

## Kelso/Ramsey /Hyde

## Summer 1 and Summer 2

## Crime and Punishment

## Small Village, Big Horizons

	Knowledge Area	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Application of Knowledge
<b>Topic History</b>	Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<p>Children should:</p> <p>Know ways in which crime changes over time.</p> <p>Know some basic ways in which punishment for crime changes over time.</p> <p>Know the meaning of some key vocabulary (judge, jury, lawyer, pillory, etc)</p> <p>Children should:</p> <p>know how crime was detected in Roman times.</p> <p>know how criminals were tried in Roman times.</p> <p>Know some common punishments for criminals in Roman times</p> <p>Children should:</p> <p>Know how crime would usually be punished in the Anglo-Saxon/Viking world</p> <p>know what the most common crime of the time was.</p> <p>know how people involved gods in the punishment of criminals.</p> <p>Children should:</p> <p>Know how criminals were caught in the medieval and Tudor periods.</p> <p>Know the three main types of courts in the medieval and Tudor periods.</p> <p>Know what the punishments for theft, treason, murder and heresy were</p> <p>Children should:</p> <p>know which crimes became common during this period and why</p> <p>know which aspects of crime and punishment stayed the same between the medieval period and the early modern period.</p>	<p>Asking "What was it like for a... (Child, rich person, etc) "during...and explaining why changes have occurred</p> <p>Comparing and contrasting sources of evidence to help answer questions, realising that there is often not a single answer to historical questions</p> <p>INVESTIGATION asking relevant questions;</p> <ul style="list-style-type: none"> <li>Using a variety of sources to find out about events, people and changes</li> </ul> <p>EXPRESSION</p> <ul style="list-style-type: none"> <li>The ability to recall, select and organise information</li> <li>The ability to use key historical dates and vocabulary to describe and explain different periods in history</li> </ul> <p>INTERPRETATION</p> <ul style="list-style-type: none"> <li>The ability to draw meaning from artefacts, works of art, relics and buildings;</li> <li>The ability to suggest meanings and draw conclusions from what they see</li> </ul> <p>APPLICATION</p> <ul style="list-style-type: none"> <li>Making the association between aspects of life in different societies,</li> <li>Considering the impact of past events on the present</li> <li>Learning both about and also from history.</li> </ul> <p>DISCERNMENT</p> <ul style="list-style-type: none"> <li>Explaining the importance of significant people and events from history;</li> </ul>	<p>Enquiry Questions</p> <p>Q1 What have been the changes in crime and punishment?</p> <p>Q2 How did the Romans punish crime?</p> <p>Q3 what was crime like in Anglo Saxon and Viking Britain?</p> <p>Q4 why did it change in medieval times?</p> <p>Q5 why did pirates, smugglers and highway men flourish?</p> <p>Q6 What was the Victorian attitude to punishment?</p> <p>Q7 Do modern policing methods work?</p> <p>Key Vocabulary</p> <p>Peelers, deterrent, mutilation, execution, highwayman, humiliation, judge, jury, ordeal, treason, victim, trial</p>	<p>Year A Term 2 EYFS -Geog Around the History</p> <p>Gunpowder Plot</p> <p>Year A Term 3 KS1 History- Castles</p> <p>Year A Term 5Year 3 History- Commonwealth</p> <p>Year A Term5 Year 4/5 History -Walls and Barricades</p> <p>Year A Term 3 Years5/6 History- Pilgrim fathers</p>	N/A	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>SYNTHESIS</p> <p>EVALUATION</p>

		<p>know which punishments were new during this period Children should: know which types of crimes became less common in this period and why? Know some changes in the way crime was detected. know the major changes in the way crimes were punished? Children should: Know the different types of crimes there have been over the ages. know how crime prevention and detection has changed over the ages. Know how punishment for criminal activity has changed over the ages</p>	<ul style="list-style-type: none"> <li>· Developing insight into people, motives, actions and consequences;</li> <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><i>Science Materials</i> (Summer 1) <i>Light</i> (Summer 2)</p>	<p>5c1: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 5c2: know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 5c3: use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 5c4: give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday</p>	<p>Children know that materials have different uses depending on their properties and state. Children know there are three states (liquid, solid, gas). Children know that properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Children know that some materials will dissolve in a liquid and form a solution Children know that some materials are insoluble and form sediment. Children know that mixtures can be separated by filtering, sieving and evaporation. Children know that some changes to materials such as dissolving, mixing and changes of state are Reversible. Children know that some changes such as burning</p>	<p>They describe how experimental evidence and creative thinking have been combined to provide a scientific explanation They find an appropriate approach when trying to answer a question. They select from a range of sources of information. When investigation involves a fair test, they find the key factors to be considered. They make predictions based on scientific knowledge and understanding. They select apparatus and plan to use it effectively. They make a series of observations, comparisons or measurements with precision. They use the computer to collect data (data logging.) They record observations and measurements systematically. They can present (where</p>	<p>Year 5 Q 1 What happens when you mix materials? Q2 How can mixed materials be separated? Question 3 What are reversible changes? Question 4 What are irreversible changes? Question 5 How do we describe materials using their properties?  Year 6 Q1, Can we group and classify materials using a range of properties (e.g., electrical and thermal conductors, magnetism etc) Q2 Can solutes be filtered out? Q3 What are the 6 different ways of separating solutions? Q4 How do we classify materials by their hardness?</p>	<p><i>Year A Term 3 EYFS science materials</i> <i>Year A term 3 KS1 Materials</i> <i>Year A term 3 year 3 Rocks and soils</i> <i>Science Year A term1 Year 4/5 science States of matter</i> <i>Year B term 3 EYFS Science materials</i> <i>Year B term 3 KS1 science Materials</i></p>	<p><b>None</b></p>	

	materials, including metals, wood and plastic 5c5: demonstrate that dissolving, mixing and changes of state are reversible changes 5c6: explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible.	appropriate) data as line graphs. They use appropriate scientific language and conventions to communicate quantitative and qualitative data. They repeat observations and measurements and offer explanations for any differences. They draw conclusions that are consistent with the evidence and relate these to scientific knowledge. They make practical suggestions about how working methods can be improved.	Q5 How are new materials invented?  Key Vocabulary  Vocabulary • Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting,			
	6d1: recognise that light appears to travel in straight lines 6d2: use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye 6d3: explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes 6d4: use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Children know that light appears to travel in straight lines, and we see objects when light from them goes into our eyes. Children know that the light may come directly from light sources but for other objects some light must be reflected from the object into our eyes for the object to be seen. Children know that Objects that block light (are not fully transparent) will cause shadows. Children know that the shape of the shadow will be the same as the outline shape of the object.	INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information EXPRESSION the ability to identify and articulate scientific understanding INTERPRETATION the ability to draw meaning from scientific theories, theories and studies. DISCERNMENT Explaining the significance of scientific studies and investigations. SYNTHESIS linking significant features of history and Science together in a coherent pattern. EVALUATION the ability to evaluate a finished product and scientific investigation; Distinguishing between opinion and fact.	Year 5 Question 1 How does light travel? Question 2 How do we see objects? Question 3 Does light always travel directly to our eyes? Question 4 How are shadows created? Question 5 Why are shadows the same shape as the objects that create them? Year 6 Q1 How can we use the properties of light to see round corners? Q2 How do we use the properties of light to see behind us? Q3 What are the key components of the eye? (Cornea, iris, pupil, lens, retina, optic nerve) Q4 What is the relationship between distance and width of shadows Q5 Is light white?	Year A term 2 year 3 Science Light Year B term 6 Year 3 Science-Light Year B term 3 Year 5/6 Science-Earth and space	None	INVESTIGATION EXPRESSION INTERPRETATION DISCERNMENT SYNTHESIS EVALUATION
MFL 5.6 En Vacances (Summer 1)	O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts O5.2 Understand and express simple opinions	Children know how to ask and say where they're going on holiday. Children can express opinions about holidays and talk about what they're going to do on holiday. Children know how to use au/à la/à l'/à correctly with places.	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	Key Questions  Question 1 Where are you going for your holidays? Question 2 What will you do there?	Places Unit 4.4 Year A term 4 Yr. 4/5 Unit 5.4 Year B term 4 Yr. 4/5 Unit 5.6 Year B term 6 Yr. 4/5 Unit 6.4 Year B term 4 yr 5/6 Unit 6.6 Year B term 6 yr 5/6	None	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION

	<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>Children can recognise patterns and apply knowledge of rules. Children can express opinions and say what they're going to do using Je vais + infinitive</p>	<p>sentences when asking and answering questions</p> <p>Prepare a short talking task alone or with a partner and present this with reasonable pronunciation</p> <p>Listen to a story or poem and identify key words and phrases</p> <p>Reading: Show understanding of a short text containing familiar and unfamiliar language</p> <p>Retrieve information from a text To make predictions based on existing knowledge</p> <p>Read aloud to a partner or small group</p> <p>Writing: Write a simple poem</p> <p>Write short sentences in a presentation or booklet</p> <p>Write simple instructions accurately</p> <p>Write sentences on a range of topics using a model</p> <p>Language: Use agreements of adjectives</p> <p>Manipulate language by changing an element in a sentence</p> <p>Cultural: Look at further aspects of everyday lives from the perspective of someone from another country</p> <p>Learn about places of interest/importance within the county studied</p>	<p>Key Vocabulary</p> <p>Où vas-tu en vacances? Je vais à la campagne. Je vais à la montagne. Je vais au bord de la mer. Je vais au camping. Je vais au parc d'attractions.</p> <ul style="list-style-type: none"> <li>• J'aime ça, Je n'aime pas ça. J'adore ça. Je déteste ça.</li> <li>• Qu'est-ce que tu vas faire en vacances? Je vais faire du bateau. Je vais faire du ski. Je vais nager. Je vais faire du sport. Je vais faire du vélo. Je vais voir mes grands-parents. Je vais faire les manèges</li> </ul>	<p>Questions</p> <p>Unit 3.1 Year A Term 1 Yr. 3</p> <p>Unit 3.6 Year A term 6 Yr. 3</p>		
<p><i>Chez Moi</i> <i>Summer</i> <i>2</i></p>	<p>Children know how to name and describe rooms in the house. Children can say what people do at home and where</p> <p>Children know how to use il y a [+ indefinite article]</p> <p>Children can use c'est [+ adjective],</p> <p>Children know how to join sentences with et.</p> <p>Children know how to use 3rd person verbs</p>	<p>Children know how to name and describe rooms in the house. Children can say what people do at home and where</p> <p>Children know how to use il y a [+ indefinite article]</p> <p>Children can use c'est [+ adjective],</p> <p>Children know how to join sentences with et.</p> <p>Children know how to use 3rd person verbs</p>	<p>Year 6</p> <p>Oracy: Follow short descriptions in order to find specific information</p> <p>Devise and perform a short sketch in role play situation</p> <p>Demonstrate creativity and imagination in using known language in new contexts</p> <p>Listen attentively and understand more complex phrases and sentences</p> <p>Understand longer and more complex phrases or sentences</p> <p>Use spoken language confidently</p>	<p>Key Questions</p> <p>Question 1 What room is this?</p> <p>Question 2 What colour is it?</p> <p>Question 3 What would you do there?</p> <p>Key Vocabulary</p> <p>Chez moi, il y a une salle de bains/une cuisine/une salle à manger/des WC/un salon/un balcon/un jardin/deux chambres</p> <ul style="list-style-type: none"> <li>• C'est grand/petit/vert/blanc/bleu/jaune/rose/rouge</li> <li>• C'est petit et rouge</li> <li>• Qu'est-ce qu'il/elle fait? Il/Elle mange [un sandwich]/</li> </ul>	<p>Places</p> <p>Unit 4.4 Year A term 4 Yr. 4/5</p> <p>Unit 5.4 Year B term 4 Yr. 4/5</p> <p>Unit 5.5 Year B term 6 Yr. 4/5</p> <p>Unit 6.4 Year B term 4 yr 5/6</p> <p>Unit 6.6 Year B term 6 yr 5/6</p> <p>Adjectives</p> <p>Unit 3.3 Year A term 3 Yr. 3</p> <p>Unit 3.4 Year A term 4 Yr. 3</p> <p>Unit 4.1 Year A term 1 yr 4/5</p> <p>Unit 4.5 Year A term 5 yr 4/5</p> <p>Unit 4.6 Year A term 6 Yr 4/5</p> <p>Unit 6.2 Year B term 2 Yr. 5/6</p> <p>Unit 6.6 Year B term 6 Yr. 5/6</p>	<p>None</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>SYNTHESIS</p> <p>EVALUATION</p>

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  
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  
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  
Language: Understand and use negatives. Recognise patterns in the foreign language  
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 to be studied  
Investigate cultural differences  
INVESTIGATION  
asking relevant questions about the language;  
broaden cultural experiences and investigate a new way of speaking  
EXPRESSION  
the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;  
the ability to present ideas and information orally to a range of audiences  
INTERPRETATION

regarde la télé/écoute de la musique/lit [un livre]/joue avec l'ordinateur/joue au tennis...  
● Activities as above + dans le salon/les WC, etc.

			<p>the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material</p> <p>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><i>RE</i> <i>Life</i> <i>Journeys</i> <i>(Summer</i> <i>1)</i></p>	<p>Life Journey - Rites of passage in Hinduism -How do Hindus show they belong?</p> <p>☐ What value does religion bring for religious people?</p> <p>☐ How does this relate to ideas about community, identify and belonging?</p> <p>☐ Rites of passage; include other religions, e.g., Bar/Bat Mitzvah in Judaism, confirmation in Christianity (cf. Life Journey – Christianity)</p>	<p>Children will know</p> <p>The Samskaras (rites of passage that mark the move from one phase of life to the next):</p> <ol style="list-style-type: none"> <li>1. Birth (namakarana and jatakarma – naming ceremony and welcome ceremony)</li> <li>2. Initiation (upanayana – sacred thread ceremony)</li> <li>3. Marriage (vivaha)</li> <li>4. Death (antyeshti)</li> </ol> <p>The key features of each and the ways in which they connect to beliefs about Brahman, atman, samsara, dharma and karma</p> <p>The value of religion is religion important because it makes certain claims about God, the world and human beings that religious believers accept as the truth? Is religion important because it has social value for the whole of society? Does religion have</p>	<p>Thinking:</p> <p>Consider all the rites of passage they have gone through so far in their lives?</p> <p>Believing and Living:</p> <p>Introduce the idea of samskaras in Hinduism: E.g. (Hindu naming ceremony – namakarana samskara)</p> <p>Compare the namakarana samskara (naming ceremony) with birth rites in Islam, baptism in Christianity, birth rites in Judaism and naming ceremonies in Humanism – what are the key features, differences and similarities? How do they relate to key beliefs/principles from these religions/non-religious belief systems? Thinking: Might some promises be harder to keep the longer they last?</p> <p>Believing and Living:</p>	<p>Q1. How do Hindus show they belong?</p> <p>Q2. What value does religion bring for religious people?</p> <p>Q3. How does this relate to ideas about community, identify and belonging?</p>	<p>Year A term 1 Yr. 3 God-Hinduism</p> <p>Year A term 6 Yr. 3 Big Questions</p> <p>Year A term 3 Yr. 4/5 How do Hindu’s worship?</p> <p>Year B term 1 KS1 God-Hinduism</p> <p>Year B term 2 KS1 Hinduism in depth</p> <p>Year B term 1 yr 3 Hinduism sacred texts</p> <p>Year  B term 2 Yr. 4/5 Hindu worship</p>	<p>None</p>	<p>INVESTIGATION REFLECTION EMPATHY DISCERNEMENT EVALUATION</p>

		<p>value because it fosters a sense of community?</p>	<p>I marriage as a key rite of passage in religions and non-religious belief systems. What are the key features, differences and similarities? How do they relate to key beliefs/ principles from these religions/non-religious belief systems?</p> <p>Value of religion-Thinking: (Is it more important that something is true in and of itself, or that its impact – the difference it might make to the pupils – is more important?)</p> <p>Believing and Thinking: pupils to carry out a series of debates e:</p> <p>“God does not exist. “And “It doesn’t matter whether God exists or not.”.</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 such as love, wonder, forgiveness and sorrow;</li> <li>·The ability to see the world through the eyes of others and to see issues from their point of view.</li> </ul> <p>DISCERNMENT</p> <ul style="list-style-type: none"> <li>·Explaining the significance of aspects of religious belief and practice;</li> </ul>				
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			<ul style="list-style-type: none"> <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>EVALUATION</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>Li Key Buddhist beliefs</i></p>	<p>What are key Buddhist beliefs and what do they tell Buddhists about human beings and the world around them?</p> <p>Do You have to believe in God to be Good?</p>	<p>Children can explain what Buddhism is and how/when it began? Children understand the story of how Prince Siddhartha became Buddha. Children know that Buddhists do not worship a god like most other world religions. • Children know what the Three Signs of Being are • Children know what the five moral precepts are • Children can make their own decisions about what is right and wrong . • Children understand what the Four Noble Truths are • Children know what the Eightfold Path is • Children can use their own words to explain Buddhist terms. • Children can explain what karma is • Children can explain what reincarnation is • Children can offer their own opinions about life after death. • Children know where Buddhists worship • Children can explain some of the symbols associated with the Buddha statue • Children can name some of the other symbols associated with Buddhism Children can explain what the word 'worship' means Children know some of the ways in which Buddhists</p>	<p>Children will learn, through stories, about how Siddhartha Gautama achieved enlightenment and became the Buddha. They will then retell the story in their own fashion. Children will learn about the Three Signs of Being (central to the teachings of Buddhism). They will then discuss their meaning in relation to their own views. Some children may generate lists of morals to live by Exploring the teachings of Buddha in greater depth, children will describe and explain the Four Noble Truths and the Eightfold Path in their own words. Children will learn about the Buddhist belief in a cycle of life, working towards achieving a state of nirvana. They will then describe the concepts of karma and reincarnation in their own fashion Children will study information about a variety of places of worship, then describe their features and aspects of the worship that occur in them•. Children will learn about some of the symbols, artefacts and activities associated with Buddhist worship. They may then either recreate aspects of these (such as prayer flags and shrines), or describe how</p>	<p>Q1. What is the best way for a Buddhist to lead a good life?  Q2. Can the Buddha's teachings make the world a better place?  Q3. Can being a Buddhist help someone to be happy?  Q4. What do Buddhists believe if they don't believe in God?  Q5. Who was the Buddha and why is he important to Buddhists today?  Q6. Why are the Buddha, the Dharma and the Sangha seen as the 3 Jewels of Buddhism?  Q9. How does meditation help Buddhists to show compassion to all beings?  Q10. Why do some Buddhists choose to spend time as monks or nuns and others don't?  Q11. Is it possible to follow the 8-fold path?</p>	<p>Year B term 1 Yr. 4/5 Buddhism-Pilgrimage  Year b term 6 Yr. 4/5 Buddhism-beliefs</p>	<p>None</p>	<p>INVESTIGATION  REFLECTION  EMPATHY  DISCERNMENT  EVALUATION</p>

		<p><b>Worship.</b> Children can evaluate the ways in which Buddhist worship is similar or different to worship in other religions.</p>	<p><b>Buddhist's worship in their own words</b>  <b>INVESTIGATION:</b>          ·Asking relevant questions;          ·Knowing how to use different types of sources as a way of gathering information  <b>REFLECTION</b>          ·The ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices;          ·The ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.  <b>EMPATHY</b>          ·The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;          ·Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;          ·The ability to see the world through the eyes of others and to see issues from their point of view.  <b>DISCERNMENT</b>          ·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.  <b>EVALUATION</b>          ·The ability to debate issues of religious significance with reference to evidence and argument;          ·Weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p>				
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<p><b>Art/DT</b> <b>Summer</b> <b>1</b> <b>Key</b> <b>designer</b> <b>s in</b> <b>history</b></p>	<p>understand how key events and individuals in design and technology have helped shape the world.</p>	<p>Children know; That design is an integral part of the development of new products, buildings, inventions etc. Some famous British inventors (Graham Bell, Berners Lee, Mackintosh, Wilkinson, Dyson as a minimum) and the impact of their inventions on daily life That architects have to consider the structure of the building, the materials used to construct it and how the spaces inside the building will be organised. That this is known as the design process. Some famous architects (Wren, Gaudi, Hadid, Geary and Lloyd Wright as a minimum) and the iconic buildings associated with them That engineers design for a purpose. Some famous engineers (Brunel, Ford) and how their designs made life easier for people That design is all around us and impacts on our lives on a daily basis. That design reflects and changes society (Quant, Calvert, Conran) That products need to be designed to meet a given criteria</p>	<p>through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Children investigate and analyse a range of existing products. They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. They understand how key events and individuals in design and technology have helped shape the world. Children can: a complete detailed competitor analysis of other products on the market; b critically evaluates the quality of design, manufacture and fitness for purpose of products as they design and make; c evaluates 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> <p>EXPRESSION – the ability express opinions (using product knowledge.)</p> <p>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.</p> <p>APPLICATION –: applying new skills to making products.</p>	<p>Enquiry Questions Yr. 5/6 Q1 Why do designers and inventors become famous? Q2 What is the design process? Q3 Which famous designers/inventors have had a significant impact on modern day life? Q4 What invention would you take to Dragon's Den?</p>	<p><i>Year A term 3 EYFS Moving pictures</i> <i>Year A term 5 EYFS Superfoods</i> <i>Year A term 2 Ks1 Buildings</i> <i>Year A term 3 KS1 Pulleys</i> <i>Year A term 3 yr 3 mechanisms</i> <i>Year A term 1 Yr. 4/5 Construction</i> <i>Year A term 3 yr 5/6 Vehicles</i> <i>Year B term 2/3 EYFS Vehicles</i> <i>Year B terms 2/3 KS1 Vehicles</i> <i>Year B term 2 yr 3 electrical components</i> <i>Year B term 3 Yr. 3 axles and chassis</i> <i>Year B term 2 Yr. 4/5 materials</i> <i>Year B term 5 Yr. 4/5 Nutrition</i> <i>Year B term 3 Yr. 5/6 lights and switches</i></p>	<p><b>NONE</b></p>	<p>INVESTIGATION INTERPRETATION APPLICATION ANALYSIS EVALUATION</p>
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			<p>applying designing skills to suit a design brief.</p> <p><b>ANALYSIS –</b></p> <p>distinguishing between the need of the product and the benefit of it.</p> <p>understanding the purpose of a design brief and how to best achieve it.</p>			
<p><i>Summer 2 Art Leonardo Da Vinci</i></p>	<p>people 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 sketchbooks 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 sculptures with a wide range of materials. About great artists, architects and designers in history</p>	<p>Children know who Leonardo da Vinci was and when he lived. Children will know a brief overview of the Renaissance. Children will know how portraiture changed during the Renaissance. Children will know the links between da Vinci's drawings and paintings of people, looking at some of the techniques he employed Children will know what is meant by perspective, composition and realism Children will know how da Vinci used foregrounds, mid-grounds and backgrounds. Children can recreate da Vinci's 'Last Supper' in a variety of ways. Children will know the variety of interests Leonardo da Vinci had and how he recorded his ideas. Children will recognise some sketches and drawings and discuss how these images influenced the ideas of others Children will know the inventions and ideas Leonardo da Vinci Children will know the types of machines da Vinci designed and the motivations behind these designs. Children can then design some inventions of their own or recreate some of da Vinci's designs. Children will know where some of his artwork is</p>	<p>review and revisit ideas in their sketchbooks, offering feedback using technical vocabulary, think critically about their art and design work. Use digital technology as sources for developing ideas, use key vocabulary to demonstrate knowledge and understanding in this strand: created colour palette, demonstrate mixing techniques, a range of paints to create visually interesting pieces <b>INVESTIGATION</b> asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing how pieces are created <b>EXPRESSION</b> The ability to explain techniques, colours and use of media; the ability to identify and articulate opinions on how an artist has chosen to express their ideas. <b>INTERPRETATION</b> the ability to draw meaning from pieces of art; the ability to suggest alternative meanings. <b>REFLECTION</b> the ability to reflect on pieces of art, including their purpose, meaning, and technique.</p>	<p>Enquiry Questions Yr 5 Q1 What topics/mediums did Leonardo da Vinci work with? Q2 what may have motivated Leonardo da Vinci? Q3 Can you paint a portrait with contrasting colours? • Q4 What are realism, perspective and composition ? Q5 How are shading, hatching and curved hatching used in drawings? Q6 What did Leonardo da Vinci invent? Yr 6 Q1 what was the Renaissance ? Q2 How did Da Vinci change peoples views? Q3 Can children explain the type of colours and techniques Leonardo da Vinci used in his paintings? Q4 What are realism, perspective and composition ? Q5 What techniques can you use in drawing? Q6 How did his inventions change the world?</p>	<p><i>Year A term 2 EYFS Art-van Gogh</i> <i>Year A term 4 EYFS Art-landscapes</i> <i>Year A term4 KS1 Art-landscapes</i> <i>Year A term 6 KS1 Art-west Indian art</i> <i>Year A term 2 yr. 3 Art-Monet</i> <i>Year A term 2 yr4/5 Art-Constable</i> <i>Year B Term 1 EYFS Art-portraits</i> <i>Year B term 2 EYFS Art-observational drawings</i> <i>Year B term 2 EYFS Art-aboriginal</i> <i>Year B Term 1 KS1 Art-portraits</i> <i>Year B term 2 KS1 Art-observational drawings</i> <i>Year B term 2 KS1 Art-aboriginal</i> <i>Year B term 1 Yr. 3 Art-van Gogh</i> <i>Year B term1 Yr. 4/5 Art-landscapes</i></p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>REFLECTION</b> <b>EMPATHY</b> <b>APPLICATION</b> <b>DISCERNMENT:</b> <b>ANALYSIS –</b> <b>SYNTHESIS</b> <b>EVALUATION</b></p>

		<p>kept and why people like to visit it.</p>	<p>the process the artist went through to create their piece.</p> <p><b>EMPATHY</b> the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to see the world through the eyes of others and to see pieces of art from their point of view.</p> <p><b>APPLICATION</b> making the association between the purpose, technique, media and meaning behind a piece; identifying the purpose of the piece.</p> <p><b>DISCERNMENT:</b> explaining the significance of aspects of a piece of art; developing insight into individuals and communities; seeing clearly for themselves how individuals might learn from the artists they study.</p> <p><b>ANALYSIS – in Art and Design</b> this includes: distinguishing between an artist’s meaning and what others may interpret; distinguishing between the features of a piece of art and its significance.</p> <p><b>SYNTHESIS</b> linking the style of artists together; connecting technique to a period of art.</p> <p><b>EVALUATION</b> the ability to debate the purpose behind a piece of art and the final outcome; the ability to debate the use of a certain type of media for a purpose.</p>				
<p><i>Music (Music express)</i></p>	<p>6.5 Class awards (Awards show performance) NC Mu2/1.1 play and perform in solo and</p>	<p>6.5 Class Awards Children build on knowledge and ability to compose music from a visual stimulus.</p>	<p>6.5 Class Awards Children learn music for a special occasion.</p>	<p>6.5 Class awards (Awards show performance) Key Questions ?</p>	<p><i>Class Awards (show performance)</i> <i>Prior knowledge performance, composing</i></p>	<p><i>Year B</i> <i>Summer 2 6.6</i> <i>Moving On</i></p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>APPLICATION</i></p>

	<p>ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Children listen to music with increasing awareness. They will be able to discuss how music can be descriptive of visual images. In groups children can create music in response to art work. They are able to explore the musical dimensions. Children build their confidence in performing, understanding and identifying what is a good performance.</p>	<p>Children are able to respond to art work and create music. They will rehearse and perform their pieces of group music. They are able to perform showing an awareness of the audience. Children can write a rap.</p> <p>INVESTIGATION- 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>EXPRESSION- the ability to explore music as a medium for expressing themselves</p> <p>INTERPRETATION- the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>REFLECTION- the ability to reflect on feelings a piece of music gives, the features within it and their own opinions of a variety of music</p> <p>APPLICATION- identifying key musical terminology and using it in description of music</p> <p>Exploring different ways music is made</p> <p>DISCERNMENT- seeing how the great composers have influenced modern music</p> <p>SYNTHESIS- taking inspiration from existing musical performances to compose and perform music effectively</p> <p>Linking a range of musical devices together to create effective compositions</p> <p>EVALUATION- the ability to evaluate their own and others performances</p>	<p>Q1 How can you compose music from a visual stimulus?</p> <p>Q2 Can you write a new verse for a rap?</p> <p>Q3 Can you collaborate with others to develop a song performance?</p> <p>Q4 What makes a good performance?</p> <p>Q5 Can you choreograph a song performance?</p> <p>Q6 Who is the target audience?</p> <p>Q7 How can you perform together with an awareness of the audience?</p> <p>Key Vocab Rap Fanfare Melody Phrase Structure Verse Chorus Dynamics Pitch Tremolo Timbre Tempo Rhythm Texture</p>	<p><i>Year B</i> Y6 Spring 2 6.4 Roots Y6 Aut 1 6.1 World Unite Y4/5 Sum 2 5.6 Performance Spring 1 4.12 Food and Drink Aut 2 4.11 In the Past Aut 1 4.2 Environment LKS2 Sum 2 4.11 In the Past Sum 1 4.9 Communication Spring 1 3.8 Communication Aut 2 3.4 Poetry Aut 1 3.1 Environment KS1 Sum 2 2.12 Travel EYFS/ Y1 Spring 2 1.11 Travel</p> <p><i>Links to Art – responding to a visual stimulus.</i></p> <p><i>Year A</i> Y6 Spring 2 World Unite Y4/5 Sum 2 5.5 At the Movies Aut 1 4.1 Poetry Aut 1 4.2 Environment LKS2 Sum 2 4.12 Food and Drink Sum 2 4.11 In the Past Aut 1 3.1 Environment KS1 Sum 2 2.21 Travel EYFS/ KS1 Spring 2 1.11 Performance</p>	<p><i>Year A</i> Summer 2 6.6 Moving On</p>	<p><b>DISCERNMENT</b> <b>ANALYSIS</b> <b>SYNTHESIS</b> <b>EVALUATION</b></p>
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			The ability to form opinions about music from different genres				
	<p><b>6.6 Moving On (Leavers' assembly performance)</b>  <b>Mu2/1.1</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  <b>Mu2/1.3</b> listen with attention to detail and recall sounds with increasing aural memory  <b>Mu2/1.4</b> use and understand staff and other musical notations</p>	<p><b>6.6 Moving On</b>  Children learn to sing with expression and sustained notes.  Children sing in a 2-part harmony.  Children are able to perform complex song rhythms confidently.  Children will be able to identify the structure of a piece of music  Children will play instrumental parts to accompany a song.  Children will perform a song with complex structure.  Children will listen to and understand modulation in a musical bridge.  Children will prepare for a performance.</p>	<p><b>6.6 Moving On</b>  Children will learn two songs which have different meaning. They will sing with expression and perform in harmonies.  The 2 songs will have a musical device that links them.  The children will perform their songs as a celebration.</p> <p><b>INVESTIGATION-</b>  Investigating how the voice and body can be used to make sounds  Exploring a range of tuned and untuned instruments to compose music</p> <p><b>EXPRESSION-</b>  the ability to explore music as a medium for expressing themselves</p> <p><b>INTERPRETATION-</b>  the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p><b>REFLECTION-</b> the ability to reflect on feelings a piece of music gives, the features within it and their own opinions of a variety of music</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>  seeing how the great composers have influenced modern music</p> <p><b>SYNTHESIS-</b>  taking inspiration from existing musical performances to compose and perform music effectively  Linking a range of musical devices together to create effective compositions</p>	<p><b>6.6 Moving On</b>  <b>Key Questions?</b>  How can we sing with expression?  What is the 2-part harmony?  What are sustained notes and how can you sing them?  What is the rhythm in this song?  What is the structure in this song?  Can you share the meaning of modulation in a musical bridge? Can you hear it?  What do you need to do to perform your songs?</p> <p><b>Key Vocabulary</b>  Verse,  Chorus  Harmony  Structure  Dynamics  Harmony  Pitch  Chord  Coda  Accompaniment  Modulation  Major Key  Bridge</p>	<p><b>6.6 Moving On</b>  <b>Year B</b>  <b>Y6 Spring 1 6.3 Growth</b>  <b>Y4/5 Aut 2 4.11 In the Past</b>  <b>LKS2 Summer 2 4.11 In the past</b>  <b>Summer 2 4.10 Time</b>  <b>Aut 2 3.6 Time</b>  <b>KS1 Summer 2 2.12 Travel</b>  <b>EYFS/ Y1 Spring 2 1.11 Travel</b></p> <p><b>Year A</b>  <b>Y4/5 Sum 2 5.5 At the Movies</b>  <b>LKS2 Summer 2 4.11 In the Past</b>  <b>KS1 Sum 2 2.21 Travel</b>  <b>EYFS/ KS1 Spring 2 1.11 Performance</b></p>	<b>Yr 7</b>	<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>EVALUATION- the ability to evaluate their own and others performances</p> <p>The ability to form opinions about music from different genres</p>				
<p><b>Computing (Teaching computing)</b></p> <p><b>6.5 Programming A (Summer 1) Variables in Games</b></p>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>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</li> </ul>	<p>Children can identify examples of information that is variable explain that the way that a variable change can be defined</p> <p>identify that variable can hold numbers or letters</p> <p>identify a program variable as a placeholder in memory for a single value</p> <p>explain that a variable has a name and a value</p> <p>recognise that the value of a variable can be changed</p> <p>decide where in a program to change a variable</p> <p>make use of an event in a program to set a variable</p> <p>recognise that the value of a variable can be used by a program</p> <p>choose the artwork for a project</p> <p>explain my design choices</p> <p>create algorithms for a project</p> <p>choose a name that identifies the role of a variable</p> <p>test the code that I have written</p> <p>identify ways that my game could be improved</p> <p>extend a game further using more variables</p> <p>share my game with others</p>	<p>use external triggers and infinite loops to demonstrate control;</p> <p>follow a sequence of instructions, e.g., in a flowchart and modify a flowchart using symbols;</p> <p>use conditional statements and edit variables;</p> <p>decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program;</p> <p>keep testing a program and recognise when it needs to be debugged;</p> <p>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; 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>Enquiry Questions</p> <ol style="list-style-type: none"> <li>1.What is a variable?</li> <li>2.how is a variable used in a program?</li> <li>3. can you identify programme variables as a placeholder in memory for a single value?</li> <li>4.Can the value of a variable be changed?</li> <li>5.Can you use your knowledge of variables in a scratch project?</li> <li>6.How can variables be used to enhance an existing game in scratch?</li> <li>7.What are algorithms?</li> <li>8.What is the importance of naming a variable?</li> <li>9.Can you use your knowledge of variables to evaluate projects?</li> </ol>	<p><i>Year A term 5 EYFS-programming a robot</i></p> <p><i>Year A term 5 KS1 -Robot algorithms</i></p> <p><i>Year A Term 5 EYFS- Introduction to Animation</i></p> <p><i>Year A term 6 KS1 Introduction to quizzes</i></p> <p><i>Year B term 5 EYFS-programming a robot</i></p> <p><i>Year B term 5 KS1 -Robot algorithms</i></p> <p><i>Year B Term 6 EYFS- Introduction to Animation</i></p> <p><i>Year B term 6 KS1 Introduction to quizzes</i></p> <p><i>Year B Term 5 Yr. 3 Programming Sound</i></p> <p><i>Year B Term 6 yr 3 Events and Actions</i></p> <p><i>Year B term 5 yr 4/5 repetition in shapes</i></p> <p><i>Year B term 6 yr 4/5 repetition in games</i></p> <p><i>ear A term 5 yr 4/5 selection in physical computing</i></p> <p><i>Year A term 6 yr 4 repetition in games</i></p> <p><i>Year A term 6 yr 4/5 Selection in quizzes</i></p> <p><i>Year B Term 6 Yr. 3 Events and Actions</i></p> <p><i>Year B term 5 Yr4/5-repetition in shapes</i></p>	<p><i>Year A term 6 yr 5/6 sensing</i></p> <p><i>Year B term 6 yr 5/6 Selection in quizzes</i></p>	<p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>INTERPRETATION</b></p> <p><b>SYNTHESIS</b></p> <p><b>EVALUATION</b></p>

<p><b>Program ming B # (Summer 2)  Sensing</b></p>	<ul style="list-style-type: none"> <li>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>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</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>apply my knowledge of programming to a new environment</li> <li>test my program on an emulator</li> <li>transfer my program to a controllable device</li> <li>identify examples of conditions in the real world</li> <li>use a variable in an if, then, else statement to select the flow of a program</li> <li>determine the flow of a program using selection</li> <li>use a condition to change a variable</li> <li>experiment with different physical inputs</li> <li>explain that if you read a variable, the value remains</li> <li>explain the importance of the order of conditions in else, if statements</li> <li>use an operand (e.g., &lt;&gt;=) in an if, then statement</li> <li>modify a program to achieve a different outcome</li> <li>decide what variables to include in a project</li> <li>design the algorithm for my project</li> <li>design the program flow for my project</li> <li>create a program based on my design</li> <li>test my program against my design</li> <li>use a range of approaches to find and fix bugs</li> </ul>	<ul style="list-style-type: none"> <li>use external triggers and infinite loops to demonstrate control;</li> <li>follow a sequence of instructions, e.g., in a flowchart and modify a flowchart using symbols;</li> <li>use conditional statements and edit variables;</li> <li>decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program;</li> <li>keep testing a program and recognise when it needs to be debugged;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand</li> </ul> <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><b>Enquiry Questions</b></p> <p>Q1. What is a micro bit? Q2 how is microbot used as an input process and output device? Q3, can you use your knowledge of programming and apply it to a new device? Q4, can you test your programme on a simulator? Q5 can you transfer your programme to controllable device? Q6, can you identify if, then, else statements in real world situations? Q7, can you create programmes in make code? Q8 how can you determine the flow of a programme using selection? Q9, can you update a variable with the usual input? Q10, can you modify a programme to achieve a different outcome?</p>	<p><i>Year A term 5 EYFS- programming a robot</i> <i>Year A term 5 KS1 -Robot algorithms</i> <i>Year A Term 6 EYFS- Introduction to Animation</i> <i>Year A term 6 KS1 Introduction to quizzes</i> <i>Year A term 5 yr 4/5 selection in physical computing</i> <i>Year A term 6 yr 4 repetition in games</i> <i>Year A term 6 yr 4/5 Selection in quizzes</i> <i>Year A term 6 Yr. 5/6 variables in games</i> <i>Year A term 6 yr 5/6 sensing</i> <i>Year B Term 6 Yr. 3 Events and Actions</i> <i>Year B term 5 Yr4/5-repetition in shapes</i> <i>Year B term 6 yr 5/6</i> <i>Year B term 5 EYFS- programming a robot</i> <i>Year B term 5 KS1 -Robot algorithms</i> <i>Year B Term 6 EYFS- Introduction to Animation</i> <i>Year B term 6 KS1 Introduction to quizzes</i> <i>Year B Term 5 Yr. 3 Programming Sound</i> <i>Year B Term 6 yr 3 Events and Actions</i> <i>Year B term 5 yr 4/5 repetition in shapes</i> <i>Year B term 6 yr 4/5 repetition in games</i></p>	<p><b>None</b></p>	<p><b>INVESTIGATION EXPRESSION INTERPRETATION SYNTHESIS EVALUATION</b></p>
<p><b>PE  Cricket/B adminton</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example,</li> </ul>	<p>Cricket</p> <p>Children know how to perform basic fielding skills (catching, throwing, aiming).Children can select and apply fielding skills to a game situation making tactical decisions about where to field the ball to. Children know how to perform basic</p>	<p>Use different techniques to hit a ball. Identify and apply techniques for hitting a cricket ball. Explore when different shots are best used. Practise techniques for all strokes. Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to</p>	<p><b>Key Questions</b></p> <p>Q1 How do I throw underarm and overarm? Q2 What hand position do I use to catch effectively? Q3 Where do I position myself on the pitch to be effective:</p> <p><b>Key Vocabulary</b></p>	<p><i>Year A Term 5 EYFS -team games</i> <i>Year A term 5 KS1 -team games</i> <i>Year B Term 5 EYFS -team games</i> <i>Year B term 5 KS1 -team games</i></p>	<p><b>None</b></p>	<p><b>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</b></p>

Cricket	badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	batting techniques (making contact, using power, aiming). Children can make tactical decisions about where to strike the ball. Children can select and apply bowling skills to a game situation, making tactical decisions about which type of bowl to deliver in which situations ( Underarm/overarm	direct a ball when striking or hitting. Understand how to bowl in order to start a game Consolidate different ways of throwing and catching and know when each is appropriate in a game. Throw and catch accurately and successfully under pressure in a game.	Underarm, overarm, tactics, rules, bowler, batter, fielder	Year B term 1 Yr. 3 - <i>throwing/catching skills</i> Year B term 5 Yr. 3 - <i>defending/attacking skills</i> Year B term 5 yr 4/5 <i>Rounders</i>		
Badminton		Badminton Children know how to use a forehand grip with a badminton racket. Children can use a backhand grip with a badminton racket. Children know how to use a badminton racket to strike a shuttlecock Children know how to use different grips to hold a badminton racket to control the aim and direction of a shuttlecock. Children know what a ready position is and can adopt it when needed. Children know how to serve a shuttlecock and maintain a rally Children can perform an attacking or defending shot. Children know how to score a point.	Use different techniques to hit an object Identify and apply techniques for hitting a shuttlecock. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a badminton game using an overhead serve. Hit a shuttlecock over longer distances. Use good hand-eye coordination to be able to direct a shuttlecock when striking or hitting. Understand how to serve in order to start a game.	Q1 How do I hit a shuttlecock with a badminton racket  ? Q2 How do I hit a shuttlecock in a particular direction? Q3 Where is the ready position on a court? Q4 How do I serve and perform attacking and defending shots? Q5 How do we score in badminton?  Racket, shuttlecock, drop shot, underarm, overarm, ready position, net position	Year A term 5 Yr. 3 - <i>defending/attacking skills</i> Year A term 5 Yr. 4/5 <i>tennis</i> Year A term 6 Yr. 5/6 <i>badminton</i> Year B term 5 Yr. 3 - <i>defending/attacking skills</i> Year B term 5 Yr. 4/5 <i>tennis</i>  Year A term 6 <i>EYFS-Athletics</i> Year A term 6 <i>KS1 Athletics</i> Year A term 6 yr 3 <i>Athletics</i> Year A term 6 Yr. 4/5 <i>Athletics</i> Year A term 6 yr 5/6 <i>Athletics</i> Year B term 6 <i>EYFS-Athletics</i> Year B term 6 <i>KS1 Athletics</i> Year B term 6 yr 3 <i>Athletics</i> Year B term 6 Yr. 4/5 <i>Athletics</i>	None	
Athletics	• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Athletics Children know how to use running, jumping, throwing and catching in isolation and in combination in the context of athletics .Children can develop flexibility, strength, technique, control and balance.. Children know how to control running pace over a range of distances. Children can display balance in the	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and	Q1 How do I cover ground at an appropriate pace for distance? Q2 How do I combine running and jumping in a hurdle race? Q3 How do I work as part of a team in a relay? Q4 How do I throw over a longer distance?  Flexibility, strength, pace, acceleration, teamwork		None	

		<p>context of running over hurdles. Children can refine jumping techniques. Children know how to throw for distance using a heave throw technique</p>	<p>stamina over longer distances in order to maintain a sustained run Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p><b>INVESTIGATION-</b>          -asking relevant questions          - using different approaches to determine skills and tactics</p> <p><b>EXPRESSION-</b>          -the ability to express themselves through movement          -the ability to explain what they do and how they do it</p> <p><b>INTERPRETATION-</b>          -understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p><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</p> <p><b>DISCERNMENT-</b>          -understanding and responding to the tactics and games of others          -developing insights into tactics and working as a team.</p> <p><b>ANALYSIS-</b>          -explaining what they have done to improve a skill and what can be done to improve efficiency the next time</p> <p><b>SYNTHESIS</b>          -linking learning from one skill to another</p>				
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			<p>-transfer of skills across an increasingly wide range of sports</p> <p><b>EVALUATION</b></p> <p>-evaluate what is good in a performance</p> <p>-understanding what can be done differently and what impact this may have on the outcome</p>				
<p><b>PSHE/ RSE</b></p> <p><i>Topic 5/6 Being safe/ Emotional Well being</i></p>	<p>that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support</p>	<p>Children can use an increasingly rich vocabulary to describe the range and intensity of feelings and emotions and how these change over time</p> <ul style="list-style-type: none"> <li>describe situations where someone may experience conflicting emotions (such as at times of change or if we feel 'torn' about what to do about something)</li> <li>explain the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome</li> <li>describe positive strategies for managing feelings</li> <li>identify that if someone experiences feelings that are not so good (most or all of the time) - help, advice and support is available</li> <li>identify where they and others can ask for help and support with their feelings</li> </ul> <p>Children can:</p> <ul style="list-style-type: none"> <li>explain how increased freedom as they get older means potentially having more risks to negotiate (including whilst travelling: road, rail, water safety and online)</li> <li>explain the difference between a risk, a danger and a hazard in different situations</li> <li>recognise their personal responsibility to self and others when managing risk, danger and hazard</li> </ul>	<p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to or overcome these H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p><b>INVESTIGATION</b> – asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p> <p><b>EXPRESSION</b> – 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>Enquiry Questions</p> <p>Q1 How can we describe our emotions?</p> <p>Q2 What do we mean by conflicting emotions?</p> <p>Q3 What positive strategies can we develop?</p> <p>Q4 what support is available to manage emotions</p> <p>Q5 What increased freedoms do we gain as we get older?</p> <p>Q6 What is the difference between a risk and a hazard?</p> <p>Q7 How do we assess personal responsibility?</p> <p>Q8 How do we approach FGM and forced marriage?</p> <p><b>Key Vocabulary</b></p> <p>Emotions</p> <p>Conflict</p> <p>Resolution</p> <p>Strategies</p> <p>Responsibility</p> <p>FGM</p> <p>Forced marriage</p>	<p>Year A term 5 EYFS-Being safe</p> <p>Year A term 6-Emotional well being</p> <p>Year A term 5 KS1-Being safe</p> <p>Year A term 6-KS1 -emotional wellbeing</p> <p>Year A term 5 Yr. 3-Being safe</p> <p>Year A term 6 Yr. 3-emotional wellbeing</p> <p>Year A term 5 Yr4/5-Being safe</p> <p>Year A term 6 Yr. 4/5-emotional wellbeing</p>	None	<p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>INTERPRETATION</b></p> <p><b>REFLECTION</b></p> <p><b>EMPATHY</b></p> <p><b>APPLICATION</b></p> <p><b>DISCERNMENT</b></p> <p><b>ANALYSIS</b></p> <p><b>SYNTHESIS</b></p> <p><b>EVALUATION</b></p>

	<p>(including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)* • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>	<ul style="list-style-type: none"> <li>• evaluate the level of risk in different situations by predicting possible consequences and their likelihood</li> <li>• recognise that risk can depend on who is there, where it is and what it is suggest how risk can be reduced or managed in relation to keeping safe, including asking for help or advice</li> </ul> <p>Children can explain that everyone has a right to look after and protect their own body</p> <ul style="list-style-type: none"> <li>• identify what the letters ‘FGM’ stand for and that it is also known by other words (e.g., ‘cutting’)</li> <li>• recognise that FGM physical abuse and to do this to someone is a serious crime (is illegal)</li> </ul> <p>recognise the importance of telling a trusted adult quickly if they think this might happen</p> <p>explain the concept of marriage as a legally binding commitment freely entered into by two adults who love one another and want to spend their lives together</p> <ul style="list-style-type: none"> <li>• explain that people have the right to choose the person they may marry</li> <li>• recognise that no one has the right to tell people who they must marry or force them to marry someone they do not want to (this includes people’s parents and their family)</li> <li>• explain that no one should feel ‘forced’ to marry and that this / forced marriage1 is illegal</li> <li>• describe the difference between arranged marriage and forced marriage1</li> <li>• identify where people can report forced marriage, how to ask for help if they are</li> </ul>	<p>INTERPRETATION –:</p> <ul style="list-style-type: none"> <li>the ability to draw meaning from different viewpoints, world events and societal change;</li> <li>the ability to know that we are all different and we live in a diverse world;</li> <li>the ability to use health information to be informed on issues pertaining to health and safety;</li> <li>the ability to be informed on physiological and emotional changes;</li> <li>the ability to be informed on good and bad choices and how to respond to different situations;</li> <li>the ability to know where to seek help and advice.</li> </ul> <p>REFLECTION –:</p> <ul style="list-style-type: none"> <li>the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices;</li> <li>the ability to think with clarity and care about significant events, emotions and change.</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>the ability to see the world through the eyes of others and to see issues from their point of view.</li> </ul> <p>om their point of view.</p> <p>APPLICATION –</p> <ul style="list-style-type: none"> <li>making the association between personal experiences and those of others;</li> <li>making the association between individual, groups, community, national and international life.</li> </ul> <p>DISCERNMENT-:</p> <ul style="list-style-type: none"> <li>developing insight into people, motives, actions and consequences;</li> <li>the ability to understand emotional and physical wellbeing;</li> </ul>				
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		worried and what is likely to happen next if they do so	<p>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><b>Topic 10</b>  <i>Growing and Changing Transitions</i></p>	<p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle</p>	<p>Children can identify where pressure including positive and negative influences on behaviour and attitudes come from</p> <ul style="list-style-type: none"> <li>• give examples of how the media influences opinions and attitudes</li> <li>• recognise how the need for peer approval can put pressure on us to do what others say or do</li> <li>• recognise that peers' acceptance or approval rarely depends on this</li> <li>• describe and demonstrate strategies that can help to resist influences or pressure to behave in a way that might affect them negatively</li> <li>• recognise when someone might need to seek further help or advice</li> </ul>	<p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H18. how their body will, and their emotions may, change as they approach and move through puberty H8 about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement <b>YEAR 6 ONLY</b> H19. about human reproduction</p>	<p>Enquiry Questions          Q1. What do we mean by peer pressure?          Q2 how can we overcome it?          Q3 where can we ask for help?          Q4 What are you excited about in year six or secondary school?          Q5 What are you worried about in year six or secondary school?          Q6 What can we do with these worries?          Q7 What will happen to your body over the next few years?          Q8 How do we feel about these changes?          Q9 What does mutual respect mean?          Q9 Why is it important in a relationship?</p> <p>Key vocabulary          Respect          Peer pressure          Influence</p>	<p>Year A term 1 EYFS PSHE- Families and Communities          Year A term 5 EYFS Science- Human Body          Year A term 1 KS1 PSHE- Families and Communities          Year A term 5 KS1 Science - Offspring          Year A term 1 Yr. 3 PSHE- Families and Communities          Year A term 1 yr 4/5 PSHE- Families and Communities          Year A term 1 yr 5/6 PSHE- Families and Communities          Year A term 1 Yr. 5/6 Science- Inheritance          Year B term 1 EYFS science- Human body parts          Year B term 1 KS1 Science- Humans          Year B term 3 Yr. 4/5 Science Changes in humans          Year B term 5 Yr. 4/5 Science Reproduction in animals</p>	None	<p><i>INVESTIGATION</i>  <i>EXPRESSION</i>  <i>INTERPRETATION</i>  <i>REFLECTION</i>  <i>EMPATHY</i>  <i>APPLICATION</i>  <i>DISCERNMENT</i>  <i>ANALYSIS</i>  <i>SYNTHESIS</i>  <i>EVALUATION</i></p>

	<ul style="list-style-type: none"> <li>• identify how to access appropriate help, advice and support</li> </ul> <p>Children can:</p> <ul style="list-style-type: none"> <li>• describe how to manage physical changes of puberty</li> <li>• explain how to manage some of the emotional changes associated with puberty</li> </ul> <p>Describe different examples of change that occur in life and how these can cause conflicting feelings and emotions</p> <ul style="list-style-type: none"> <li>• explain when / why change might include feelings of loss</li> <li>• explain the process of grieving, how it can feel and how grief is expressed</li> <li>• identify practical strategies that can help people manage times of change and transition (such as practising bus routes to secondary school)</li> <li>• describe what help people to cope with the feelings associated with loss, change and transition</li> <li>• identify appropriate places to ask for help and support for different aspects of change</li> </ul> <p><b>YEAR 6 ONLY</b></p> <p>identify the links between love, committed relationships/marriage and conception</p> <ul style="list-style-type: none"> <li>• correctly name male and female body parts associated with conception</li> <li>• identify how the sex parts relate to how a baby is made</li> <li>• explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)</li> </ul>	<p><b>INVESTIGATION –</b> asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p> <p><b>EXPRESSION –</b> 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><b>INTERPRETATION –:</b> 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><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. om their point of view.</p> <p><b>APPLICATION –</b></p>	<p>Choices</p> <p>Advice</p> <p>Puberty</p> <p>Emotions</p> <p>Transitions</p> <p>Loss and change</p> <p>Reproduction</p> <p>Contraception</p>			
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		<ul style="list-style-type: none"> <li>• identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults</li> <li>• explain in simple terms what is meant by 'consenting'/'consent'</li> <li>• explain what pregnancy means, how long it lasts and where it occurs</li> <li>• recognise the different responsibilities of parents and carers and how having a baby changes their life</li> <li>• recognise that pregnancy can be prevented with 'contraception'</li> <li>• explain that condom can prevent sperm from meeting an egg and therefore can prevent fertilisation as well as protecting against infections</li> <li>recognise that women can take a pill to stop an egg from being released and that this is another form of contraception</li> </ul>	<p>making the association between personal experiences and those of others;</p> <p>making the association between individual, groups, community, national and international life.</p> <p><b>DISCERNMENT-:</b></p> <p>developing insight into people, motives, actions and consequences;</p> <p>the ability to understand emotional and physical wellbeing;</p> <p>the ability to understand different types of families and relationships;</p> <p>seeing clearly for themselves how individuals might learn from PSHE and RSHE in regards to health and safety.</p> <p><b>ANALYSIS</b></p> <p>distinguishing between opinion, belief and fact.</p> <p><b>SYNTHESIS –</b></p> <p>linking significant features of emotional, behavioural, physiological, sociological, societal and health and safety awareness together in a coherent pattern;</p> <p>connecting different aspects of life</p> <p><b>EVALUATION –</b></p> <p>the ability to debate issues of significance with reference to evidence and argument;</p> <p>weighing up the respective claims of self-interest, consideration for others, personal preferences and individual conscience.</p>				

