	Lindisfarne/Sempringham/Phoenix Summer 1 and Summer 2 Walls and Barricades **Small Village, Big Horizons**

	Key Knowledge	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)	Reference to application of knowledge across all curriculum areas
Topic	**Pupils should be taught about:** **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**	**Children should:** **Know what we mean by physical barriers.** **Know some key physical barriers.** **Know some reasons why barriers to movement were put in place.** **Know some reasons why people wanted to move beyond these barriers.** **Know why Hadrian's Wall was built.** **Know why the Great Wall of China was built.** **Know some modern-day barriers (38th parallel, Mexican wall)** **Children should:** **Know that not everyone is treated the same.** **Know the meaning of the terms prejudice and discrimination.** **Know that some people have fought against these attitudes.** **Know the names of some key people who have fought against prejudice (Ghandi, Luther King, Rosa Parks. Nelson Mandela as a minimum)** **Know the roles they played in the struggle for acceptance.** **Children should.** **Know some similarities and differences between key figures and how to express an opinion clearly and with evidence**	**Asking "What was it like for a... (Child, rich person, etc) "during…and explaining why changes have occurred** **Comparing and contrasting sources of evidence to help answer questions, realising that there is often not a single answer to historical questions** **INVESTIGATION asking relevant questions;** **· Using a variety of sources to find out about events, people and changes** **EXPRESSION** **· The ability to recall, select and organise information** **· The ability to use key historical dates and vocabulary to describe and explain different periods in history** **INTERPRETATION** **· The ability to draw meaning from artefacts, works of art, relics and buildings;** **· The ability to suggest meanings and draw conclusions from what they see** **APPLICATION** **· Making the association between aspects of life in different societies,** **· Considering the impact of past events on the present** **· Learning both about and also from history.** **DISCERNMENT** **· Explaining the importance of significant people and events from history;** **· Developing insight into people, motives, actions and consequences;**	**Enquiry Questions** **Q 1 What do we mean by physical barriers?** **Q2 What barriers exist in society?** **Q3, Can we compare the significance of the figures studied?** **Key Vocabulary** **Barriers, prejudice, discrimination, civil unrest, 38th parallel, Hadrian's Wall, Ghandi, King, Parks, Mandela**	***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 Term 2 Years5/6 History- The Americas*** ***Year B term 4 KS1***	***Year B term 3 Year 5/6 History Parliament and Power***	***INVESTIGATION*** ***EXPRESSION*** ***INTERPRETATION*** ***APPLICATION*** ***DISCERNMENT*** ***SYNTHESIS***

			· Seeing clearly for themselves how individuals might learn from the study of history. SYNTHESIS · Linking significant periods of history together in a coherent pattern; · Connecting different aspects of life for people across different periods.				
Science ***Living Things and Habitats Yr. 4 classification, (Summer 1)***	**4a1: recognise that living things can be grouped in a variety of ways** **4a2: explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment**	**Children know different groups of animals - fish, amphibians, reptiles, bird, and mammals. Children know how we can identify them from their body features, behaviour, and life cycles** **Children know that animals can be classified as vertebrates (having a spine) or invertebrates (lacking a spine).** **Children can group different animals using a range of criteria** **Children know that a dichotomous key (a branching classification key in which each question has exactly two answers) can be used to identify organisms. Children know how to use a dichotomous key to identify different types of invertebrate (inc centipede, slug, worm, snail, ant, beetle, woodlouse, spider and millipede). Children know the best sort of questions to ask when making a classification key**	**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.**	**Enquiry Questions** **Year 4** **Q1 How can we group animals into fish amphibians' reptiles' birds and mammals? Q2 What is the difference between a vertebrate and invertebrate? Q3 What is a dichotomous key? Q4 How can we identify different types of invertebrates?** **Q5 How can we identify different types of organisms from the local area?** **Year5** **Q1 how can we use body features, behaviour and life cycles to group animals?** **Q2 how can we classify vertebrates and invertebrates?** **Q3 how can we use a dichotomous key to identify different animals** **Q4 how can we use a dichotomous key to identify centipede slugs' worms snails ants beetles spiders and millipedes**	***Year A Term 2 EYFS science -animal names*** ***Year A term 2 KS1 science-animals-identification*** ***Year A term 1 year 3 science-animals/nutrition*** ***Year A term5 yr. 3 Animals-structure*** ***Year A term5 Year 4/5 science classification*** ***Year B term 1 yr. 3 Science -living things*** ***Year B term 1 Yr. 4/5 science habitats*** ***Year B term 4 Yr. 4/5 science-life cycles***	***Year A term 1 yr. 5/6 Evolution and Inheritance***	
Sound Yr. 4 - vibrations. Pitch and volume, distance and sound, sound insulator (Summer 2)	**4d1: identify how sounds are made, associating some of them with something vibrating** **4d2: recognise that vibrations from sounds travel through a medium to the ear** **4d3: find patterns between the pitch of a sound and features of**	**Children know that sounds are caused by vibrations. They know that sounds travel from an object, through a medium (usually the air), travel into the ear where they are carried down the ear canal and processed by the brain Children know that different materials vary in effectiveness at blocking sound. Children know the difference between pitch and volume. Children know how a string**		**Year 4** **Q1 how do sounds travel?** **Q2 How are sounds blocked?** **Q3 what is the difference between pitch and volume?** **Q4 how do string instruments make sound** **Q5 how is volume measured?** **Q6 how are distance and volume linked?**		***None***	***INTERPRETATION*** ***APPLICATION*** ***DISCERNEMT*** ***ANALYSIS*** ***EVALUATION***

	the object that produced it 4d4: find patterns between the volume of a sound and the strength of the vibrations that produced it 4d5: recognise that sounds get fainter as the distance from the sound source increases	instrument makes a sound. They know how length affects the pitch of each string. Children know that pitch and volume are two different properties of sounds. Children know that distance affects hearing sounds.	They can suggest improvements to my work and give reasons. INTERPRETATION the ability to draw meaning from scientific theories, theories and studies; the ability to suggest meanings APPLICATION The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts. DISCERNMENT 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.	Year 5 Q1 how do vibrations cause sound Q2 what materials are effective at insulating sound? Q3 how do pitch, and volume vary and what causes this? Q4 how does length affect pitch? Q5 what happens when different balls are dropped? Q6 how does height over vibrating object affect the volume of sound produced ?			
MFL *4.5 En Mange- Summer 1*	O4.1 Memorise and present a short spoken text O4.2 Listen for specific words and phrases O4.3 Listen for sounds, rhyme and rhythm O4.4 Ask and answer questions on several topics L4.1 Read and understand a range of familiar written phrases L4.2 Follow a short familiar text, listening and reading at the same time L4.3 Read some familiar words and phrases aloud and pronounce them accurately L4.4 Write simple words and phrases using a model and some words from memory	Children know how to ask for food in a shop. Children can ask for and understand how much something costs. Children know how to talk about activities at a party and give opinions about activities and food Children know how to ask what someone wants and say what they want. Children know how to talk about food using the partitive article. Children know how to use on to talk about first-person plural activities. Children can give basic opinions about activities and food	Oracy: Respond to simple questions with support from a spoken model or visual clue. Respond to spoken instructions. Recognise numbers 1–20 Discriminate sounds and identify meaning when items are repeated several times. Greet others with confidence and reply to the questions. Know a well-known children's song in language studied. Sing a song from memory, with clear pronunciation. Identify common nouns Begin to know some key vocabulary e.g., body parts, colours. Reading: Sequence written instructions Recognise some familiar words in written form Recognise and read known sounds within words Read some key vocabulary Writing; Write some of the numbers to 20 from memory Experiment with writing simple words. Copy accurately in	Key Questions Question 1 What's that? Question 2 What are you doing? ? Key Vocabulary asking and answering what you want: Qu'est-ce que tu veux? (What do you want?); Je voudrais (I'd like) ... food items: du pain (bread), du fromage (cheese), de la limonade (lemonade), de la crème (cream), des fraises (strawberries), des tomates (tomatoes) using money: C'est combien? (How much is it?); C'est [cinq] euros. (It's [five] euros.) party activities: On boit. (We are drinking.), On mange. (We are eating.), On danse. (We are dancing.), On chante. (We are singing.), On s'amuse. (We are having	Adjectives Unit 3.3-Year A Term 3 Yr. 3 Unit 3.4-Year A Term 4 Yr. 3 Unit 4.1-Year A term 1 Yr. 4/5	Adjectives Unit 6.2- Year B Term 2 Year 5/6 Unit 6.6-Year B Term 6 yr. 5/6 Food Unit 5.3- Year A Term 3 Yr. 5/6	INVESTIGATION EXPRESSION NTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION

	IU4.2 Know about some aspects of everyday life and compare them to their own		writing some key words Copy or label using single words or short phrases Language: Understand and start to use some basic core structures	fun.) opinions: c'est chouette (it's great), c'est nul (it's rubbish), c'est bizarre (it's weird)			
4.6 Le Cirque Summer 2	O4.1 Memorise and present a short spoken text O4.2 Listen for specific words and phrases O4.3 Listen for sounds, rhyme and rhythm O4.4 Ask and answer questions on several topics L4.1 Read and understand a range of familiar written phrases L4.2 Follow a short familiar text, listening and reading at the same time L4.3 Read some familiar words and phrases aloud and pronounce them accurately L4.4 Write simple words and phrases using a model and some words from memory IU4.2 Know about some aspects of everyday life and compare them to their own IU4.4 Learn about ways of travelling to the country/countries	Children can identify various francophone countries. Children know how to talk about which languages they speak. Children know how to identify different items of clothing and describe their colour. Children know how to use positive and negative phrases to talk about speaking languages	Cultural: Start to understand cultural similarities and differences and how festivals are celebrated. Understand the differences in social conventions when people greet each other INVESTIGATION asking relevant questions about the language; broaden cultural experiences and investigate a new way of speaking EXPRESSION the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; the ability to present ideas and information orally to a range of audiences INTERPRETATION the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material the ability to suggest meanings APPLICATION making the association between English and French DISCERNMENT explaining the significance of a new culture and the importance of understanding a language correctly ANALYSIS distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs SYNTHESIS linking significant features of languages together EVALUATION	Key Questions Question1 Where are you going? Question 2 Can you speak French? Question 3 What colour is your shirt? Key Vocabulary Francophone countries: la France (France), la Suisse (Switzerland), le Canada (Canada), la Martinique (Martinique), le Maroc (Morocco), le Sénégal (Senegal) talking about languages: Je parle anglais/français (I speak English/French), Je ne parle pas anglais/ français (I don't speak English/French) clothes: un pantalon (trousers), une veste (jacket), une chemise (shirt), un t-shirt (t-shirt), un chapeau (hat), une jupe (skirt) describing colour of clothes: colours met so far, plus blanc(he) (white) and noir(e) (black)	Nouns Unit 3.2-Year A Term 2 Yr. 3 Unit 3.4-Year A Term 4 Yr. 3 Unit3.5-Year A Term 5 Yr. 3 Unit 3.6-Year A term 6 Yr. 3 Adjectives Unit 3.3-Year A Term 3 Yr. 3 Unit 3.4-Year A Term 4 Yr. 3 Unit 4.1-Year A term 1 Yr. 4/5 Unit4.5 Year A Term 5 Yr4/5	Nouns Unit 6.2 Year B Term 2 Yr. 5/6 Unit 6.6 Year B Term 6 Yr. 5/6 Adjectives Unit 6.2- Year B Term 2 Year 5/6 Unit 6.6 -Year B Term 6 yr. 5/6 Food Unit 5.3- Year A Term 3 Yr. 5/6	

			the ability to hold a conversation in French				
RE	**In depth study of Judaism-history, founding principles and beliefs, main practices, living life as a Jew, life as God's Chosen people,**	**Children know: Where the ancient land of Canaan was found, who Abraham and Sarah were, why God chose Abraham to find the Jewish religion, what personal qualities Abraham had that made him special to God, Children can identify some of the key aspects of worship in Judaism • Children can use appropriate vocabulary when discussing aspects of Jewish worship • Children can discuss similarities and differences between Jewish worship and worship in other religions • Children can explain that for many people prayer is a powerful and meaningful experience • Children know that there are different types and ways of praying • Children can interpret Jewish prayers and suggest their meaning • Children can identify and talk about their role in communities • Children know some of the rituals relating to becoming a member of the Jewish community • Children know that living in a community gives both responsibility and support • Children understand the beliefs that cause people to behave in particular ways • Children can describe what 'tzedakah' is • Children can identify ways in which religious beliefs affect communities locally and worldwide • Children understand that religious beliefs and ideas are expressed in different forms • Children can describe some of the features of worship in Judaism • Children can explain why members of the Jewish community value their Jewish identity. Children know some times of Jewish persecution and the impact this has on Jews of today**	**Children reflect on the foundation of the Jewish religion, the belief that Abraham had in God and whether they could have the same trust in the present day, could they follow God's wishes. They will explore some of the key features of worship in Judaism, including where Jew's worship, what the Siddur and Torah are, and what happens during the weekly keeping of Shabbat. Children will identify prayer as being central to Jewish worship. Children will think about what and how Jews might pray, including the use of tefillin, prayer shawls and kippahs. They will look at some specific Jewish prayers for themselves and interpret their meaning Children will consider what it means to belong to a community, looking at some of the special ceremonies that initiate children and young people into the Jewish faith, particularly the Bar and Bat Mitzvah ceremonies. Children will explore what happens during these rituals and how these special occasions are celebrated. Children will identify some of the reasons people in different faith groups give to charity and support people in the wider community. They will look at the Jewish law of 'tzedakah' and how this affects Jews in their daily lives, Children will find out what happens when Jews go to the synagogue to worship, looking at key people involved in worship and finding out how the Torah and other objects are used, before questioning the significance of the Star of David for Jewish worshippers INVESTIGATION asking relevant questions;**	**Enquiry Questions 1.Why do Jews believe they are God's chosen people? 2.What is the significance of the Torah and the siddur? 3.what impact does shabbat have on Jewish lives? 4.How might a Jewish person show their membership of the Jewish community? 5.what is tzedakah and how is this reflected in daily life? 6.how might Jews feel wearing the Star of David and why? Key |Vocabulary Canaan Abraham Covenant Torah Siddur Shabbat Rituals Community Tzedakah persecution**	**Year B Term 5 Year 1 RE: Places of Worship Year B Term 5/6 kS1 RE: Thankfulness Year B Term 3 RSE/PSHE: Respect Year A Term 6 EYFS English: Handa's Surprise Year A Term 6 Year 1 RE: Worship for two or more religions Year A Term 5/6 year 3&4 Geography: Commonwealth Year A Term 2 Year 4/5 RSE/PSHE: Friendship and community**	**Year B Term 6 Year 5/6 English: Explanation text Year B Term 1 Year 5/6 English: Non chronological report Year A Term 5 Year 5/6 English: Non chronological report Year A Term 6 Year 5/6 English: Biography Year A Term 2 Year 5/6 RE: Humanism Year A Term 2 RSE/PSHE: Friendship and community Year A Term 3 Year 5/6 RSE/PSHE: Respect**	**INVESTIGATION EXPRESSION REFLECTION EMPATHY APPLICATION DISCERNMENT SYNTHESIS**

			knowing how to use different types of sources as a way of gathering information; knowing what may constitute evidence for understanding religions. EXPRESSION the ability to explain concepts, rituals and practices 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; the ability to see the world through the eyes of others and to see issues from their point of view. 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; SYNTHESIS linking significant features of religion together in a coherent pattern; connecting different aspects of life.				
Art/DT Portraits- from different artists in pencil/charcoal and sculpture	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	children know who Julian Opie was. Children know how he used outlines to show a body shape. Children know he used a limited colour palette. Children know how he demonstrated movement. Children can name at least two of Julian Opie's most famous works. children know who Henry Moore was. Children know some of his most famous works. Children know that he was an abstract sculptor. Children know he represented	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;	Q1 Who was Julian Opie and how did he create movement in his drawings? Q2 How can I use charcoal to create a drawing in the style of Henry Moore Q3 How can I draw a picture with one colour? Q4 What is a maquette? Q5Who was Giacometti and how do I use him as my inspiration? Q6 How can I dress my maquette?	*Year A term 2 EYFS* *Art-van Gogh* *Year A term $ EYFS* *Art-landscapes* *Year A term4 KS1 Art-landscapes* *Year A term 6 KS1 Art-west Indian art* *Year A term 2 yr. 3* *Art-Monet* *Year A term 2 yr4/5* *Art-Constable* *Year B Term 1 EYFS* *Art-portraits*	*Year A term 1 yr. 5/6* *Art-Pastels* *Year B term 2 Yr. 5/6* *Art-oil pastels*	INVESTIGATION – EXPRESSION INTERPRETATION REFLECTION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS *EVALUATION*

	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]. about great artists, architects and designers in history.	emotions in body shapes. Children can use charcoal to represent a Moore-style sculpture. Children can draw facial features accurately. Children can draw details of clothing. Children know how to use pen strokes to construct a drawing. Children know that a maquette is a model. Children can construct a maquette of their figure. Children can compare the maquette of Gormley with the terracotta army. Children know the similarities and differences between the two. Children know that Giacometti was a Swiss sculptor. Children know that he used wire to create forms. Children know some of Giacometti's most famous work. Children can create a wire frame sculpture. Children can use clay to cover the sculpture. Children know how to cut and assemble paper to make clothes. Children know how to join paper together with glue or Sellotape to make clothes. Children know how to work in a group to make a top or dress out of paper. Children know how to make paper clothes suitable for a 'catwalk'. Children know how to talk about an idea from Vivienne Westwood's designs that can be seen in the group's paper clothes.	INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing how pieces are created EXPRESSION The ability to explain techniques, colours and use of media; the ability to identify and articulate opinions on how an artist has chosen to express their ideas. INTERPRETATION the ability to draw meaning from pieces of art; the ability to suggest alternative meanings. REFLECTION the ability to reflect on pieces of art, including their purpose, meaning, and technique. the process the artist went through to create their piece. EMPATHY 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. APPLICATION making the association between the purpose, technique, media and meaning behind a piece; identifying the purpose of the piece. DISCERNMENT: 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. ANALYSIS – in Art and Design this includes:		*Year B term 2 EYFS Art-observational drawings* *Year B term 2 EYFS Art-aboriginal* *Year B Term 1 KS1 Art-portraits* *Year B term 2 KS1 Art-observational drawings* *Year B term 2 KS1 Art-aboriginal* *Year B term 1 Yr. 3 Art-van Gogh* *Year B term1 Yr. 4/5 Art-landscapes*		

			distinguishing between an artist's meaning and what others may interpret; distinguishing between the features of a piece of art and its significance. SYNTHESIS linking the style of artists together; connecting technique to a period of art. EVALUATION 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.				
Music (Music express)	**5.4 Keeping Healthy (beat)** **Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression** **Mu2/1.4 use and understand staff and other musical notations** **Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians**	**Children build on knowledge of beat and tempi.** **They develop rhythm skills through singing, playing and moving.** **Children sing and play in scales and chromatic melodies.** **Children continue to perform their music.** **Children use a score to notate and guide selected elements of a performance.**	**Children are able to read grid or staff notation to a play a bassline. Children are able to sing and play scales and chromatic melodies. They can identify and use a steady beat. Children are able to explore beat at different tempi.Children learn a vocal and physical warm up to feel a beat at different tempi.** **INVESTIGATION- Investigating how the voice and body can be used to make sounds** **Exploring a range of tuned and untuned instruments to compose music** **EXPRESSION-** **the ability to explore music as a medium for expressing themselves** **INTERPRETATION-** **the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo** **REFLECTION- the ability to reflect on feelings a piece of music gives, the features within it and their own opinions of a variety of music** **APPLICATION- identifying key musical terminology and using it in description of music** **Exploring different ways music is made**	**Key Questions?** **Q1 What is the beat?** **Q2 What is the tempo?** **Q3 Can you learn to sing to a scale?** **Q4Can you add movements to match the pitch shape?** **Q5 Can you perform your part in a song?** **Q6Can you perform a song in unison?** **Q7Can you read a grid or staff notation?** **Q8 Can you follow a score?** **Key vocabulary** **Score** **Structure** **Syncopation** **Drone** **Chromatic** **Unison** **Pitch** **Scale** **Rhythm**	***Beat*** ***Year B*** ***Y5 Aut 2 4.11 In the past (notation)*** ***LKS2 Sum 2 4.10 Time*** ***Spring 2 4.5 Buildings*** ***Aut 2 3.6 Time*** ***Aut 1 3.2 Buildings*** ***Year A*** ***Y4/5 Sum 1 5.4 Keeping Healthy*** ***Spring 1 4.5 Buildings*** ***LKS2 Sum 1 4.5 Buildings*** ***Aut 1 3.2 Buildings*** ***KS1 Summer 1 2.4 Our Bodies*** ***Summer 1 2.6 Numbers*** ***Spring 1 1.9 Storytime*** ***Aut 2 1.5 Machines*** ***EYFS Summer 2 1.8 Pattern*** ***Summer 1 1.10 Our Bodies*** ***Spring 2 1.5 Machines*** ***Aut 1 1.2 Number*** ***Links to PE , PSHE***	***Beat*** ***Year B*** ***Y5 Sum 2 5.6 Celebration*** ***Y6 spring 1 6.3 Growth*** ***Year A*** ***Y4/5 Spring 1 4.5 Buildings*** ***Summer 1 5.4 Keeping Healthy*** ***Y6 Spring 2 6.3 Growth*** ***Links to PE and PSHE***	**INVESTIGATION –** **EXPRESSION** **INTERPRETATION** **APPLICATION** **DISCERNMENT** **ANALYSIS** **SYNTHESIS**

			DISCERNMENT- **seeing how the great composers have influenced modern music** **SYNTHESIS- taking inspiration from existing musical performances to compose and perform music effectively** **EVALUATION-** **the ability to evaluate their own and others performances** **The ability to form opinions about music from different genres**				
	5.5 At the movies (Composition) **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/ 1.3 Listen with attention to detail and recall sounds with increasing aural memory** **Mu2/1.4 use and understand staff and other musical notations** **Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians**	**5.5 At the movies (Composition)** **Children will understand music narrative, and explore and use narrative structure.** **Children will interpret notation.** **Children will learn about the use of sound effects in movies.** **Children will identify changes in tempo and their effects.** **Children will learn about the use of musical clichés in movie soundtracks.** **Children will learn about and explore techniques used in movie soundtracks.** **Children will learn about using cue scores.**	**5.5 At the movies (Composition)** **Children will compare music in animations from the 1920s and 1930s.** **Children will create music for a storyboard cartoon sequence.** **Children will add vocal and body sound effects to a movie.** **Children will perform musical sound effects to accompany a silent animation.** **Children will sing a song at different speeds and explore the phrase structure.** **Children will explore changing tempo.** **Children will study the musical cliché notation, then make up music for each of four scenes.** **Children will learn about spotting and begin exploring musical ideas as a soundtrack to an animation.** **Children will select instruments and compose musical ideas for an animation.** **Children will rehearse and perform their 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** **EXPRESSION-** **the ability to explore music as a medium for expressing themselves** **INTERPRETATION-** **the ability to interpret the reasons for the changes in**	**5.5 At the movies (Composition)** **Key Questions** **Q1. What is music narrative?** **Q2. Can you interpret notation?** **Q3. Can you use a storyboard to structure sounds?** **Q4. How do movies use sound effects?** **Q5. What is narrative structure?** **Q6. Can you use your knowledge of sound effects to compose sound effects for a movie?** **Q7. Can you identify changes in tempo and their effects?** **Q8. What is the phrase structure of a song melody?** **Q9. How do movies soundtracks use musical clichés?** **Q10 What techniques are used in movie soundtracks?** **Key vocabulary** **Tempo** **Dynamics** **Timbre** **Pitch** **Texture** **Melody** **Rhythm** **Cue scores**	**5.5 At the movies (Composition)** **Year B** **LKS2 Spring 1 3.8 Communication** **Aut 1 3.1 Environment** **KS1 Sum 2 2.21 Travel** **EYFS Spring 2 1.11 Travel** **Year A** **LKS2 Summer 2 4.12 Food and Drink** **Aut 1 3.1 Environment** **KS1 sum 2 2.12 Travel.** **EYFS Spring 2 1.11 Travel**	**5.5 At the movies (Composition)** ***Composition*** ***Year B*** ***Y5 Aut 1 4.2 Environment*** ***Spring 1 4.12 Food and Drink (performance)*** ***Summer 2 5.6 Celebration (performance)*** ***Y6 Summer 1 6.5 Class Awards*** ***Year A*** ***LKS2 Summer 2 4.12 Food and Drink*** ***Y5 Aut 1 4.1 Poetry*** ***Aut 1 4.2 Environment*** ***Summer 2 5.5 At the movies*** ***Y6 Summer 1 6.5 Class Awards***	**INVESTIGATION –** **EXPRESSION** **INTERPRETATION** **APPLICATION** **DISCERNMENT** **ANALYSIS** **SYNTHESIS**

			musical features in a piece, such as dynamics, timbre, and tempo REFLECTION- the ability to reflect on feelings a piece of music gives, the features within it and their own opinions of a variety of music EMPATHY- Developing the power of imagination to identify ways to express feelings through music such as love, excitement and sorry APPLICATION- identifying key musical terminology and using it in description of music Exploring different ways music is made DISCERNMENT- seeing how the great composers have influenced modern music SYNTHESIS- taking inspiration from existing musical performances to compose and perform music effectively EVALUATION- the ability to evaluate their own and others performances The ability to form opinions about music from different genres				
Computing ***Lindisfarne 4.5 Programming A Repetition in shapes*** ***Summer 1***	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Children know how to program a computer by typing commands. Children can explain the effect of changing a value of a command Children can create a code snippet for a given purpose Children can use a template to draw what they want a program to do Children know how to write an algorithm to produce a given outcome Children can test tan algorithm in a text-based language. Children can identify repetition in everyday tasks Children know how to identify patterns in a sequence Children can use a count-controlled loop to produce a given outcome Children know how to identify the effect of changing the number of times a task is repeated Children can predict the outcome of a	Yr. 4 use logical thinking to solve an open-ended problem by breaking it up into smaller parts. write a program, putting commands into a sequence to achieve a specific outcome. give a set of instructions to follow and predict what will happen. keep testing a program and recognise when it needs to be debugged. use variables to create an effect, e.g. repetition, if, when, loop; 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. EXPRESSION	Q1 Why do I have to be accurate using Logo? Q2 What is a text-based language? Q3 What does 'repeat' means? Q4 How do I change a count-controlled loop to produce a given outcome? Q5 How do I use count-controlled loops to produce a given outcome? Q6 What do I do if it doesn't work? decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands,	*Year A term 5 EYFS- programming a robot* *Year A term 5 KS1 - Robot algorithms* *Year A Term 6 EYFS- Introduction to Animation* *Year A term 6 KS1 Introduction to quizzes* *Year B term 5 EYFS- programming a robot* *Year B term 5 KS1 - Robot algorithms* *Year B Term 6 EYFS- Introduction to Animation* *Year B term 6 KS1 Introduction to quizzes* *Year B Term 5 Yr. 3 Programming Sound* *Year B Term 6 Events and Actions*	*Year A term 5 yr. 4/5 selection in physical computing* *Year A term 6 yr. 4 repetition in games* *Year A term 6 yr. 4/5 Selection in quizzes* *Year A term 6 Yr. 5/6 variables in games* *Year A term 6 yr. 5/6 sensing* *Year B Term 6 Yr. 3 Events and Actions* *Year B term 5 Yr4/5- repetition in shapes* *Year B term 5 yr. 5/6 selection in physical computing* *Year B term 6 yr. 4/5 repetition in games* *Year B term 6 yr. 45/6 Selection in quizzes*	***INVESTIGATION*** ***EXPRESSION*** ***REFLECTION*** ***EVALUATION***

	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	program containing a count-controlled loop Children know which values to change in a loop Children can identify 'chunks' of actions in the real world Children know how to use a procedure in a program Children can explain that a computer can repeatedly call a procedure. Children know how to design a program that includes count-controlled loops Children can make use of my design to write a program Children know how to develop my program by debugging it	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.	forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise			
Lindisfarne *4.6 Programming B* *Repetition in Games*	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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	Children can list an everyday task as a set of instructions including repetition. Children know how to predict the outcome of a snippet of code. Children know how to modify a snippet of code to create a given outcome Children know how to modify loops to produce a given outcome. Children can choose when to use a count-controlled and an infinite loop Children know that some programming languages enable more than one process to be run at once. Children know which action will be repeated for each object. Children can explain what the outcome of the repeated action should be/ Children know how to evaluate the effectiveness of the repeated sequences used in a program. Children know which parts of a loop can be changed and what happens then. Children can re-use existing code snippets on new sprites Children know how to design a project that includes repetition. Children can evaluate the use of repetition in a project. Children know how to select key parts of a given project to use in their own design. Children can develop their own design explaining what the project will do. Children know how to refine the algorithm in a design and build a program that follows the	Yr. 4 use logical thinking to solve an open-ended problem by breaking it up into smaller parts; write a program, putting commands into a sequence to achieve a specific outcome; give a set of instructions to follow and predict what will happen; keep testing a program and recognise when it needs to be debugged; use variables to create an effect, e.g., repetition, if, when, loop; 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. 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	Q1 How do I use count controlled loops? Q2 What is the difference between infinite loops and count-controlled loops? Q3 How do loops run at the same time? Q4 How do I change a given loop? Q5, Can I use repetition? decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise	*Year A term 5 EYFS- programming a robot* *Year A term 5 KS1 - Robot algorithms* *Year A Term 6 EYFS- Introduction to Animation* *Year A term 6 KS1 Introduction to quizzes* *Year B term 5 EYFS- programming a robot* *Year B term 5 KS1 - Robot algorithms* *Year B Term 6 EYFS- Introduction to Animation* *Year B term 6 KS1 Introduction to quizzes* *Year B Term 5 Yr. 3 Programming Sound* *Year B Term 6 yr. 3 Events and Actions* *Year B term 5 yr. 4/5 repetition in shapes*	*Year A term 5 yr. 4/5 selection in physical computing* *Year A term 6 yr. 4 repetition in games* *Year A term 6 yr. 4/5 Selection in quizzes* *Year A term 6 Yr. 5/6 variables in games* *Year A term 6 yr. 5/6 sensing* *Year B Term 6 Yr. 3 Events and Actions* *Year B term 5 Yr4/5- repetition in shapes* *Year B term 5 yr. 5/6 selection in physical computing* *Year B term 6 yr. 45/6 Selection in quizzes*	*INVESTIGATION* *EXPRESSION* *REFLECTION* *EVALUATION*

		design. Children know how to evaluate the project	understand what can be done differently and what impact this may have on the outcome.				
Computing ***Sempringham*** ***Programming A - selection in physical computing***	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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	Children know how to build a simple circuit to connect a microcontroller to a computer. Children can program a microcontroller to light an LED. Children know when to use an infinite loop Children know how to connect more than one output device to a microcontroller. Children can design sequences for given output devices Children know which output devices to control with a count-controlled loop. Children can explain that a condition is something that can be either true or false (e.g. whether a value is more than 10, or whether a button has been pressed) Children know what a 'do until' loop is Children can program a microcontroller to respond to an input. Children know that a condition being met can start an action. Children can identify a condition and an action in my project. Children know how to use selection (an 'if… then…' statement) to direct the flow of a program. Children know how to identify a condition to start an action (real world) Children can describe what my project will do (the task) and create a detailed drawing of my project. Children can write an algorithm to control lights and a motor. Children know how to use selection to produce an intended outcome. Children know how to test and debug a project	use external triggers and infinite loops to demonstrate control; follow a sequence of instructions, e.g., in a flowchart and modify a flowchart using symbols; use conditional statements and edit variables; decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program; keep testing a program and recognise when it needs to be debugged; 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. 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.	Q1 What is a microcontroller? Q2 How do you write a program that includes count-controlled loops Q3 How can you stop a loop? Q4 How do you check a condition? Q5 What can I use microcontrollers to do?	***Year A term 5 EYFS- programming a robot*** ***Year A term 5 KS1 - Robot algorithms*** ***Year A Term 6 EYFS- Introduction to Animation*** ***Year A term 6 KS1 Introduction to quizzes*** ***Year B term 5 EYFS- programming a robot*** ***Year B term 5 KS1 - Robot algorithms*** ***Year B Term 6 EYFS- Introduction to Animation*** ***Year B term 6 KS1 Introduction to quizzes*** ***Year B Term 5 Yr. 3 Programming Sound*** ***Year B Term 6 yr. 3 Events and Actions*** ***Year B term 5 yr. 4/5 repetition in shapes***	***Year A term 6 yr. 4 repetition in games*** ***Year A term 6 yr. 4/5 Selection in quizzes*** ***Year A term 6 Yr. 5/6 variables in games*** ***Year A term 6 yr. 5/6 sensing*** ***Year B Term 6 Yr. 3 Events and Actions*** ***Year B term 5 Yr4/5- repetition in shapes*** ***Year B term 6 yr. 5/6 Selection in quizzes***	***INVESTIGATION*** ***EXPRESSION*** ***REFLECTION*** ***EVALUATION***

Sempringham 5.6 Programming B- Selection in quizzes	**Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts** **Use sequence, selection, and repetition in programs; work with variables and various forms of input and output** **Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs** **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**	**Children know how conditions are used in selection. Children can identify conditions in a program. Children know how to modify a condition in a program. Children know how to use selection in an infinite loop to check a condition. Children can identify the condition and outcomes in an 'if… then… else…' statement Children know how to create a program with different outcomes using selection . Children know that program flow can branch according to a condition. Children can design the flow of a program which contains 'if… then… else…' Children know that a condition can direct program flow in one of two ways. Children can outline a given task and use a design format to outline my project. Children know how to identify the outcome of user input in an algorithm. Children know how to create the first section of a program. Children can test a program and identify ways the program could be improved. Children know how to identify the setup code and extend a program further drawing of my project. Children can write an algorithm to control lights and a motor. Children know how to use selection to produce an intended outcome. Children know how to test and debug a project**	**use external triggers and infinite loops to demonstrate control.** **follow a sequence of instructions, e.g., in a flowchart and modify a flowchart using symbols;** **use conditional statements and edit variables.** **decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.** **keep testing a program and recognise when it needs to be debugged.** **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.** **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.**	**Q1 What is selection?** **Q2 What is a conditional statement?** **Q3 How does selection direct the flow of a program?** **Q4 Can I design and create a program which uses selection** **Q5Can, I make it even better?** **Key Vocabulary** **flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Crumble, world, object, tool palette, program environment, smooth, flatten, raise**	***Year A term 5 EYFS- programming a robot*** ***Year A term 5 KS1 - Robot algorithms*** ***Year A Term 6 EYFS- Introduction to Animation*** ***Year A term 6 KS1 Introduction to quizzes*** ***Year B term 5 EYFS- programming a robot*** ***Year B term 5 KS1 - Robot algorithms*** ***Year B Term 6 EYFS- Introduction to Animation*** ***Year B term 6 KS1 Introduction to quizzes*** ***Year B Term 5 Yr. 3 Programming Sound*** ***Year B Term 6 yr. 3 Events and Actions*** ***Year B term 5 yr. 4/5 repetition in shapes***	***Year A term 6 yr. 4 repetition in games*** ***Year A term 6 Yr. 5/6 variables in games*** ***Year A term 6 yr. 5/6 sensing*** ***Year B Term 6 Yr. 3 Events and Actions*** ***Year B term 5 Yr4/5- repetition in shapes*** ***Year B term 6 yr. 5/6 Selection in quizzes***	***INVESTIGATION*** ***EXPRESSION*** ***REFLECTION*** ***EVALUATION***
PE Tennis	**Pupils should be taught to:** **• use running, jumping, throwing and catching in isolation and in combination** **• play competitive games, modified**	**Tennis** **Children know how to use the correct skills to catch and control a ball on their racket and move their feet to get into a good position. Children know how to grip a tennis racket correctly when hitting different**	**Use a, racquet to hit a ball with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.**	**Q1 What do we mean by fore and back hand shots?** **Q2 How do we volley a ball?** **Q3 How do we win points in tennis?** **Net, court, lob, volley, smash, underarm, overarm serve**	***Year A term 5 Yr. 3 - defending/attacking skills*** ***Year A term 5 Yr. 4/5 tennis*** ***Year A term 6 Yr. 5/6 badminton***	***Year B term 5 Yr. 5/6 badminton***	***INVESTIGATION*** ***EXPRESSION*** ***INTERPRETATION*** ***APPLICATION*** ***ANALYSIS*** ***EVALUATION***

	where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending and defending	groundstrokes. Children know the advantage and disadvantage of single and double handed backstrokes. Children know how to with an overhead serve. Children can strike a ball before it bounces, using the volley technique; Children can demonstrate an understanding of the rules of tennis and use the tennis scoring system in a mini-game			*Year B term 5 Yr. 3 - defending/attacking skills* *Year B term 5 Yr. 4/5 tennis*		
Rounders		Rounders Children know how to hit a bowled ball with force and control the direction of the hit. Children can intentionally vary the speed and style of the ball when bowling Children know how to perform a range of manoeuvres to enable them to get into position to make a catch when fielding (e.g. running in, diving, catching with one hand, etc.). Children know how to accurately throw a ball overarm over a long distance in order to reach a designated target. Children can develop their own tactics and strategies to positively impact gameplay.	Develop different ways of throwing and catching. Make the best use of space to pass and receive the ball. Use fielding skills as an individual to prevent a player from scoring Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. INVESTIGATION- -asking relevant questions - using different approaches to determine skills and tactics EXPRESSION- -the ability to explain what they do and how they do it INTERPRETATION- -understanding the effects of what they do and how this could be changed to improve or maintain a standard APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills, they have learnt in different situations DISCERNMENT- -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team. ANALYSIS- -explaining what they have done to improve a skill and what can	Q1 How do we bowl a rounders ball accurately? Q2Where, do we field from on a rounders pitch? Q3 How do we make a safe catch of a rounders ball? Base, backstop, bowl, overarm throws, scoring	*Year A Term 5 EYFS - team games* *Year A term 5 KS1 - team games* *Year B Term 5 EYFS - team games* *Year B term 5 KS1 - team games* *Year B term 1 Yr. 3 - throwing/catching skills* *Year B term 5 Yr. 3 - defending/attacking skills*	*Year B term 6 Yr. 5/6 cricket*	

			be done to improve efficiency the next time SYNTHESIS -linking learning from one skill to another -transfer of skills across an increasingly wide range of sports .				
PE ***athletics***	• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Children know and comment upon a variety of different athletic events and techniques, such as running style and throwing technique. Children know how to achieve the greatest speed, height, distance and accuracy in a range of running, throwing and jumping activities. Children can confidently apply existing running, jumping and throwing skills in a variety of athletic activities. Children know how to show control, speed, power, fluency and co-ordination when running or performing a throw or jump;. Children can follow step-by-step instructions and learn new techniques with success and confidence. Children can identify, modify and refine technique to improve their own and others' performance; • Show excellent skills of teamwork and communication.	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance INVESTIGATION- -asking relevant questions - using different approaches to determine skills and tactics EXPRESSION- -the ability to explain what they do and how they do it INTERPRETATION- -understanding the effects of what they do and how this could be changed to improve or maintain a standard APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills, they have learnt in different situations DISCERNMENT- -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team. ANALYSIS- -explaining what they have done to improve a skill and what can be done to improve efficiency the next time SYNTHESIS	Q1 How do I take part in a relay race Q2 How do I combine running and jumping in a triple jump 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	***Year A term 6 EYFS-Athletics*** ***Year A term 6 KS1 Athletics*** ***Year A term 6 yr. 3 Athletics*** ***Year A term 6 Yr. 4/5 Athletics*** ***Year A term 6 yr. 5/6 Athletics*** ***Year B term 6 EYFS-Athletics*** ***Year B term 6 KS1 Athletics*** ***Year B term 6 yr. 3 Athletics***	***Year B term 6 Yr. 5/6 Athletics***	***INVESTIGATION*** ***EXPRESSION*** ***INTERPRETATION*** ***APPLICATION*** ***ANALYSIS*** ***EVALUATION***

			-linking learning from one skill to another -transfer of skills across an increasingly wide range of sports				
PSHE/ RSE Topic 5 Being Safe ***(Summer 1)***	**what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice from e.g. family,**	**Children can** **give examples of the sorts of things that people want share with others – (including special people, classmates, everyone)** **• identify things / times when people might want or need to keep privacy** **• explain why it is important to respect privacy** **• describe ways people can keep personal boundaries / privacy in different contexts (including online)** **• recognise what happens when a privacy may need to be broken and when this would be important** **recognise that there are things that someone might be happy to share with everyone, things they will want to share with** **their close friends or family only and things they will prefer to keep to themselves (keep private)** **• describe how the need for privacy changes as they get older (grow from child to teenager** **• recognise that just because something is shared with only one person (such as, a friend) it cannot be guaranteed this will not be shared further, and how this might happen (such as, on social media)** **• identify what to do if something that should have been kept private is shared more widely (such as a phone number or** **password)** **• explain that although we have a right to privacy, some things should never be kept secret or private and when this might**	**R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy** **INVESTIGATION –** **asking relevant questions; knowing how to use different types of sources as a way of gathering information.** **EXPRESSION –:** **the ability to explain patterns of behaviour, beliefs, feelings and practices;** **the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.** **INTERPRETATION –:** **the ability to draw meaning from different viewpoints, world events and societal change;** **the ability to know that we are all different and we live in a diverse world;** **the ability to use health information to be informed on issues pertaining to health and safety;** **the ability to be informed on physiological and emotional 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.** **REFLECTION –:** **the ability to reflect on feelings, relationships, experiences,**	**Enquiry Questions** **Q1 What sorts of things do people like sharing together – with whom?** **Q2 Is this the same for everyone?** **Q3 When is it more (or less or never) important for privacy to be kept? Q4How does the need for privacy change as we grow up?** **Q5What do people keep private? Share with others?** **Q6 What if something private gets shared?** **Key Vocabulary** **Sharing** **Personal boundaries** **Privacy** **respect**	**Year A term 5 EYFS** **Being Safe** **Year A term 5 KS1** **Being Safe** **Year A Term 5 Yr. 3** **Being Safe**	**Year A Term 5 Yr. 5/6** **Being Safe**	***INVESTIGATION*** ***EXPRESSION*** ***INTERPRETATION*** ***REFLECTION*** **EMPATHY**

	school and/or other sources	be	stereotypes, beliefs and practices; the ability to think with clarity and care about significant events, emotions and change. EMPATHY – 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.				
PSHE/RSE Topic Nine Economic Well being	Economic Well Being Basic understanding of finance and enterprise including the concept of fair trade	Know what can influence people's decisions; look at advertising, emotional responses to advertising, social conscience, global influence and change Know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	Can discuss and debate what influences people's decisions, taking into consideration different viewpoints Can explain how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them Are able to evaluate how reliable different types of online content and media are, e.g., videos, blogs, news, reviews, adverts INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information. EXPRESSION –: the ability to explain patterns of behaviour, beliefs, feelings and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media. INTERPRETATION –: the ability to draw meaning from different viewpoints, world events and societal change; the ability to know that we are all different and we live in a diverse world;	Enquiry Questions Q1 Have you ever been persuaded to buy something because of advertising? Q2 Does social media influence the things you want? Q3 Which has more influence – social media or advertising on TV or in magazines? Q4 Is it important to be mindful of the environment/social issues when buying something? Key Vocabulary Advertising Social conscience Social change Fairtrade Target audience Market leaders Consumerism	Year B Term 6 Year 3&4 RSE/PSHE: Economic well being Year B Term 6 Year 3&4 English: newspaper report Year B Term 1 Year 3&4 ICT: Software developers Year B Term 2 Year 3&4 English: Balanced argument Year B Term 6 KS1 RSE/PSHE: Economic wellbeing Year A Term 3 Year 3&4 ICT: We are presenters Year A Term 5 Year 3&4 ICT: We are communicators Year A Term 6 Year 3&4 ICT: We are opinion pollsters Year A Term 6 Year 3&4 RSE/PSHE: Economic wellbeing	Year B Term 1 Year 5/6 RSE/PSHE: Emotional well-being Year B Term 6 Year 5/6 RSE/PSHE: Growing and changing Year B Term 6 Year 5/6 English: Persuasive leaflet Year B Term 5 Year 5/6 English: newspaper report	*INVESTIGATION* *EXPRESSION* *INTERPRETATION* *REFLECTION* EMPATHY

			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.** **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.** **EMPATHY –** **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.**				