is shared and used online, including for commercial purposes</p>	<p>Enquiry Questions</p> <p>How can the media influence people? Why is it important to balance online and offline activities? Why do you think there are age restrictions for social media?</p> <p><b>Key Vocabulary</b></p>	<p>At the start of every Computing unit Year B Term 5 EYFS PSHE/RSE: E-safety Year B Term 4 KS1 PSHE/RSE: E-safety Year B Term 5 Y3&amp;4 PSHE/RSE: E-safety Year B Term 5 Y4/5 PSHE/RSE: E-safety Year A Term 4 EYFS PSHE/RSE: E-safety Year A Term 4 KS1</p>	<p>At the start of every Computing unit</p>		

	<p>familiar with the safeguarding policy on and other relevant policies and be prepared in case pupils make a disclosure and understand how to handle sensitive questions</p>	<p>the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions          Know how text and images can be manipulated or invented; strategies to recognise this          Know how to evaluate how reliable different types of online content and media are, e.g., videos, blogs, news, reviews, adverts          Know how to recognise unsafe or suspicious content online and what to do about it          Know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them          Know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range          Know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue          Know how to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have          Know how to discuss and debate what influences people's decisions, taking into consideration different viewpoints</p>	<p>Understand about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information          Can recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images          Understand about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation          Understand how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with          Can explain about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations          INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information.          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.          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</p>	<p>Social media, Online, offline, Wellbeing, Limits          Restrictions Messaging          Videos          Blogs          Marketing          Targeted marketing          Gambling</p>	<p>PSHE/RSE: E-safety          Year A Term 4 Y3&amp;4          PSHE/RSE: E-safety          Year A Term 4 Y4/5          PSHE/RSE: E-safety          Year A Term 4 Y5/6          PSHE/RSE: E-safety</p>		
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			<p>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><b>REFLECTION --:</b>  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><b>EMPATHY –</b>  the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;  the ability to see the world through the eyes of others and to see issues from their point of view. on their point of view.</p> <p><b>APPLICATION –</b>  making the association between personal experiences and those of others;  making the association between individual, groups, community, national and international life.</p> <p><b>DISCERNMENT-:</b>  developing insight into people, motives, actions and consequences;  the ability to understand emotional and physical wellbeing;  the ability to understand different types of families and relationships;  seeing clearly for themselves how individuals might learn from PSHE and RSHE in regards to health and safety.</p> <p><b>ANALYSIS</b>  distinguishing between opinion, belief and fact.</p> <p><b>SYNTHESIS –</b>  linking significant features of emotional, behavioural, physiological, sociological, societal and health and safety awareness together in a coherent pattern;  connecting different aspects of life</p> <p><b>EVALUATION –</b>  the ability to debate issues of significance with reference to evidence and argument;</p>				
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