

Lindisfarne/Sempringham/Phoenix

Spring 1 and Spring 2

Anglo Saxons and Picts

Small Village, Big Horizons

	Key Knowledge	Knowledge Building Blocks	Key Skills	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge and Skills (see termly plans)	Reference to Future Knowledge and Skills (see termly plans)	Reference to the Application of Knowledge Across All Curriculum Areas
Topic	Pupils should be taught about: Anglo Saxon and Picts invasions	<p>Children: Know where Angles, Saxons, Jutes, Frisians, Picts and Scots originated from Know what had happened in Britain prior to their arrival. Know the reasons for the arrival of the Saxons, and Picts. Know the differences in reasons for migration between Saxons and Picts and between these societies and today Know the challenges facing the early settlers and how they overcame them. Know how the arrival of these societies might be interpreted differently. Know what Anglo Saxon settlements were like Know some of the food they ate. Know some key facts about how they lived Know how we know about the Saxons, and Picts and the use that can be made of the available evidence. Know the characteristic features of different groups within these societies. Know the important role of the Venerable Bede.</p>	<p>Asking "What was it like for a... (Child, rich person, etc) during... Suggesting sources of evidence to help answer questions</p> <p>INVESTIGATION asking relevant questions; · Using a variety of sources to find out about events, people and changes</p> <p>EXPRESSION · The ability to recall, select and organise information · The ability to use key historical dates and vocabulary to describe and explain different periods in history</p> <p>INTERPRETATION · The ability to draw meaning from artefacts, works of art, relics and buildings; · The ability to suggest meanings and draw conclusions from what they see</p> <p>APPLICATION · Making the association between aspects of life in different societies, · Considering the impact of past events on the present · Learning both about and also from history.</p> <p>DISCERNMENT · Explaining the importance of significant people and events from history;</p>	<p>Enquiry Questions Year 4 Q1 Who were the Anglo Saxons and Picts and why did they invade and settle in Britain? Q2 What was life like for the early settlers? Q3 Why was life difficult for the early settlers? Q4 What evidence do we have for the Anglo-Saxon invasions? Year 5 Q1 Where did the angles, Saxons, jute, Frisians come from and why was there conflict with the Picts? Q2 What challenges did they face in establishing a settlement? Q3 What were the differences between the Saxons and the Picts?</p> <p>Key Vocabulary Angles, Christianity, Christian, pagan, Pict, Celt, romans, Saxons</p>	<p>Year A Term 6 EYFS - Geog Around the World Year A Term 6 KS1 Geog Britain and the World Year A Term 1 Year 3 Geog Maps of the World Year A Term3 Year 3 History from the Stone Age to the Iron Age Year A Term 2 Years5/6 History- The Americas Year B term 4 KS1 Geog- Explorers Year B term 3 Year 4/5 History-Egyptians Year B Term 6 Year 4/5 Maya</p> <p>Writing (Reports) Year A term 1 EYFS reports Year A term 1 KS1 reports Year A term 3 yr. 5/6 reports Year B term 2 EYFS reports Year B term 2 KS1 reports Year B term 3 Yr. 3 reports Year B term 1 yr. 4/5 reports Year B term 1 yr. 5/6 reports</p> <p>Writing(diaries) Year A term 2 KS1 diaries</p>	<p>Year B Term 1 Geog Minerals and Mining Year B Term 2 Year 5/6 Geog-Volcanoes and Earthquakes Year B term 3 Year 5/6 History Parliament and Power</p> <p>Writing (Reports) None</p> <p>Writing(diaries) None</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT</p>

			<ul style="list-style-type: none"> · Developing insight into people, motives, actions and consequences; · Seeing clearly for themselves how individuals might learn from the study of history. 		<p><i>Year A term 4 yr. 5/6 diaries</i> <i>Year B term 2 KS1 diaries</i> <i>Year B term 2 yr. 4/5 diaries</i> <i>Year B term 4 EYFS diaries</i></p>		
<p><i>Science Forces and magnets Yr3 review Yr. 5 Gravity, air resistance (Spring 1)</i></p>	<p>3e1: compare how things move on different surfaces 3e2: notice that some forces need contact between two objects, but magnetic forces can act at a distance 3e3: observe how magnets attract or repel each other and attract some materials and not others 3e4: compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 3e5: describe magnets as having two poles 3e6: predict whether two magnets will attract or repel each other, depending on which poles are facing.</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 5e2: identify the effects of air resistance, water resistance and friction, that act between moving surfaces 5e3: recognise that some mechanisms, including levers, pulleys and gears,</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). Children know the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe). 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; 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 Children know magnets have poles</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</p>	<p>They can recognise that scientific ideas are based on evidence. They can decide on the most appropriate approach to an investigation (e.g., a fair test) to answer a question. They can describe how to vary one factor while keeping others the same. They can make predictions. They can select which information to use from sources provided. They can make observations using materials and equipment that are right for the task. They can record my observations using tables and bar charts. They consider how changing one variable can alter another and use the convention of 'er' words to describe this (e.g., The heavier the load, the longer the spring). They can relate conclusions to observed patterns. They can use appropriate scientific language. They can suggest improvements to my work and give reasons.</p> <p>INTERPRETATION the ability to draw meaning from scientific theories, theories and studies; the ability to suggest meanings</p> <p>APPLICATION The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p> <p>DISCERNMENT</p>	<p>Enquiry Questions Yr. 4/yr. 5 Q1 how can magnets make some objects move and does the same object move the same way on different surfaces? Q2 How strong are magnets? Q3 are all metals magnetic? Q4 Do opposites attract? Yr. 4 Q1 What is gravity? Q2 how does canopy size affect rate of descent? Q3 what is water resistance? Yr. 5 Q1 Why don't people fall off the bottom of the earth? Q2 how can we use air resistance to slow down? Q3 when do we need high or low water resistance?</p> <p>Year 4 Q4 what is friction? Q5 what is the difference between mass and force Q6 what does a pulley do? Q7 How do gears help?</p>	<p>Year B Term3 EYFS Science-materials</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>Year B Term3 EYFS Science-materials 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</p>	<p><i>INTERPRETATION APPLICATION DISCERNMENT ANALYSIS EVALUATION</i></p>

	allow a smaller force to have a greater effect.	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 and make products that use levers, pulleys, gears and/or springs and explore their effects.	Explaining the significance of scientific studies and investigations. ANALYSIS distinguishing between the feature's methods of different investigations EVALUATION the ability to evaluate a finished product and scientific investigation; Distinguishing between opinion and fact.	Yr. 5 Q4 what is the best surface to prevent people from slipping? Q5 how do you use a force meter? Q6 what force is used to lift a load? Q7 What effect do different sized gears have??		Year B term 6 yr5/6 properties and changes in materials	
MFL 4.3 Les Fetes	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	Children know the names and dates of several French festivals Children can identify and ask for certain presents at festivals Children know numbers 31–60 Children can give and understand more instructions Children know dates for festivals through the year Children can ask for various presents Children know how to count up to 60 Children know how to give imperative instructions Children can recognise plural forms	Yr. 4 Oracy: Identify and pronounce accurately the names of some countries and towns. Sing a song from memory on a related topic. Listen with care. Listen to a story and select keywords and phrases from it Ask and answer simple questions with correct intonation. Remember a sequence of spoken. Words. Speak clearly and confidently. Initiate a conversation when working with a partner Express opinion Developing a wider vocabulary. Reading: Understand words displayed in the classroom Research additional vocabulary using a dictionary Read familiar words and join in with a non-fiction text / story Writing: Write familiar words and simple phrases from a	Key Questions Question 1 What are the dates of festivals? Question 2 What would you like for Christmas? Question 3 How far can you count? Key Vocabulary festivals: le Nouvel An (New Year), la Fête des Rois (Feast of Kings/Epiphany), la Saint-Valentin (St Valentine's Day), Pâques (Easter), la Fête Nationale (Bastille Day), Noël (Christmas) presents: un vélo (bike), un jeu (a game), un livre (a book), un ballon (a ball), un Père Noël en chocolat (chocolate Father Christmas), un œuf de Pâques (Easter egg)	Numbers Unit 3.1 Year A term 1 Yr. 3 Unit 3.4 Year A term 4 yr. 3 Unit 3.6 Year A term 6 yr. 3 Unit 4.2 Year A Term 2 Yr. 4/5 Time/dates Unit 3.6 Year A term 6 yr. 3 Unit 4.2 Year A Term 2 Yr. 4/5	Numbers Unit 6.2 Year B Term 2 Yr. 5/6 Time/dates Unit 5.2 Year A Term 2 Yr. 5/6 Unit 5.4 Year A Term 4 Yr. 5/6 Unit 6.3 Year B Term 3 Yr. 5/6	INVESTIGATION EXPRESSION INTERPRETATION

4.4 Ou Vas
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IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country

O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts

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 the perspective of someone from another country

IU5.2 Recognise similarities and differences between places

IU5.3 Compare symbols, objects or products which represent their own culture with those of another country

Children know how to name and recognise various French cities
Children can give and understand basic directions
Children know how to talk about the weather in a particular city
Children know the names of various French cities.
Children know how to ask and answer where you are going, using je vais à...
Children can give imperative instructions for directions
Children know how to form weather expressions using impersonal il... expressions
Children can describe the weather in a certain location in a short sentence

model. Understand and write a short email.
using structures known
Language: Understand the main core structures and begin to use some actively. Identify phonemes that are the same as or different from English or other languages they know.
Cultural: Identify counties where selected language is spoken
Investigate aspects of lifestyle in selected country e.g., food or leisure activities Investigate weather patterns of select Country.

Yr. 5
Oracy: Understand numbers in multiples of 10 up to 100
Understand and give simple directions Say that they 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 changing an element in a sentence
Cultural: Look at further aspects of everyday lives from

numbers 31–60
instructions: touchez le nez/les pieds! (Touch your nose/feet!), comptez! (Count!), sautez! (Jump!), levez les bras! (Raise your arms!), tournez! (Turn around!), hochez la tête! (Nod your head!)

Key Questions
Question 1 What city are you going to?
Question 2 What's the weather like?
Question 3 How do I get there?

Key Vocabulary
saying where you are going:
Je vais à (I'm going to) ...
Paris/Bordeaux/Strasbourg/Nice/Grenoble.
directions: tournez à droite (right), tournez à gauche (left), allez tout droit (straight on), arrêtez (stop)
weather: Quel temps' fait-il? (What's the weather like?), Il fait beau. (It's sunny), Il fait froid. (It's cold), Il fait chaud. (It's hot), Il pleut. (It's raining), Il neige. (It's snowing)
weather in a particular town: À Paris/Bordeaux/Strasbourg/Nice/Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige. (In Paris [etc.], it's sunny/cold/hot/raining/snowing.)

			<p>the perspective of someone from another country Know about places of interest/importance within the county studied</p> <p>INVESTIGATION asking relevant questions about the language; broaden cultural experiences and investigate a new way of speaking</p> <p>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</p> <p>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</p> <p>APPLICATION making the association between English and French</p> <p>DISCERNMENT explaining the significance of a new culture and the importance of understanding a language correctly</p> <p>ANALYSIS distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p> <p>SYNTHESIS linking significant features of languages together</p> <p>EVALUATION the ability to hold a conversation in French</p>				
<p>RE <i>How do Hindu's Worship?</i></p>	<p>Spring 1 How do Hindu's worship?</p>	<p>Know the different roles we have (brother, sister, friend, son, grandson etc.) Draw out the idea that the same</p>	<p>Are able to conduct an enquiry into the nature and qualities associated with Hindu gods.</p>	<p>Enquiry Questions Q1 What is sacred to Hindu's?</p>	<p>Year A Term 5/6 KS1 RE Places of Worship Year A Term 1 Y3&4 RE: God – Hinduism</p>	<p>ear A Term 2/3 Y4/5 RE: Hindu/Muslim worship</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION</p>

	<p>To enquire into and understand the beliefs about God in Hinduism.</p> <p>To enquire into the concept of God in Hinduism.</p> <p>To research different Hindu gods, determining their qualities in Hinduism.</p> <p>To explore the concept of worship.</p> <p>To gain knowledge and understanding of where, how and why people worship in Hinduism.</p> <p>To be able to recognise and explain the key features of a Hindu shrine and how they reflect Hindu belief.</p> <p>To give pupils the opportunity to visit/view/virtual visit a Hindu place of worship.</p>	<p>person can show different characteristics at different times and in different situations.</p> <p>Further develop the Hindu idea of God. Show pictures of some of the Hindu gods/goddesses and discuss their most important characteristics. Know that each of these gods represents the characteristics of the one God, Brahman.</p> <p>Know about Hindu god/goddess. Link these ideas with the Hindu belief in Brahman.</p> <p>Know about special places where the pupils go if they want to be quiet or think.</p> <p>Make links with the concept of 'worship'. Introduce the Hindu shrine as a place where a Hindu family comes to pray. Look at pictures and allow pupils to ask questions. Encourage pupils to try to find the answers to their questions. Explain the term puja and why it is important in Hindu worship.</p> <p>Know about the 'Aum' symbol and explain its meaning. Explore the different objects found in a home shrine including pictures of gods/goddesses/loved ones.</p> <p>Get the pupils to create a Hindu shrine in the classroom, labelling and explaining the meaning behind things used.</p>	<p>Can ask and respond to questions about worship in Hinduism.</p> <p>Can explain the beliefs about God in Hinduism.</p> <p>•Can identify and explain the key features of a Hindu shrine explaining the beliefs they reflect.</p> <p>Can reflect and identify their personal characteristics and qualities.</p> <p>Can explain the concept of worship with reference to worship in Hinduism.</p> <p>Can demonstrate religious literacy by describing and explaining the main features of Hindu worship, using key religious terminology.</p> <p>Can express viewpoints and opinions relating to worship in Hinduism with reference to religion and belief.</p> <p>Can use appropriate religious vocabulary such as shrine, puja, Aum correctly in context.</p> <p>Can demonstrate knowledge and understanding of why, where, and how Hindu's worship</p> <p>INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing what may constitute evidence for understanding religions.</p> <p>EXPRESSION the ability to explain concepts, rituals and practices;</p> <p>INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism</p> <p>REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices</p> <p>EMPATHY the ability to consider the thoughts, feelings,</p>	<p>Q2. How is Hindu beliefs expressed in practice?</p> <p>Q3. Are there any similarities between a Hundi worship and a Christian place of worship?</p> <p>Q1. Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Q2. Is having a local Temple important to Hindus?</p> <p>Q3. How could Hindu beliefs help make the world a better place?</p> <p>Q4. What is the best way for a Hindu to show commitment to God?</p>	<p>Year A Term 2/3 Y4/5 RE: Hindu/Muslim worship</p> <p>Year B Term 1 KS1 RE: God – Hinduism</p> <p>Year B Term 2 KS1 RE: In depth study - Hinduism</p> <p>Year B Term 5 KS1 RE: Places of worship</p> <p>Year B Term 1 Y3&4 RE: God – Hinduism</p>	<p>Year A Term 5/ Y5/6 RE: Rites of passage – Hinduism</p> <p>Year B Term 5 Y5/6 RE: Life Journey - Hinduism</p>	<p>EMPATHY APPLICATION DISCERNMENT</p>
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			<p>experiences, attitudes, beliefs and values of others; APPLICATION making the association between religions and individual, community, national and international life; DISCERNMENT explaining the significance of aspects of religious belief and practice; developing insight into people, motives, actions and consequences; seeing clearly for themselves how individuals might learn from the religions they study</p>				
<p><i>Creation and Fall- UC 2a.1</i></p>	<p>Spring 2 Creation – Christianity</p> <p>Creation and science, complementary or contradictory-there are many Christians who are scientists, in the fields of cosmology, biology and other disciplines, and find no contradiction between their faith and their science. They see the God of Genesis as giving humans the freedom to explore creation and humanity’s place within it.</p>	<p>The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (Sometimes called ‘the Fall’). This means that humans cannot get close to God without God’s help. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</p>	<p>Are able to place the concepts of God, Creation and the Fall on a timeline of the Bible’s ‘Big Story’. Can offer suggestions about what the story of Adam and Eve might show about human nature and how to act. Can describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. Are able to make links between what stories in the Bible say about human beings, and pupils’ own ideas about how people should behave. INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing what may constitute evidence for understanding religions. EXPRESSION</p>	<p>Enquiry Questions</p> <p>Is the world good? Is it easier to be bad than to be good? Is it easy to resist temptation? Is it being good to be forgiven?</p> <p>Key Vocabulary Temptation Creation Adam and Eve Genesis ‘The Fall’ Ten Commandments</p>	<p>Year B Term 1 KS1 Re: Creation Year B Term 3 KS1 PSHE/RSE: Respect Year A Term 4 KS1 Art: Landscapes and seascapes Year A Term 3 KS1 PSHE/RSE: Respect</p>	<p>Year B Term 2 Y5/6 RE: Do you have to believe in God to be good? Year B Term 3/4 Y5/6 RE: Creation – Creation/Science - conflicting or complimentary? Year A Term 4 Y4/5 RE: Creation Year A Term ¼ Y5/6 RE: Creation</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EMPATHY APPLICATION DISCERNMENT</p>

			<p>the ability to explain concepts, rituals and practices; INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; APPLICATION making the association between religions and individual, community, national and international life; DISCERNMENT explaining the significance of aspects of religious belief and practice; developing insight into people, motives, actions and consequences; seeing clearly for themselves how individuals might learn from the religions they study</p>				
<p><i>Art/DT</i></p> <p>Anglo Saxon art-manuscripts and tapestries</p>	<p>Pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];</p>	<p>Children know that The Anglo-Saxons created buckles, jewellery and purse fittings which were made from gold, silver and bronze Children know the metal was beaten and engraved, often with dots and dashes representing the fur of animals. Children know gemstones like garnet were inlaid into the metal. Children know niello was used to add letters and symbols to the engraved items. Children know the Anglo-Saxons carved ivory and bone using ivory from the tusks of walruses and bones from whales. Children know Anglo-Saxon glass was usually one colour and if used as a goblet, would</p>	<p>Children can: create a colour palette, demonstrating mixing technique; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: Children can: give detailed observations about notable artists', artisans' and designers' work. offer facts about notable artists', artisans' and designers' lives. 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>	<p>Yr. 4/5 Q1 What types of artworks did the Anglo Saxons produce? Q1 what are illuminated letters? Q2 how are they formed? Q3what colours were used in illuminated letters? Q4, can I create my own illuminated letter? Q5 what is a tapestry Q6 what does the Bayeux tapestry show? Q7 How were tapestries created Q8, can I create an animal picture using tapestry? Q9 what colours and textures of thread would I need to use</p>	<p><i>Year A term 5 yr. 3 Art-basket weaving</i> <i>Year B term 4 EYFS Art-collages</i> <i>Year A term 3 Yr. 4/5 Art-weaving Year A term 1 EYFS transient sculptures</i> <i>Year A term 1 yr3 topography</i> <i>Year B Term 1 EYFS self portraits</i></p>	<p><i>Year A term 5 yr. 5/6 portraits</i> <i>Year B term 3 Yr. 4/5 clay statues</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS EVALUATION</p>

	<p>about great artists, architects and designers in history</p>	<p>have been a claw foot design. Children know glass beads were made and discovered in female burial sites Children know illuminated lettering dates back to the Medieval times and the letters were normally used as the first letter of a page or paragraph. Children know a letter would be enlarged and in colour, with gold or silver added in areas, while the rest of the text was in black. Children know images of people, animals, plants or mythological creatures were sometimes added to enhance the letter. Children know in Medieval times, all books were hand-written and decorated by hand, usually by priests and monks. Children know they were seen as very precious works of art and you had to be very skilled to produce them. Children know these manuscripts were called 'illuminated' because the letters and pictures were often decorated with gold and silver leaf</p> <p>Children know the Anglo Saxons were skilled in textile crafts though not many examples have survived the last 2000 years. Children know the most famous is the Bayeux Tapestry which was made in typical Anglo-Saxon style. Children know it is 68.38 metres long and 0.5 metres wide and woven from wool. Children know, it was thought to have been made in France, but it is now known to have been made in England. Children know how stories can be told visually. children</p>	<p>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>				

		<p>experiment with a range of ways of using textiles to create effects. Children know a variety of techniques, such as stitching, layering, painting and quilting Children know how to represent a scene from a story. Children can evaluate their own work and say what they think and feel about it. Children suggest ways in which they would alter their work if they had the opportunity to make it again</p>					
<p>Music (Music express)</p>	<p>4.5 Building (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments. 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. Mu2/1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music. 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>4.5 Building (Beat) Children learn about verse and chorus song structure. Children combine four body percussion ostinato as a song accompaniment. Children understand texture. Children learn about layered structure in a rhythmic ostinato piece. Children accompany a melody with a drone. Children describe the structure of a piece of orchestral music. Children read clock score to play a piece combining drone and melodic ostinato.</p>	<p>4.5 Building (Beat) Children learn a verse and chorus song. Children accompany a chorus with ostinato. Children listen to and identify the structure of Build. Children create a layered rhythm piece. Children learn to sing the operating melody of a song. Children identify the structure of a song. Children learn to play and improvise melodies in a rondo performance. 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 EXPRESSION The ability to recognise how composers express themselves through their music The ability to explore music as a medium for expressing themselves INTERPRETATION</p>	<p>4.5 Building (Beat) Key Questions Q1 What are verse and chorus song structure? Q2. What is texture? Q3. What is layered structure in a rhythmic ostinato piece? Q4. Can you describe the structure of a piece of orchestral music? Q5. Can you read a clock score to play a piece combining drone and melodic ostinato? Q6. What is drone? Q7. What is a rondo structure? Q8. Can you use rondo structure to build a performance? Key Vocabulary Verse Chorus Ostinato/ ostinato Dynamics Riff Texture Drone Rondo Fanfare Crescendo Circular score.</p>	<p>4.5 Building (Beat) Year B LKS2 Aut 2 3.6 Time Aut 1 3.2 Building Y2/3 Sum 2 3.6 Time Aut 2 2.10 Pattern Aut 1 2.4 Our Bodies KS1 Sum 1 1.5 Machines Aut 2 1.8 Pattern Aut 1 1.10 Our Bodies EYFS/Y1 Sum 1 1.2 Number 1.5 Machines Spring 2 1.8 Patterns Aut 1 1.10 Our Bodies Year A LKS2 Sum 1 4.5 Buildings Aut 1 3.2 Buildings KS1 Sum 1 2.6 Numbers Sum 1 2.4 Our Bodies Aut 2 1.5 Machines EYFS/ Y1 Sum 2 1.8 Pattern Sum 1 1.10 Our Bodies Spring 2 1.5 Machines Aut 1 1.2 Number</p>	<p>4.5 Building (Beat) Year B Y4/5 Summer 1 5.4 Keeping Healthy Y6 Elements of 1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan. Year A Y4/5 Spring 1 4.5 Buildings Sum 1 5.4 Keeping Healthy Y6 Elements of 1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan.</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

	<p>4.7 Ancient Worlds (Structure) Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>NC Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>4.7 Ancient Worlds (Structure)</p> <p>Children learn a verse and chorus song.</p> <p>Children learn that melodies have phrases and explore layers and layering.</p> <p>Children compare and contrast structure and are able to identify minimalist structure.</p> <p>They play in groups, combining sections of music in a layered structure. They rehearse and prepare for a performance.</p>	<p>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>Identifying key musical terminology and using it in description of music</p> <p>Exploring different ways music is made</p> <p>4.7 Ancient Worlds (Structure)</p> <p>Children will listen and explore song structures and learn to sing the chorus of a song.</p> <p>They will explore the changing of dynamics by adding layers of sound.</p> <p>Children will be able to sing in a layered structure and recognise features of minimalism in a layered structure.</p> <p>Using knowledge of structure children will rehearse sections of a layered structure, combining sections of a layered structure and perform a layered structure.</p> <p>INVESTIGATION- Investigating how the voice and body can be used to make sounds</p> <p>INTERPRETATION- the ability to suggest meanings within a song's lyrics</p> <p>the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>REFLECTION- the ability to reflect on feelings a piece of music gives, the features</p>	<p>4.7 Ancient Worlds (Structure)</p> <p>Key Questions</p> <p>Q1 What is a structure in a song?</p> <p>Q2 Can you learn the words and sing the chorus of a song?</p> <p>Q3 Can you explore the phrasing of a song melody?</p> <p>Q4 What are the dynamics in a song?</p> <p>Q5 What are the layers in piece of music?</p> <p>Q6 What is the process of composition in minimalism?</p> <p>Key Vocabulary</p> <p>Key Vocabulary</p> <p>Structure</p> <p>Verse</p> <p>Chorus</p> <p>Coda</p> <p>Dynamics</p> <p>Phrase</p> <p>Crescendo</p> <p>Diminuendo</p> <p>Outro</p> <p>Ostinato. Ostinati</p> <p>Minimalism</p> <p>Graphic score</p> <p>Texture</p>	<p>4.7 Ancient Worlds (Structure)</p> <p>Music Express Structure is not a direct focus prior to this.</p> <p>Performance and exploring sounds is a prior focus in Y1 and Y2.</p> <p>Year Map B</p> <p>EYFS Aut 1 1.1</p> <p>Ourselves</p> <p>Aut 2 1.7 Our School</p> <p>Spring 1 1.4 Weather</p> <p>Spring 1 1.9 Storytime</p> <p>Spring 2 1.11</p> <p>Performance</p> <p>KS1 Aut 1 1.2</p> <p>Ourselves</p> <p>Aut 2 1.7 Our School</p> <p>Spring 1 1.4 Weather</p> <p>Spring 1 1.9 Storytime</p> <p>Spring 2 2.3 Our Land</p> <p>Summer 2 2.21 Travel</p> <p>LKS2 Aut 1 3.1</p> <p>Environment</p> <p>Aut 2 3.4 Poetry</p> <p>Spring 1 3.8</p> <p>Communication</p> <p>Spring 2 4.3 Sounds</p>	<p>4.7 Ancient Worlds (Structure)</p> <p>Year A LKS2 Spring 2 4.7</p> <p>Ancient Worlds</p> <p>Y5 Spring 1 4.7 Ancient Worlds</p> <p>Spring 2 5.3 Life Cycles</p> <p>Year B Y5 Aut 1 4.4</p> <p>Recycling</p> <p>Y5 Aut 2 4.7 Ancient Worlds</p> <p>Spring 2 5.3 Life Cycles</p>	
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			<p>within it and their own opinions of a variety of music</p> <p>Reflecting on how music has changed and developed over time</p> <p>ANALYSIS- distinguishing between the features of music</p> <p>SYNTHESIS- linking a range of musical devices together to create effective compositions</p> <p>Taking inspiration from existing musical performances to compose and perform music effectively</p> <p>Recognising how and where music fits in to the wider world</p> <p>EVALUATION - the ability to evaluate their own and others performances</p>				
Spring 2	<p>5.3 Life Cycles (Structure)</p> <p>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>Mu2/1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Mu2/ 1.3 Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Mu2/ 1.4 Use and understand staff and other musical notations</p> <p>Mu2/ 1.5 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>5.3 Life Cycles (Structure)</p> <p>Children develop use of voice by singing in three parts.</p> <p>Children read a melody in staff notation.</p> <p>Children accompany a song with tuned and untuned instruments.</p> <p>Children compose and perform together.</p> <p>Children combine vocal sounds in performance.</p> <p>Children create a performance using voices and instruments in four parts.</p> <p>Children explore extended vocal techniques.</p> <p>Children develop a structure to combine sounds.</p> <p>Children create musical effects using contrasting pitch.</p> <p>Children learn about the music of an early opera.</p> <p>Children create descriptive music.</p> <p>Children develop a performance with awareness of audience.</p>	<p>5.3 Life Cycles (Structure)</p> <p>Children learn to sing in unison and then as a round.</p> <p>Children perform two pieces of music.</p> <p>Children match sounds to the pictures.</p> <p>Children create a short composition based on school timetable.</p> <p>Children discuss pictures of a place of work and listen to a vocal collage.</p> <p>Children listen to the suggested instrumental parts and add to the vocal piece.</p> <p>Children work in groups to create four vocal parts for a workplace vocal composition.</p> <p>Children compare pieces of music.</p> <p>Children listen to extracts from music.</p> <p>Children devise and perform a class sound sculpture.</p> <p>INVESTIGATION</p> <p>Investigating how the voice and body can be used to make sounds</p> <p>Exploring a range of tuned and untuned instruments to compose music</p>	<p>5.3 Life Cycles (Structure)</p> <p>Key Questions</p> <p>Q1 Can you read a melody and staff notation?</p> <p>Q2. Can you listen and accompany a song with tuned and untuned instruments?</p> <p>Q3. Can you show understanding of structure and compose and perform?</p> <p>Q4. Can you combine vocal sounds in performance?</p> <p>Q5. How can you develop a structure to combine sounds?</p> <p>Q6. How do you create musical effects using contrasting pitch?</p> <p>Q7. What is music from an early opera like?</p> <p>Q8. What is descriptive music?</p> <p>Key Vocabulary</p> <p>Structure</p> <p>Round</p> <p>Metre</p> <p>Melody</p> <p>Lead vocal</p> <p>Backing vocal</p> <p>Cumulative</p>	<p>5.3 Life Cycles (Structure)</p> <p>Music Express Structure is not a direct focus prior to this.</p> <p>Performance and exploring sounds is a prior focus in Y1 and Y2.</p> <p>Year Map B</p> <p>EYFS Aut 1 1.1</p> <p>Ourselves</p> <p>Aut 2 1.7 Our School</p> <p>Spring 1 1.4 Weather</p> <p>Spring 1 1.9 Storytime</p> <p>Spring 2 1.11</p> <p>Performance</p> <p>KS1 Aut 1 1.2 Ourselves</p> <p>Aut 2 1.7 Our School</p> <p>Spring 1 1.4 Weather</p> <p>Spring 1 1.9 Storytime</p> <p>Spring 2 2.3 Our Land</p> <p>Summer 2 2.21 Travel</p> <p>LKS2 Aut 1 3.1</p> <p>Environment</p> <p>Aut 2 3.4 Poetry</p> <p>Spring 1 3.8</p> <p>Communication</p> <p>Spring 2 4.3 Sounds</p>	<p>5.3 Life Cycles (Structure)</p> <p>Year A LKS2 Spring 2 4.7</p> <p>Ancient Worlds</p> <p>Y5 Spring 1 4.7 Ancient Worlds</p> <p>Spring 2 5.3 Life Cycles</p> <p>Year B Y5 Aut 1 4.4</p> <p>Recycling</p> <p>Y5 Aut 2 4.7 Ancient Worlds</p> <p>Spring 2 5.3 Life Cycles</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>ANALYSIS</p> <p>EVALUATION</p>

	<p>Mu2/ 1.6 Develop an understanding of the history of music</p>		<p>Knowing how to use a range of sources to research music, composers and its 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 Identifying key musical terminology and using it in description of music Exploring different ways music is made</p> <p>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>Beat/pulse Tempo/tempi Dynamics Pitch Clusters Symmetrical Rhythm Chord Trill Minor Timbre</p>			
<p>Computing <i>Lindisfarne</i> 4.3 <i>Creating /Media-photo editing (Spring 1</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, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report</p>	<p>Children can identify changes that we can make to an image, children can explore how images can be changed in real life children can explain the effect that editing can have on an image, children can explain what has changed in an edited image children can change the composition of an image by selecting parts of it, children can consider why someone might want to change the composition of an image, children can talk about changes made to images, children can choose effects</p>	<p>Yr. 4 create different effects with different technological tools, demonstrating control. 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 search tools to find and use an appropriate website and content. use strategies to improve results when searching online.</p>	<p>How can we change images? What is composition? Why would we change an image? What tools would I use? Are all images real? How do we improve an image?</p> <p>Key vocabulary</p> <p>Image, edit, composition, digital, effects, retouching</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></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 2 Yr. 5/6 Computing -vector drawing</i> <i>Year B term 3 yr. 5/6 Computing -video editing</i></p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>REFLECTION</i> <i>EVALUATION</i></p>

<p>4.4 Data and Information-data logging (Spring 2)</p>	<p>concerns about content and contact.</p>	<p>to make my image fit a scenario children can explain why my choices fit a scenario, children can identify how an image has been retouched, children can give examples of positive and negative effects that retouching can have on an image , children can choose appropriate tools to retouch an image, children can sort images into 'fake' or 'real' and explain my choices, children can combine parts of images to create new images , children can talk about fake images around me, children can consider the effect of adding other elements to my work , children can compare the original image with my completed publication, children can evaluate the impact of my publication on others through feedback</p>	<p>INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging. EXPRESSION the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking. REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve. EVALUATION understand what can be done differently and what impact this may have on the outcome.</p>		<p><i>Year B term 3 Ks1 Computing-writing Year B term 2 Yr. 3 Computing-animation Year B term 3 Yr. 3 Computing-desktop publishing</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, respectfully, and responsibly</p>	<p>Children know how to choose a data set to answer a given question. Children can suggest questions that can be answered using a given data set. Children know that data can be gathered over time. Children know that sensors are input devices. Children can use data from a sensor to answer a given question. Children know that data from sensors can be recorded. Children can identify a suitable place to collect data. Children can identify the intervals used to collect data. Children can talk about the data that they have captured. Children know how to import a data set and can use a computer to view data</p>	<p>Yr. 4 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. EXPRESSION the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking. REFLECTION</p>	<p>How can I gather data automatically? How do I gather data over time? How can I use data to find information? What data do I need to collect? ? Key vocabulary Google Docs, insert, table spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending.</p>	<p><i>Year A term 4 EYFS – computing -grouping data Year A term 4 KS1 computing-pictograms Year A term 4 yr. 3 Computing -branching databases Year B term 4 EYFS – computing -grouping data Year B term 4 KS1 computing-grouping data Year B term 4 Yr. 3 Computing-branching databases</i></p>	<p><i>Year A term 4 Yr. 4 Computing-data logging Year A term 4 yr. 4/5 Computing flat file data bases Year A term 5 yr. /45 Science -classification Year B term 4 Yr. 5/6 Computing-spreadsheets Year B term 4 Yr. 4/5 Computing-data logging Year B term 4 Yr. 5/6 Science-classification Year B term 4 Yr. 5/6 Computing-flat file databases</i></p>	

		<p>in different ways. Children know how to use a computer program to sort data. Children can propose a question that can be answered using logged data. Children can plan how to collect data using a data logger. Children can interpret data that has been collected using a data logger and draw conclusions from the data that has been collected. Children know the benefits of using a data logger</p>	<p>the ability to reflect on why their process may not have worked and use resilience to problem solve. EVALUATION understand what can be done differently and what impact this may have on the outcome.</p>			
<p>Computing <i>Sempringham</i> 5.3 <i>Creating media-video editing</i> Spring 1</p>	<p>Pupils should be taught to: 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 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Children know that a video can include both visual and audio media. Children know the benefits of adding audio to a video Children can plan a video project using a storyboard Children can identify and name digital devices that can record video and sound Children know the most suitable digital device for recording a project Children know the working features of a digital device that can record video Children can select a suitable device and software to capture a video Children know suitable methods of using a digital device to capture a video Children can demonstrate the safe use and handling of devices Children know some of the features of an effective video. Children can record a video that demonstrates some of the features of an effective video. Children know why lighting and angle are important in creating an effective video Children know how to store, retrieve, and export my recording to a computer. Children know how to improve a video by reshooting and editing.</p>	<p>use the skills already developed to create content using unfamiliar technology. select, use and combine the appropriate technology tools to 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: INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p>	<p>What is a video? How do you record video? What makes a good video? How do I make mine better? Key Vocabulary window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shapes, orbit, pan, zoom, eraser, dimension, measurement, guide. audio, record, edit, play stop, skip, waveform, input, output, record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload</p>	<p><i>Year A term 2 EYFS</i> <i>Computing-painting</i> <i>Year A term 3 EYFS</i> <i>Computing-writing</i> <i>Year A term 2 KS1</i> <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 A term 3 yr. 5/6</i> <i>Computing-web pages</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></p>	<p>INVESTIGATION EXPRESSION REFLECTION EVALUATION</p>

<p>5.4 Data and information-flat file databases Spring 2</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 select the correct tools to make edits to a video. Children can make edits to a video and improve the final outcome Children know that choices when making a video will impact on the quality of the final outcome Children can evaluate a video and share opinions</p> <p>Children can create multiple questions about the same field. Children know how information can be recorded. Children know how to order, sort, and group my data cards Children know how to navigate a flat-file database to compare different views of information. Children know what a 'field' and a 'record' is in a database . Children know which field to sort data by to answer a given question. Children know how information can be grouped Children can group information to answer questions. Children know how to combine grouping and sorting to answer more specific questions. Children know which field and value are required to answer a given question. Children know how 'AND' and 'OR' can be used to refine data selection. Children can choose multiple criteria to answer a given question Children can select an appropriate chart to visually compare data. Children know how to refine a chart by selecting a particular</p>	<p>EXPRESSION the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking. REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve. EVALUATION understand what can be done differently and what impact this may have on the outcome.</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>How can I record information? Which is better, paper or computer? How does grouping and sorting data allow us to answer questions? How do I select specific data? How can I present data visually?</p> <p>Key vocabulary Google Docs, insert, table spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending.</p>	<p><i>Year B term 3 Yr. 3 Computing-desktop publishing Year B term 3 Yr. 4/5 Computing-photo-editing Year B term 2 Yr. 4/5 Computing -audio editing Year B term 2 Yr. 5/6 Computing -vector drawing</i></p> <p><i>Year A term 4 EYFS – computing -grouping data Year A term 4 KS1 computing-pictograms Year A term 4 yr. 3 Computing -branching databases Year B term 4 EYFS – computing -grouping data Year B term 4 KS1 computing-grouping data Year B term 4 Yr. 3 Computing-branching databases Year A term 4 Yr. 4 Computing-data logging Year A term 4 yr. 4/5 Computing flat file data bases Year A term 5 yr. /45 Science -classification Year B term 4 Yr. 5/6 Computing-spreadsheets Year B term 4 Yr. 4/5 Computing-data logging Year B term 4 Yr. 5/6 Science-classification</i></p>		
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		<p>filter. Children know the benefits of using a computer to create graphs. Children can ask questions that will need more than one field to answer. Children know how to refine a search in a real-world context</p>					
<p>PE Gym Spring 1</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <ul style="list-style-type: none"> • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Children know how to perform a range of jumps and leaps. Children can perform a straddle forward roll and a backward roll to straddle correctly. Children know how to perform a straddle on vault correctly. Children know how to perform a lunge into cartwheel correctly. Children can link movements together by performing a straight jump full turn, a cat leap half turn and a pivot. Children can work in a small group to create and perform a gymnastics sequence with a theme.</p>	<p>Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances</p>	<p>How many different jumps can I perform? What is a straddle? How can I link movements together?</p> <p>Key Vocabulary Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle Straight jump. Tuck jump Jumping jack, Star jump Straddle jump, Pike jump Straight jump half-turn Straight jump full-turn Cat leap, Cat leap half-turn Tiptoe, step, jump and hop Hopscotch, Skipping, Chassis steps, Pivot</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></p>	<p><i>Year A term 3 Yr. 4/5 Gym</i> <i>Year A term 3 yr. 5/6 Gym</i> <i>Year B term 3 yr. 5/6 Gym</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS EVALUATION</p>
<p>OAA Spring 2</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 know how to work together in small groups, developing problem-solving skills, Children can take part in outdoor and adventurous activity challenges both individually and within a team. Children know how the body reacts at different times. Children know how this affects performance</p>	<p>Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an</p>	<p>What is teamwork? How do I follow directions? What is a symbol? How do I create my own symbols? How can I use my symbols to create my own maps?</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></p>	<p><i>Year A term 4Yr 4/5 Outdoor activities</i> <i>Year A term 4 yr. 5/6 Outdoor activities</i> <i>Year B term 4 yr. 5/6 Outdoor activities</i></p>	

		<p>Children know how to navigate around a space with growing confidence. • Children know how to read a map with increasing accuracy and confidence and within a time Children can create symbols that are effective for map-reading. • Children know how to follow a map with increasing accuracy and confidence.</p>	<p>orienteeing course. Communicate clearly with other people in a team and with other teams, have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment, try a range of equipment for creating and completing an activity, make an informed decision on the best equipment to use for an activity plan and organise a trail that others can follow</p> <p>INVESTIGATION- -asking relevant questions - using different approaches to determine skills and tactics</p> <p>EXPRESSION- -the ability to explain what they do and how they do it</p> <p>INTERPRETATION- -understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p>APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills, they have learnt in different situations</p> <p>DISCERNMENT- -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team.</p> <p>ANALYSIS- -explaining what they have done to improve a skill and what can be done to improve efficiency the next time</p> <p>SYNTHESIS -linking learning from one skill to another -transfer of skills across an increasingly wide range of sports</p>				
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			<p>the ability to be informed on physiological and emotional changes;</p> <p>the ability to be informed on good and bad choices and how to respond to different situations;</p> <p>the ability to know where to seek help and advice.</p> <p>REFLECTION –:</p> <p>the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices;</p> <p>the ability to think with clarity and care about significant events, emotions and change.</p> <p>EMPATHY –</p> <p>the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;</p> <p>the ability to see the world through the eyes of others and to see issues from their point of view.</p>				
	<p>E-Safety</p> <p>Taught how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	<p>Know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>Know how information and data is shared and used online. that for most people the internet is an integral</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 something seen or read online and how to report concerns inappropriate content and contact.</p> <p>Understand about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>Understand about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p>	<p>Enquiry Questions</p> <p>Q1 Is a friend you have met online the same as a friend you know personally?</p> <p>Q2 Is the profile picture of someone online actually them?</p> <p>Q3 How can you keep safe online?</p> <p>Q4 If you put something on internet, is it removed if you delete it?</p> <p>Q5 Can people put personal information about you on the internet?</p> <p>Key Vocabulary</p> <p>Avatar</p> <p>Bullying</p> <p>Trolling</p> <p>Confidentiality</p> <p>Personal information</p> <p>Grooming</p>	<p><u>Year A and Year B Computing - E-safety shared at the start of every topic</u></p> <p>Year B Term 5 Year 3&4</p> <p>PSHE/RSE: E-safety</p> <p>Year B Term 4 KS1</p> <p>PSHE/RSE: E-safety</p> <p>Year B Term 5 EYFS</p> <p>PSHE/RSE: E-safety</p> <p>Year A Term 4 Year 3&4</p> <p>PSHE/RSE: E-safety</p> <p>Year A Term 4 KS1</p> <p>PSHE/RSE: E-safety</p> <p>Year A Term 4 EYFS</p> <p>PSHE/RSE: E-safety</p>	<p><u>Year A and Year B Computing - E-safety shared at the start of every topic</u></p> <p>Year B Term 4 Year 5/6</p> <p>PSHE/RSE: E-Safety</p> <p>Year A Term 4 Year 5/6</p> <p>PSHE/RSE: E-safety</p>	

		<p>part of life and has many benefits.</p>	<p>Understand where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</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>				
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			the ability to see the world through the eyes of others and to see issues from their point of view.				