

KS1 Curriculum Map Year B Spring 1 and 2

Crowland/Westminster/Regents/St James -Spring 1 To Infinity and beyond
Small Village, Big Horizons

Curriculum Area	Key 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)	Reference to the Application of Knowledge Across All Curriculum Areas
<p>Topic theme To Infinity and Beyond History</p>	<p>Yr. ½ Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally, •the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Yr. 3 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Children know what we mean by significant? Children know why we had to wait until recent times to be able to travel into space Children know why the people who lived long ago couldn't send space probes and rockets into space? Children know who Laika, Able and Baker were Children know what makes a good astronaut? Children know what the difference between Yuri Gagarin and Neil Armstrong was Children know what is in Space .Children talk about Space and what they already know Children know the problems of being in Space such as the lack of gravity, the distance from Earth Children know a timeline of events about Space Children know how to research information about Space travel Children know how to use a timeline Children know what and who went into Space</p>	<p>ENQUIRY SKILL Yr. 1/2Ask and begin to answer questions about events e.g. When? What happened? What was it like...?Why? Who was involved? Yr. 3 Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance 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.</p>	<p>ENQUIRY QUESTIONS Year 1 Q1 why can we travel into space now when we couldn't a long time ago? Q2 Who was involved in the space race Q3 What makes a good astronaut? Q4 Who were Yuri Gagarin and Neil Armstrong? Year 2 Q1 what allowed the space race to happen? Q2How do you become an astronaut? Q3 Can people live in space? Q4 Why are Neil Armstrong and Yuri Gagarin famous? Q5why was the moon landing so important Year 3 Q1what were the key events in the space race Q2 What are some of the problems of being in space? Q3 What can I find out about space travel? Q4 Where in space will we explore in future? KEY VOCABULARY T · Space Station Rockets NASA Moon Gravity Space Earth Astronaut</p>	<p><i>Year A Term 1 EYFS Science: Seasons and Weather</i> <i>Year A Term 6 EYFS Geography: Places around the world</i> <i>Year A Term 3 and 4 EYFS Science: Materials</i> <i>Year A Term 1 EYFS Instruction writing</i> <i>Year A Term 2 EYFS Information texts writing on health and safety</i> <i>Year A Term 3 EYFS recount writing</i></p>	<p><i>Year A Term 4 Year 3 Science: Forces and Magnets</i> <i>Year A Term 2 Year 3: Instructions writing on travel options between different places</i> <i>Year A Term 3 & 4 Year 4 Science: Forces and Magnets, Gravity and Friction</i> <i>Year A Term 2 Year 5/6 Music: The Solar System</i> <i>Year A Term 3 Year 5/6 Science: Forces, Gravity and Air Resistance</i> <i>Year A Term 3 Year 5/6: Non-fiction research on environmental activists</i></p> <p><i>Year B Term 3 Year 3: Report writing</i> <i>Year B Term 2 Year 4 Music: The Planets</i> <i>Year B Term 1 Year 5/6: Non-chronological report</i> <i>Year B Term 2 Year 5/6: Information text</i> <i>Year B Term 3 Year 5/6: Earth and Space</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

<p><i>Science</i></p>	<p>Yr. 1 Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Yr. 2/3 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Children can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock by matching a material to its name. Children know how to describe a material using their senses Children know that materials have different properties Children can name different properties- hard/soft/permeable, impermeable/flexible/rigid/fl oat/sink. Children know how to conduct a test. Children know how to sort objects by their properties</p> <p>Yr. 3 Children know the materials from which common objects are made. Children know how to carry out an investigation into the properties of small objects. Children know how to predict and test whether a material is magnetic, transparent, floats, or can be squashed or stretched. Children know why materials are suitable in different situations. Children know how to group objects by material. Children know about three inventors of new materials - John Dunlop, John McAdam, and Charles Macintosh.</p>	<p>Yr. ½ they talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g. Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p> <p>Yr. 3 They recognize why it is important to collect data to answer questions. They act on suggestions and put forward their own ideas about how to find the answer to a question. With help they can carry out a fair test and explain why it was fair. They predict what might happen before they carry out any tests. They measure length, mass, time and temperatures using suitable equipment. They use scientific vocabulary to describe their observations. They record observations, comparisons and measurements using tables, charts, text and labelled diagrams. They give reasons for observations. They look for patterns in their data and try to explain them. They suggest how they can make the improvements to their work</p>	<p>Key Questions</p> <p>Year 1 Q1 why can we travel into space now when we couldn't a long time ago? Q2 Who was involved in the space race Q3 What makes a good astronaut? Q4 Who were Yuri Gagarin and Neil Armstrong? Year 2 Q1 what allowed the space race to happen? Q2How do you become an astronaut? Q3 Can people live in space? Q4 Why are Neil Armstrong and Yuri Gagarin famous? Q5why was the moon landing so important Year 3 Q1what were the key events in the space race Q2 What are some of the problems of being in space? Q3 What can I find out about space travel? Q4 Where in space will we explore in future? Key Vocabulary object. material. hard. soft. stretchy. shiny. dull rough smooth. bendy. not bendy waterproof. not waterproof absorbent not absorbent. transparent. opaque</p>	<p>Year A Term3 EYFS Science-materials</p>	<p>Year A term 3 Yr3 science, Rocks and soils Year A term 1 year4/5 Science , States of Matter Year A term 5 Yr5/6 science-properties and changes in materials Year B term 3 KS1 Materials Year B term 6 yr5/6 properties and changes in materials</p>	<p><i>INVESTIGATION EXPRSSION INTERPRETATION APPLICATION</i></p>
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<p>RE</p>	<p><u>Crowland and Regent Spring 1</u> God – Islam</p> <p>Beliefs about God The oneness of God (Tawhid) Creation and harmony Humans being on the straight path Muhammed and the Qur'an</p> <p><u>St James' and Westminster Spring 1</u> Jesus' Teaching</p> <p><i>"Teacher, which is the great commandment in the Law?" And he said to him, "You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment.</i></p> <p>One of the main Christian teachings</p>	<p>Know that Muslims believe in and he ne God (tawhid), created the universe in harmony Know that he created human beings to help keep the universe in harmony Know that Muslims believe he provided a straight path (shariah) to help keep the universe in harmony Know that Muslims have guidance to help humans follow the straight path (Qur'an, prophets, natural world) Know that Muslims have 99 Names of Allah – ways in which Muslims try to understand what God is like (not 100 because you can never fully know God) Know the Qur'an is the holy book of Islam; the words of God, providing guidance for human beings Know that the Prophet Muhammad – the final prophet; receives guidance (i.e. the Qur'an) directly from God, lives it out in his own life and leads people along the straight path Know the story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power')</p> <p>Know about issues of good and bad, right and wrong arising from the stories Know about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more Know some texts from different religious scriptures about the 'Golden Rule' and know times when it has been</p>	<p>Understand Muhammed is a special person to help Muslims make good choices Recall the story of how Muhammed received the Qur'an from Angel Jibril Understand Muslim beliefs about one God and that he created the world as he wanted it to be – in harmony Understand what the straight path is and its importance for Muslims Understand that Muslims believe God made the world exactly as he wanted it to be – creation story/harmony</p> <p>Give examples what Jesus said about the importance of people following the Golden Rule Are able to explain the Golden Rule and apply it to other parts of their lives – school rules, laws, during worship</p>	<p>Enquiry Questions</p> <p>How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an Who is Muhammad? Prophet</p> <p>Key Vocabulary Islam Tawhid Qur'an Mohammed Angel Jabril Harmony Straight path Creation Allah Shariah Knight of Power</p> <p>Enquiry Questions</p> <p>Do we have school/bubble rules? What rules do you follow? Why do we have rules? Do you think Jesus gave Christians rules?</p> <p>Key Vocabulary Golden Rule Jesus Commandment Disciples (evangelists) Gospel</p>	<p>Year B Term 1 Crowland and Regent RE: Creation Year A Term 1 Crowland and Regent RE: Creation</p> <p>Year B Term 2 Regent and Crowland RE: God-Christianity Year A Term 2 Regent and Crowland RE: God-Christianity</p>	<p>Year A Term 3 Crowland and Regent RE: Islam – Community Year A Term 1 KS1 RE: Islam – Being Human Year A Term 2 KS1 RE: Islam – Life Journey Year A Term 3 KS1 PSHE/RSE: Respect Year A Term 2 Y3&4 RE: Islam – God Year A Term 3 Y3&4 PSHE/RSE: Respect Year A Term 2 Y4/5 RE: How do Muslim's worship? Year A Term 3 Y4/5 PSHE/RSE: Respect Year A Term 6 Y5/6 RE: Islam – Rites of passage Year A Term 2 Y3&4 RE: Islam – God Year B Term 2 /3 Y4/5 RE: How do Muslim's worship? Year B Term 6 Y5/6 RE: Islam – Life journey</p> <p>Year B Term5/6 KS1 RE: Thankfulness Year B Term 3 KS1 PSHE/RSE: Respect Year B Term 1 Y4/5 RE: Pilgrimage Year B Term 1 Y5/6 RE: God – Christianity Year A Term 3&4 KS1 RE: Thankfulness Year A Term 6 KS1 RE: Inspirational Christians Year A Term 3 Y3&4 PSHE/RSE: respect Year A Term 1 Y4/5 RE: Pilgrimage</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>
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	<p>about morality and how others should be treated comes from Jesus' teaching of the Golden Rule. The Golden Rule tells Christians to treat other people as they would like to be treated. The Greatest Commandment Mark 12:30-31 The Golden Rule Matthew 7:12</p>	<p>followed and times when it has not been followed. Know about how the golden rule can make life better for everyone.</p>	<p>Able to answer questions such as what would it be like if everyone followed the golden rule?</p>			<p>Year A Term 1 Y5/6 RE: God – Christianity - God</p>	
<p><i>Art/DT</i> <i>Pneumatic rockets</i></p>	<p>Pupils should be taught to: design purposeful, functional, appealing products for themselves and other users based on design criteria; generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. explore and evaluate a range of existing products;</p>	<p>Children know about the development of space rockets Children know the different parts of a space rocket. Children can name the different structures on a space rocket, Children can explain how a space rocket uses propulsion to move. Children know the reason for fins to stabilise rockets. Children know why a nose cone is pointed. Children know that air can be used to propel an object. Children know that if air passes through a narrow point it moves faster. Children know how to draw an annotated diagram, Children know how to compile a list of components, Children know how to select tools to use Children can add features to a plastic bottle to follow a design. Children can use joining techniques to join different materials together. Children can use different materials to represent different components. Children know that air can be pumped into a bottle through a needle Children know that</p>	<p>Yr. 1/2 use their knowledge of existing products and their own experience to help generate their ideas; design products that have a purpose and are aimed at an intended user; explain how their products will look and work through talking and simple annotated drawings; design models using simple computing software; plan and test ideas using templates and mock-ups; understand and follow simple design criteria; work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. with support, select from a range of materials, textiles and components according to their characteristics ;learn to use hand tools safely use a range of materials and components,; with help, measure and mark out; cut, shape and score materials with some accuracy; assemble, join and combine materials, components or ingredients; begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; explain positives and things to improve for existing products; explore what materials products are made from; talk about their</p>	<p>What makes up a rocket? What are the fins for? Why is the nose cone pointed? What other features do I need to include? How do I join materials? How does my rocket fire ? What improvements do I need to make?</p> <p>Key vocabulary Rocket, fins, nosecone, pneumatics , pressure, air, distance</p>	<p><i>Year A term 3 EYFS Moving Pictures</i> <i>Year A term 3 KS1 DT pulleys for drawbridge</i> <i>Year B Term 2 EYFS Art vehicles</i> <i>Year B Term 2 KS1 Art vehicles</i></p>	<p><i>Year A term 3 Yr. 3 DT moving vehicle</i> <i>Year A term 1 yr. 4/5 bridge construction</i> <i>Year A term 3 Yr. 5/6 DT model ship</i> <i>Year A term 5 yr. 5/6 Key designers</i> <i>Year B term 2 Yr. 3 DT moving model</i> <i>Year B term 2 Yr. 4/5 DT boats</i> <i>Year B term 3 Yr. 5/6 DT electrical components</i></p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>APPLICATION</i></p>

<p>evaluate their ideas and products against design criteria. build structures, exploring how they can be made stronger, stiffer and more stable; •explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>air pressure will build up. Children know that a rocket will be propelled upwards. Children know how to measure distance moved. Children know how to evaluate their design and assess its performance Children know how to suggest improvements</p>	<p>design ideas and what they are making; as they work, start to identify strengths and possible changes they might make to refine their existing design; evaluate their products and ideas against their simple design criteria start to understand that the iterative process sometimes involves repeating different stages of the process.</p> <p>Yr. 3 identify the design features of their products that will appeal to intended customers; use their knowledge of a broad range of existing products to help generate their ideas; design innovative and appealing products that have a clear purpose and are aimed at a specific user; explain how particular parts of their products work; use annotated sketches and cross-sectional drawings to develop and communicate their ideas; when designing, explore different initial ideas before coming up with a final design; when planning, start to explain their choice of materials and components including function and aesthetics; test ideas out through using prototypes; develop and follow simple design criteria; work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment. Plan with growing confidence, carefully select from a range of tools and equipment, explaining their choices; select from a range of materials and components according to their functional properties and aesthetic qualities; place the main stages of making in a systematic order; learn to use a range of tools and equipment safely, appropriately and accurately use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; with growing independence, measure and mark out to the nearest cm and millimetre; cut, shape and score materials with some degree of accuracy; assemble, join and combine material and components with some degree of accuracy; explore and evaluate existing products, explaining the purpose</p>				
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			of the product and whether it is designed well to meet the intended purpose; explore what materials /ingredients products are made from and suggest reasons for this; consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; evaluate their product against their original design criteria;				
Music	<p>1.4 Weather (Exploring sounds) How can you use voices, movement and instruments to describe weather? Mu1/1.1 Using voices expressively and creatively by singing songs and speaking chants and rhymes. Mu1/1.2 Play tuned and untuned instruments musically Mu1/1.4 Experiment with, create, select and combine sounds. Mu1/1.3 Listen with concentration and understanding to a range of high- quality live and recorded music</p> <p>EYFS- How can you make the sound of rain, thunder and wind using instruments, voices and your bodies?</p>	<p>1.4 Weather (exploring sounds) Children explore control of dynamics (volume), duration and timbre with voices, body percussion and instruments. They develop their control of voices, movement and instruments to describe the weathers.</p>	<p>1.4 Weather (exploring sounds) Children perform action songs about the wind and explore making wind sounds using voices and body percussion. Control duration and dynamics using voices, body percussion and instruments for sounds of thunder, winds and rain effects. Listen to Beethoven’s depiction of a storm and respond in movement. EYFS: Learn to use voices in new songs and use body percussion and movement to respond to different sounds about the weather.</p>	<p>1.4 Weather Key Questions What are dynamics in music? What actions can we use to match this piece of music or song? How can you match sounds to this music? Can you show your understanding of controlling duration and dynamics using your voice, body percussion and instruments? Can you respond to the music through movement?</p> <p>Key Vocabulary Duration – long/short Dynamics- loud/quiet, louder/quieter Timbre Rhythm Tempo</p>	<p>1.4 Weather (exploring sounds) Year B EYFS/Y1 Aut 2 1.7 Our School Aut 1 1.1 Ourselves</p> <p>Year A EYFS/ Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p>	<p>1.4 Weather (exploring sounds) Year B EYFS/ Yr. 1 Spring 1 1.9 Storytime KS1 Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather, 1.9 Storytime Spring 2 2.3 Our land Y2/3 Aut 1 2.1 Ourselves Aut 2 2.3 Our Land Spring 1 2.9 Weather 2.7 Storytime Summer 1 3.3 Sounds Year B (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots</p> <p>Year A EYFS/Y1 Summer 1 1.9 Storytime KS1 Aut 1 1.4 Weather Spring 1 1.7 Our School</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

	<p>1.9 Storytime (Exploring sounds) How can music be used to tell a story? Mu1/ 1.3 Listen with concentration and understanding to a range of high- quality live and recorded music Mu1/ 1.4 Experiment with, create, select and combine sounds.</p> <p>EYFS- Can you match music to a story?</p>	<p>1.9 Storytime (Exploring sounds) Children use music terms to discuss music- fast, slow, loud, quiet. Children add instruments to match music and create sound effects. Children create music to match an event in story. Children develop their use of voices and learn new songs and chants.</p>	<p>1.9 Storytime (Exploring sounds) Children learn how music can be used to tell a story. Children identify and start to use musical terms to describe contrasts of fast and slow, loud and quiet. Children use this knowledge to perform a musical.</p> <p>EYFS: Children start to hear differences in music, learn new songs and use their voices in a performance.</p>	<p>1.9 Storytime (Exploring sounds) Key Questions How can you describe this music? Is it fast. Slow, loud or quiet? How can music tell a story? Can you add sound effects to the music? Can you play fast, slow, loud and quiet? Can you match music to the event in the story? Can you perform with others?</p> <p>Key vocabulary Tempo- fast, slow Dynamics- loud, quiet Timbre</p>	<p>1.9 Storytime (Exploring sounds) Year B EYFS/ Yr1 Spring 1 1.4 Weather Aut 2 1.7 Our School Aut 1 1.1 Ourselves</p> <p>Year A EYFS/ Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p>	<p><i>1.9 Storytime Spring 2 2.1 Ourselves 2.3 Our land Y2/3 Aut 1 2.9 Weather Spring 1 2.3 Our Land 2.7 Storytime Spring 2 3.3 Sounds LKS2 (has Mu2/1.5) Aut 1 3.1 Environment 3.2 Buildings Aut 2 3.3 Sounds Spring 2 4.6 Around the World Sum 1 4.3 Sounds 4.5 Building Sum 2 4.12 Food and Drink Y4/5 Aut 1 4.2 Environment Aut 2 4.6 Around the World Spring 1 4.5 Buildings Spring 2 5.3 Life Cycles Summer 2 5.4 Keeping Healthy Sum 2 5.5 At the Movies Y6 Aut 1 6.4 Roots Spring 1 6.2 Journeys Spring 2 6.3 Growth</i></p> <p>1.9 Storytime (Exploring sounds) Year B KS1 Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather, 1.9 Storytime Spring 2 2.3 Our land Y2/3 Aut 1 2.1 Ourselves Aut 2 2.3 Our Land Spring 1 2.9 Weather 2.7 Storytime Summer 1 3.3 Sounds Year B (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building</p>	
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<p>St James Westminster</p>	<p>2.9 Weather (exploring sounds) Mu1/ 1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Mu1/ 1.3 Listen with concentration and understanding to a range of high quality live and recorded music. Mu1/ 1.4 Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>2.7 Storytime (exploring sounds) Mu1/ 1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Mu1/ 1.4 Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p>2.9 Weather (exploring sounds) Children develop listening skills through listening to orchestral music. Children understand rhythm through chants. Children explore composing by composing music to illustrate a story.</p> <p>2.7 Storytime (exploring sounds) Children continue to develop their exploration of sounds by combining sounds to create a musical effect. Children understand how music, dance and drama can combine in storytelling. Children will explore their voices to create descriptive musical effects. Children will be able to match descriptive sounds made with the voice. Children will perform to an audience.</p>	<p>2.9 Weather (exploring sounds) Children perform a chant rhythmically and with actions. Children watch and listen to orchestral music and consider how it depicts the weather. Children learn a song and a rap. Children compose music to illustrate the story of The Wind and the Sun.</p> <p>2.7 Storytime (exploring sounds) Children will be able to identify two percussion instruments played at the same time by their sound. Children will perform music depicting the Nutcracker storyboard. Children explore using their voices to create effects. Children will perform vocal sounds from a spooky scene. Children will be able to discuss how the orchestra creates the scary mood.</p>	<p>2.9 Weather (exploring sounds) Key Questions What is a rhythmic chant? What do you think of the orchestral music? How does the music depict the weather? What are repeated word patterns? What music would illustrate the story?</p> <p>Key Vocabulary Duration Rhythm Ostinato Accompaniment Rhythm pattern Beat Dynamics Tempo Timbre Texture Structure</p> <p>2.7 Storytime (exploring sounds) Key Questions How can you combine sounds to create a musical effect? How can music, dance and drama combine to tell a story? How can your voice be used to create descriptive musical effects? Can you match the descriptive sounds made with the voice? Can you perform to an audience?</p> <p>Key Vocabulary Timbre Texture Dynamics Tempo Duration Pitch Structure Melody Rhythm Beat Score</p>	<p>2.9 Weather (exploring sounds) Year B Y2/3 Aut 2 2.3 Our Land Aut 1 2.1 Ourselves KS1 Spring 2 2.3 Our land Spring 1 1.4 Weather 1.9 Storytime Aut 2 1.7 Our School Aut 1 1.1 Our Bodies EYFS/Y1 Spring 1 1.9 Storytime 1.4 Weather Aut 2 1.7 Our school Aut 1 1.1 Ourselves</p> <p>Year A KS1 Y2/3 Spring 2 3.3 Sounds Spring 1 2.3 Our Land 2.7 Storytime Aut 1 2.9 Weather KS1 Y1/2 Spring 2 2.1 Ourselves 2.3 Our Land Spring 1 1.9 Storytime 1.7 Our School Aut 1 1.4 Weather EYFS/Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p> <p>2.7 Storytime (exploring sounds) Year B Y2/3 Spring 1 2.9 Weather Aut 2 2.3 Our Land Aut 1 2.1 Ourselves KS1 Spring 2 2.3 Our land Spring 1 1.4 Weather</p>	<p>2.9 Weather (exploring sounds) Year B Y2/3 Spring 1 2.7 Storytime Sum 1 3.3 Sounds <i>Music Express Exploring sounds (has Mu2/1.5)</i> Year B LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots</p> <p>Year A (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Buildings Aut 2 3.3 Sounds Spring 2 4.6 Around the World Sum 1 4.3 Sounds 4.5 Building Sum 2 4.12 Food and Drink Y4/5 Aut 1 4.2 Environment Aut 2 4.6 Around the World Spring 1 4.5 Buildings Spring 2 5.3 Life Cycles Summer 2 5.4 Keeping Healthy Sum 2 5.5 At the Movies Y6 Aut 1 6.4 Roots Spring 1 6.2 Journeys Spring 2 6.3 Growth</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>
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					<p>1.9 Storytime Aut 2 1.7 Our School Aut 1 1.1 Our Bodies EYFS/Y1 Spring 1 1.9 Storytime 1.4 Weather Aut 2 1.7 Our school Aut 1 1.1 Ourselves</p> <p>Year A KS1 Y2/3 Spring 2 3.3 Sounds Spring 1 2.3 Our Land 2.7 Storytime Aut 1 2.9 Weather KS1 Y1/2 Spring 2 2.1 Ourselves 2.3 Our Land Spring 1 1.9 Storytime 1.7 Our School Aut 1 1.4 Weather EYFS/Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p>	<p>2.7 Storytime (exploring sounds) Sum 1 3.3 Sounds Music Express Exploring sounds (has Mu2/1.5) Year B LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots</p> <p>Year A (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Buildings Aut 2 3.3 Sounds Spring 2 4.6 Around the World Sum 1 4.3 Sounds 4.5 Building Sum 2 4.12 Food and Drink Y4/5 Aut 1 4.2 Environment Aut 2 4.6 Around the World Spring 1 4.5 Buildings Spring 2 5.3 Life Cycles Summer 2 5.4 Keeping Healthy Sum 2 5.5 At the Movies Y6 Aut 1 6.4 Roots Spring 1 6.2 Journeys Spring 2 6.3 Growth</p>	
Computing	Pupils should be taught to:	Children know how to open a word processor. Children	add text strings, text boxes and show and hide objects	How can I use a computer to write?	Year A term 2 EYFS Computing-painting	Year A term 2 Yr. 3 Computing-animation	INVESTIGATION EXPRESSION

<p>1.3 <i>Digital writing</i> (Crowland/Regents)</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully, keeping personal information private</p>	<p>can recognise keys on a keyboard Children can identify and find keys on a keyboard Children know how to enter text into a computer. Children know how to use letter, number, and space keys. Children know how to use backspace to remove text. Children know how to type capital letters. Children can explain what the keys that they have learnt about already do. Children know the toolbar and can use bold, italic, and underline. Children can select a word by double-clicking and all of the text by clicking and dragging. Children know how to change the font Children know what tool they used to change the text. Children know if changes have improved the writing and can use 'undo' to remove changes Children can write a message on a computer and on paper and then compare using a computer with using a pencil and paper. Children know which method they like best</p>	<p>and images, manipulating the features; use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape; use applications and devices in order to communicate ideas, work, messages and demonstrate control; save, retrieve and organise work; use key vocabulary to demonstrate knowledge and understanding in this strand:</p>	<p>Can I add and remove text on a computer? How do I change what my text looks like? How can I make it better?</p> <p>Key Vocabulary paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present</p>	<p><i>Year A term 3 EYFS Computing-writing</i> <i>Year A term 2 KS1 Computing-photography</i> <i>Year A term 3 Ks1 Computing-music</i> <i>Year B term 2 EYFS Computing-painting</i> <i>Year B term 3 EYFS Computing-writing</i> <i>Year B term 2 KS1 Computing-painting</i></p>	<p><i>Year A term 3 Yr. 3 Computing-publishing</i> <i>Year A term 2 Yr. 4 Computing -audio editing</i> <i>Year A term 2 Yr. 4/5 computing vector drawing</i> <i>Year A term 3 Yr. 4 Computing photo editing</i> <i>Year A term 3 Yr. 4/5 Video-editing</i> <i>Year A term 2 Yr. 5/6 Computing -3d modelling</i> <i>Year A term 3 yr. 5/6 Computing -web pages</i> <i>Year B term 2 Yr. 3 Computing-animation</i> <i>Year B term 2 Yr. 4/5 Computing -audio editing</i> <i>Year B term 3 Yr. 4/5 Computing photo editing</i> <i>Year B term 2 Yr. 5/6 Computing -vector drawing</i> <i>Year B term 3 yr. 5/6 Computing -video editing</i></p>	<p>INTERPRETATION APPLICATION</p>
<p>2.3 <i>Making Music</i> (St James/Westminster)</p>	<p>Pupils should be taught to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Children can identify simple differences in pieces of music Children can listen with concentration to a range of music (links to the Music curriculum) Children know how music makes me feel, e.g. happy or sad Children know how to create a rhythm pattern Children can play an instrument following a rhythm pattern Children know that music is created and played by humans Children can connect images with sounds. Children can use a computer to experiment with pitch and duration. Children know how to relate</p>	<p>Yr. 2 use software to record sounds; change sounds recorded; save, retrieve and organise work; use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Yr. 3 use software to record, create and edit sounds and capture still images; change recorded sounds, volume, duration and pauses; use software to capture video for a purpose; use key vocabulary to</p>	<p>How does music make us feel? What patterns can we see in music? What are notes? How do I represent an animal in music?</p> <p>Key Vocabulary commands, add sound. notes, rhythm, pitch, duration audio, sound, video, movie, embed, link, file format,</p>	<p>All OF THE MUSIC CURRICULUM</p> <p><i>Year A term 2 EYFS Computing-painting</i> <i>Year A term 3 EYFS Computing-writing</i> <i>Year A term 2 KS1 Computing-photography</i> <i>Year A term 3 Ks1 Computing-music</i> <i>Year B term 2 EYFS Computing-painting</i> <i>Year B term 3 EYFS Computing-writing</i> <i>Year B term 2 KS1 Computing-painting</i></p>	<p><i>Year A term 2 Yr. 3 Computing-animation</i> <i>Year A term 3 Yr. 3 Computing-publishing</i> <i>Year A term 2 Yr. 4 Computing -audio editing</i> <i>Year A term 2 Yr. 4/5 computing vector drawing</i> <i>Year A term 3 Yr. 4 Computing photo editing</i> <i>Year A term 3 Yr. 4/5 Video-editing</i> <i>Year A term 2 Yr. 5/6 Computing -3d modelling</i> <i>Year A term 3 yr. 5/6 Computing -web pages</i> <i>Year B term 2 Yr. 3 Computing-animation</i></p>	

		<p>an idea to a piece of music. Children know that music is a sequence of notes Children know how to use a computer to create a musical pattern using three notes Children can refine a musical pattern on a computer Children can describe an animal using sounds and explain their choices. Children know how to save their work Children know how to reopen their work. Children can explain how to make their work better. Children can listen to music and describe how it makes me feel</p>	<p>demonstrate knowledge and understanding in this strand:</p>			<p>Year B term 2 Yr. 4/5 Computing -audio editing Year B term 3 Yr. 4/5 Computing photo editing Year B term 2 Yr. 5/6 Computing -vector drawing Year B term 3 yr. 5/6 Computing -video editing</p>	
<p>PE Gym</p>	<p>Yr. ½ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>Yr. 3 Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Children know how to copy balances on a range of body parts; Children can say what is good about a partner’s performance; Children know how to match the actions of their partner and copy a paired balance correctly; Children can perform a paired balance on a piece of apparatus; Children can demonstrate at least one type of roll correctly; • Children can show some control when they are rolling; Children can perform at least one type of jump correctly, showing a clear body shape in the air; Children know how to jump off apparatus with support and land safely; Children know how to copy, remember and perform three different movements to make a sequence; Children can describe a sequence and say what is good about it; Children can work with a partner to copy, remember and perform three different movements to make a matching sequence; • show some control</p>	<p>Yr. 1/2 Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care</p> <p>Yr. 3 Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction,</p>	<p>What is a balance? How do I link movements? How do I perform a roll? What is a sequence?</p> <p>Key Vocabulary. log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support Key vocabulary Crouched forward roll, Forward roll from standing, tucked backward roll, straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off Handstand Lunge into handstand Cartwheel Tiptoe, step, jump and hop Hopscotch</p>	<p>Year A term 3 EYFS Gym Year A term 3 KS1 Gym Year B term 3 EYFS Gym</p>	<p>Year A term 3 Yr. 3 Gym Year A term 3 Yr. 4/5 Gym Year A term 3 yr. 5/6 Gym Year A term 3 Yr. 3 Gym Year B term 3 Yr. 3 Gym Year B term 3 Yr. 4/5 Gym Year B term 3 yr. 5/6 Gym</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

			<p>speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements</p>				
<p>PSHE/R SE</p>	<p>Respect</p> <p>To acknowledge the existence of diversity within our community. To explore why respect is necessary within our community.</p>	<p>Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Know the practical steps they can take in a range of different contexts to improve or support respectful relationships •</p> <p>Know the conventions of courtesy and manners*</p> <p>Know the importance of self-respect and how this links to their own happiness</p> <p>know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>Know the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>Can listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view.</p> <p>Are able to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p> <p>Are able to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>Are able to consider the lives of people living in other places, and people with different values and customs</p> <p>Understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p>	<p>Enquiry Questions</p> <p>What does respect mean to me?</p> <p>What would be considered 'disrespectful'?</p> <p>Would some things be acceptable at home but not when out with their friends?</p> <p>Do we treat everyone the same?</p> <p>Key Vocabulary</p> <p>Gender</p> <p>Culture</p> <p>Age</p> <p>Ability</p> <p>Race</p> <p>Stereotype</p>	<p>Year B Term 3 EYFS PSHE/RSE: Respect</p> <p>Year B Term 1 EYFS RE: Myself</p> <p>Year B Term 1 EYFS: All About Me</p> <p>Year B Term 1 EYFS English: Mini autobiography</p> <p>Year A Term 2 EYFS RE: My Friends</p> <p>Year B Term 4 EYFS RE: Special Time for Me and Others</p> <p>Year A Term 3 EYFS PSHE/RSE: Respect</p>	<p>Year B Term 2 Y3&4 RE: Islam – God</p> <p>Year B Term 6 Y3&4 RE: What is a good life?</p> <p>Year B Term 2 Y3&4 English: Autobiography</p> <p>Year B Term 1 Y4/5 RE: Pilgrimage</p> <p>Year B Term 2 Y4/5 RE: How do Muslims' Hindus worship?</p> <p>Year B Term 1 Y5/6 RE: Is God loving and holy?</p> <p>Year A Term 6 Y3&4 RE: Who am I? What is a good life?</p> <p>Year A Term 3 Y3&4 PSHE/RSE: Respect</p> <p>Year A Term 3 Y4/5 PSHE/RSE: Respect</p> <p>Year A Term 3 Y5/6 PSHE/RSE: Respect</p> <p>Ear A Term 1 Y5/6 RE: Christianity - God</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p>

			<p>Understands what improves and harms their local, natural and built environments and develop strategies and skills needed to care for those (including conserving energy)</p> <p>Are able to identify and respect the differences and similarities between people.</p> <p>Understand how they can contribute to the life of the classroom and school</p> <p>Are able to help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>Understand that they belong to different groups and communities such as family and school</p>				
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Crowland/Westminster/Regents/St James -Spring 2 Explorers of land and sea

Small Village, Big Horizons

Curriculum Areas	Key Knowledge Areas	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 the Application of Knowledge Across Curriculum Areas
<p>Topic theme</p> <p>Explore rs of Land and sea History</p>	<p>Yr. 1/2Pupils should be taught about:</p> <ul style="list-style-type: none"> •changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life •events beyond living memory that are significant nationally or globally •the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p>yr. 3 •</p> <ul style="list-style-type: none"> •a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 •a local history study 	<p>Children know who explorers are, where they go, what they wear and what are the reasons for their journeys?</p> <p>Children know how explorers have to adapt their lives when exploring</p> <p>Children know who Ibn Battuta was Children know about his life and travels? Children know what he saw on his way?</p> <p>Children know how he lived whilst exploring. Children know what foods he encountered on his journey Children know how he travelled Children know how we know about ibn Battuta. Children know who Matthew Flinders was and what we know about his life and travels? Children know what he saw on his way? Children know how he lived whilst exploring. Children know what foods he encountered on his journey Children know how he travelled Which events do we think are the most important and why should we remember them? How do we know about Matthew Flinders</p>	<p>ENQUIRY SKILL</p> <p>Yr. 1/2Ask and begin to answer questions about events e.g. When? What happened? What was it like...?Why? Who was involved?</p> <p>Yr. 3</p> <p>Asking "What was it like for people in the past?" and using information to help answer the question.</p> <p>Asking, "What happened in the past?" and using information to help answer the question.</p> <p>Asking, "How long ago did an event happen?" and trying to work it out. (Using language such as a little while ago, a very long time ago etc.)</p> <p>Compare and contrast different sources</p> <p>INVESTIGATION asking relevant questions;</p> <ul style="list-style-type: none"> · using a variety of sources to find out about events, people and changes <p>EXPRESSION</p> <ul style="list-style-type: none"> · the ability to recall, select and organise information · the ability to use key historical dates and 	<p>Year 1</p> <p>Q1 What are explorers?</p> <p>Q2 who was Ibn Battuta and what did he go?</p> <p>Q3 who was Matthew Flinders and where did he go ?</p> <p>Q4why do we still remember both of these explorers?</p> <p>Year 2</p> <p>Q1 why do people become explorers</p> <p>Q2 how do people have to adapt their lives when exploring?</p> <p>Q3 what do I know about Ibn Battuta and his life and travels ?</p> <p>Q4 why is Matthew Flinders important in the local area ?</p> <p>Q5what did he discover ?</p> <p>Q6 how did he travel there?</p> <p>Year 3</p> <p>Q1 who was ibn Battuta?</p> <p>Q2 where did he start his journey and where did he end?</p> <p>Q3 what did he see on the way?</p> <p>Q4 how did he live whilst exploring?</p>	<p><i>Year A term 4 EYFS Geography -Journeys</i></p> <p><i>Year A term 6 EYFS Around the world</i></p>	<p><i>Year A term 6 EYFS Geography Britain and the world</i></p> <p><i>Year A term 1 Yr3 Geography Maps of the World</i></p> <p><i>Year B Term 6 Geography Under the sea</i></p> <p><i>Year B Term 4 KS1 History Explorers</i></p>	<p><i>INVESTIGATION</i></p> <p><i>EXPRESSION</i></p> <p><i>INTERPRETATION</i></p> <p><i>APPLICATION</i></p>

			<p>vocabulary to describe and explain different periods in history</p> <p>INTERPRETATION</p> <ul style="list-style-type: none"> · the ability to draw meaning from artefacts, works of art, relics and buildings; · the ability to suggest meanings and draw conclusions from what they see <p>APPLICATION</p> <ul style="list-style-type: none"> · making the association between aspects of life in different societies, · considering the impact of past events on the present · learning both about and also from history. 	<p>Q5 how do we know about his travels?</p> <p>Q6 why do we know about Matthew Flinders?</p> <p>Q7 what did he discover?</p> <p>Q8 which events do we think are the most important?</p> <p>Q9 why should we remember them</p> <p>Key Vocabulary</p> <p>commemorate. explorer. exploration recent In the past but not long ago. Rihla significant voyage</p>			
Science	<p>Yr. 1/2: find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Yr. 3 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	<p>Children know that humans need water to drink to survive Children know that humans need food to survive. Children know that humans need air to breathe Children know that food needs to be clean to eat Children know that germs can damage your health Children know that they need to exercise to keep healthy</p> <p>Yr. 3 Children know about the 5 food groups - bread, cereals and potatoes (carbohydrates), meat and fish, fruit and vegetables, milk and dairy, and fats and sugars. Children can identify some food which belong to each of these groups Children know that animals can be classified as herbivores, carnivores or omnivores based on their diet.</p>	<p>Yr. ½ they talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g. Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p> <p>Yr. 3 They recognize why it is important to collect data to answer questions. They act on suggestions and put forward their own ideas about how to find the answer to a question. With help they can carry out a fair test and explain why it was fair. They</p>	<p>Key Questions Year 1 Q1 What do we mean by diet? Q2 What else do you need to keep healthy? Q3 How can you exercise? Q4 Why do we need to wash our hands? Year 2 Q1 What key elements do we need to survive ? (water, food, air) Q2 Why do we need food to be clean before we eat it? Q3 why do we need to exercise? Year 3 Q1 what are the main food groups((breads, cereal and potatoes, meat and fish, fruit and vegetables ,milk and dairy, fats and sugars) Q2 which food belongs in each group ? Q3 do all animals eat the same? Q4 what do we mean by herbivore, carnivore and omnivore ?</p>	<p>Year A Term2 EYFS Science-animal structure Year A term 5 EYFS Science animals and habitats Year B term 1 EYFS Science -animals and senses</p>	<p>Year A term 2 KS1 Science, animals and living/non-living Year A term 5 KS1 animals and senses/basic needs Year A term 1 Yr3 science, animals-nutrition Year A term5 year 3 Science , animals-skeletons Year A term 2 Yr4/5 science-animals and digestion Year A term 2 Year 5/6 Science Animals and circulation Year A Term 4 year 5/6 Science -animals and diet Year B term 1 KS1 science Animals-senses Year B Term 4 KS1 science animals and health Year B term6 KS1 science Animals Year B Term 2 Yr. 3 Science Animals and digestion, Year B term 3 Year 4/5 science animals and life cycles Year B term 2 Year 5/6 science animals and nutrients</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

			<p>predict what might happen before they carry out any tests. They measure length, mass, time and temperatures using suitable equipment. They use scientific vocabulary to describe their observations. They record observations, comparisons and measurements using tables, charts, text and labelled diagrams. They give reasons for observations. They look for patterns in their data and try to explain them. They suggest how they can make the improvements to their work</p>	<p>Key Vocabulary Dehydrate Diet Disease Energy exercise Hygiene Germs Nutrition Carbohydrates Proteins Dairy Herbivores Carnivores omnivores</p>			
RE	<p>Crowland and Regent Spring 2 Community - Islam</p> <p>What do Muslims do to express their beliefs? Which celebrations are important to Muslims? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?</p>	<p>Know about Muslim worship (ibadah) – prayer five times a day: all Muslims in the region praying at the same time = harmony; movements and words of prayer the same for everyone = harmony; always includes saying the statement of belief (shahadah): “There is no God but God and Muhammad is his prophet”; all Muslims pray facing Makkah; preparation for prayer: washing (wudu) Know the key objects associated with prayer: prayer mat (cleanliness is important, Muslims don’t prayer directly on the ground), prayer beads (subha), compass (to indicate the direction of Makkah) Know about how Muslims study the Qur’an: the madrassah (school) – studying the Qur’an to find out how to follow the straight path (shariah); learning to recite the Qur’an know about a Muslim festival: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet Ibrahim’s test of faith) – key</p>	<p>Are \able to explain key Muslim beliefs: oneness of God; Harmony, Human beings and the straight path and understand the guidance on the natural world and what the prophet and the Qur’an say Understand why prayer is important Understand that Muslims are asked to keep on the straight path by praying five times a day and what this involves Understand the links between what Muslims do when they pray and the beliefs that underpin this (e.g. harmony – all praying at the same time of day, saying the same words, carrying out the same actions, facing the same direction, etc.) Through immersive experiences, can understand the straight path (call to prayer/rituals involved) Understand that Eid ul-Adha is a festival that celebrates the sacrifice that the Prophet Ibrahim (Abraham) was willing to make for God. God asked him to sacrifice his son,</p>	<p>Enquiry Questions</p> <p>Does everyone worship the same? what their favourite toy/book/food is; tell them that they are not going to be able to play with/read/eat it for the next week. How do they feel? what is prayer and why is it important? What makes a place special?</p> <p>Key Vocabulary Oneness of God (Tawhid) Harmony Qur’an Prophets Straight path Prayer mat Compass Subha beads Eid-ul-Adha</p>	<p>Year B Term 1 Crowland and Regent RE: Creation Year A Term 1 Crowland and Regent RE: Creation</p>	<p>Year A Term 3 Crowland and Regent RE: Islam – Community Year A Term 1 KS1 RE: Islam – Being Human Year A Term 2 KS1 RE: Islam – Life Journey Year A Term 3 KS1 PSHE/RSE: Respect Year A Term 2 Y3&4 RE: Islam – God Year A Term 3 Y3&4 PSHE/RSE: Respect Year A Term 2 Y4/5 RE: How do Muslim’s worship? Year A Term 3 Y4/5 PSHE/RSE: Respect Year A Term 6 Y5/6 RE: Islam – Rites of passage Year A Term 2 Y3&4 RE: Islam – God Year B Term 2 /3 Y4/5 RE: How do Muslim’s worship? Year B Term 6 Y5/6 RE: Islam – Life journey</p>	<p>INVESTIGATION EXPRSSION INTERPRETATION APPLICATION</p>

	<p>St James and Westminster Spring 2 Jesus' Teaching</p> <p>Christian beliefs about God and Jesus' teaching about the relationship between God and people. It explores what it means to believe someone. The parables of the Lost Sheep, the Good Samaritan and the Prodigal Son are explored as ways to find out what Jesus taught about the relationship between God and people and how Christians believe God wants people to live.</p>	<p>practices, symbols, etc., and how they relate to Muslim beliefs about God, the universe and human beings</p> <p>Know that Christian's trust Jesus who, they believe told humans about God. Can recall with a partner what is already known about Jesus and his work of teaching people about God. Know that Jesus was a good storyteller who told some of the most well-known stories in the world. These are written in the Bible. Know that Jesus used stories to teach people about God and how they should live. Jesus said that everyone is important to God like the sheep are important to the shepherd. Know about the instruction from Jesus to 'Love your neighbour'. Know the story of the 'Good Samaritan' the Lost / Prodigal Son, the Lost Sheep</p>	<p>Ismail, and the Prophet (pbuh – peace be upon him) was willing to do so.</p> <p>Understand that Christians believe Jesus told them about God Are able to appreciate what makes people special Are able to retell religious stories and suggest meanings for religious actions. They identify how religion is expressed in different ways. Pupils make links between beliefs and sources, including religious stories. They begin to identify the impact religion has on believers' lives Pupils talk about their experiences and feelings and what is of value and concern to themselves and to others.</p>	<p>Enquiry Questions</p> <p>Who might Jesus have meant by a 'neighbour'? What did he mean by 'love'?</p> <p>Key Vocabulary Christian Jesus Parable Samaritan Sorry Forgive forgiveness Sheep Shepherd Lost found Good Bad neighbour Son Bible</p>	<p>Year B Term 2 Regent and Crowland RE: God-Christianity Year A Term 2 Regent and Crowland RE: God-Christianity</p>	<p>Year B Term5/6 KS1 RE: Thankfulness Year B Term 3 KS1 PSHE/RSE: Respect Year B Term 1 Y4/5 RE: Pilgrimage Year B Term 1 Y5/6 RE: God – Christianity Year A Term 3&4 KS1 RE: Thankfulness Year A Term 6 KS1 RE: Inspirational Christians Year A Term 3 Y3&4 PSHE/RSE: respect Year A Term 1 Y4/5 RE: Pilgrimage Year A Term 1 Y5/6 RE: God – Christianity - God</p>	
<p>Art/DT Aboriginal art</p>	<p>Yr. ½ Pupils should be taught: to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft</p>	<p>Children know what crosshatching is. Children know how aboriginals use symbols in their work, Children know a dreamtime story. Children can portray a journey using symbols. Children can create pictures using cross-hatching Children know how to use dots to create a picture in a given style Children can portray animals in the Indigenous Australian style? Children know how to incorporate different styles in a boomerang design. Children know what a rain stick</p>	<p>Yr. ½ name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding in this strand: draw lines of varying thickness; use dots and lines to demonstrate pattern and</p>	<p>What is cross hatching? What are dreamtime stories? How do aboriginals use dots? What does indigenous art mean What is ochre?</p> <p>Key vocabulary Aboriginal, cross hatching, dreamtime, symbols, dots, ochre, rock paintings, boomerang, rain stick primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash,</p>	<p><i>Year A term 1 EYFS-art-transient art</i> <i>Year A Term 4 EYFS landscape collages</i> <i>Year A term 6 EYFS Geog-around the world</i> <i>Year A term 1 KS1 transient art</i> <i>Year A term 4 KS1 Art-land and seascapes</i> <i>Year B term 1 EYFS-art portraits</i> <i>Year B term 2 EYFS -art-observational drawings</i> <i>Year B term 4 EYFS Geog-pirates</i></p>	<p><i>Year A term 1 Yr. 3 Geog-maps of the world</i> <i>Year A term 2 Yr. 3 art-Picasso</i> <i>Year A term 5 Yr. 3 History-Commonwealth</i> <i>Year A term 2 yr. 4/5 Art-Constable</i> <i>Year A term 1 yr. 5/6 Art-Paula Hallam</i></p> <p><i>Year B term 1 Yr. 3 art-Van Gogh</i> <i>Year B term 1 Yr. 4/5 Geog-Mountains and deserts</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

	<p>makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Yr. 3 Pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history</p>	<p>is and how to use symbols to decorate it.</p>	<p>texture; use different materials to draw, for example pastels, chalk, felt tips;</p> <p>Yr. 3 experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint</p>	<p>sweep, dab, bold brushstroke, acrylic paint</p>	<p><i>Year B term 5 EYFS -art- Arcimboldo</i> <i>Year B term 1 KS1 art- portraits</i> <i>Year B term 2 Ks1 art- observational drawings</i> <i>Year B term 4 Ks1 Geog- Explorers</i> <i>Year B term 5 EYFS -art Arcimboldo</i> <i>Year B term 1 KS1 art- portraits</i></p>	<p><i>Year B term 1 Yr. 4/5 art- landscapes</i> <i>Year B term 6 Yr. 4/5 Maya art</i> <i>Year B term 2 yr. 5/6 art- volcano paintings</i></p>	
<p>Music</p>	<p>2.3 Our Land (Exploring sounds) Mu1/ 1.4 Experiment with, create, select and combine sounds. Mu1/ 1.3 Listen with concentration and understanding to a range of high- quality live and recorded music</p>	<p>2.3 Our Land (Exploring sounds) Children explore and develop knowledge of timbre and texture. Children use skills of listening to match sounds and images. Children identify contrasting sections of descriptive music. Children explore and identify ways of producing sounds. Children develop their listening, evaluation and compositions skills.</p>	<p>2.3 Our Land (Exploring sounds) Children explore myths of Scotland and Northern Ireland using vocal and body percussion sounds. Children identify water inspired musical instrumental sounds in music. Children explore sounds to accompany monster and giant myths. Children rehearse the vocal sounds and chants. Children rehearse the instrumental sounds for a performance.</p>	<p>2.3 Our Land (Exploring sounds) Key Questions What is timbre? What is texture when used in music? How can we make descriptive sounds? Can you match the sound with the image? Can you explain your choices? Can you listen to and compare music? What ways can you make the sounds?</p> <p>Key Vocabulary Tempo Dynamics Beat Rhythm Drone Melody</p>	<p>2.3 Our Land (Exploring sounds) Year B Y2/3 Spring 1 2.9 Weather 2.7 Storytime Aut 2 2.3 Our Land Aut 1 2.1 Ourselves KS1 Spring 2 2.3 Our land Spring 1 1.4 Weather 1.9 Storytime Aut 2 1.7 Our School Aut 1 1.1 Our Bodies EYFS/Y1 Spring 1 1.9 Storytime 1.4 Weather Aut 2 1.7 Our school Aut 1 1.1 Ourselves</p> <p>Year A KS1 Y2/3 Spring 2 3.3 Sounds</p>	<p>2.3 Our Land (Exploring sounds) Sum 1 3.3 Sounds <i>Music Express Exploring sounds (has Mu2/1.5)</i> Year B LKS2 Aut 1 3.1 <i>Environment</i> 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

	<p>2.8 Seasons (Pitch) Mu1/ 1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Mu1/ 1.2 Play tuned and untuned instruments musically Mu1/ 1.4 Experiment with, create, select and combine sounds.</p>	<p>2.8 Seasons (Pitch) Children develop singing with expression, paying attention to pitch shape and the melody. Children accompany a song with vocal and instrumental ostinato. Children identify rising and falling pitch. Children show understanding of pitch by performing a rising pitch sequence in a song.</p>	<p>2.8 Seasons (Pitch) Children to learn to sing using maketon to accompany the song. Children sing in ostinato to accompany a song. Children sing a song and identify rising and falling pitch. Children sing a Japanese song, following the pitch shape of the melody.</p>	<p>Duration Texture Timbre</p> <p>2.8 Seasons (Pitch) Key Questions How can you sing with expression? What is pitch shape of a melody? What is sing language, makton? How can you accompany a song with vocal and instrumental ostinato? Can you show the rising and falling pitch?</p> <p>Key Vocabulary Pitch Ostinato Accompaniment Arrangement Timbre Melody</p>	<p><i>Spring 1 2.3 Our Land</i> <i>2.7 Storytime</i> <i>Aut 1 2.9 Weather</i> <i>KS1 Y1/2</i> <i>Spring 2 2.1 Ourselves</i> <i>2.3 Our Land</i> <i>Spring 1 1.9 Storytime</i> <i>1.7 Our School</i> <i>Aut 1 1.4 Weather</i> <i>EYFS/Y1</i> <i>Sum 1 1.9 Storytime</i> <i>Spring 1 1.7 Our School</i> <i>Aut 2 1.1 Ourselves</i> <i>Aut 1 1.4 Weather</i></p> <p>2.8 Seasons (Pitch) Year B EYFS/Y1 Sum 2 1.12 Water 1.3 Animals Aut 2 1.6 Seasons</p> <p>Year A KS1 Aut 2 1.3 Animals Aut 1 1.6 Seasons</p>	<p><i>Spring 2 6.4 Roots</i></p> <p>Year A (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Buildings Aut 2 3.3 Sounds Spring 2 4.6 Around the World Sum 1 4.3 Sounds 4.5 Building Sum 2 4.12 Food and Drink Y4/5 Aut 1 4.2 Environment Aut 2 4.6 Around the World Spring 1 4.5 Buildings Spring 2 5.3 Life Cycles Summer 2 5.4 Keeping Healthy Sum 2 5.5 At the Movies Y6 Aut 1 6.4 Roots Spring 1 6.2 Journeys Spring 2 6.3 Growth</p> <p>2.8 Seasons (Pitch) Year B KS1 Sum 1 2.5 Animals Sum 2 2.11 Water LKS2 Spring 1 3.7 In the past Y4/5 Spring 1 4.6 Around the World Year 5 units covering notation elements Spring 2 5.3 Life Cycles Summer 1 5.4 Keeping Healthy Year 6 covering elements of notation Aut 1 6.1 World Unite Spring 1 6.3 Growth Summer 2 6.6 Moving On</p> <p>Year A LKS2 Aut 2 3.7 In the Past Spring 1 3.10 Singing French</p>	
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						<p><i>Spring 2 4.6 Around the World</i> <i>Y4/5 Aut 2 4.6 Around the World</i> <i>4.8 Singing Spanish</i> <i>Year 5 units covering notation elements</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 1 5.4 Keeping Healthy</i> <i>Summer 2 5.5 At the movies</i> <i>Year 6 covering elements of notation</i> <i>Aut 2 6.1 World Unite</i> <i>Spring 2 6.3 Growth</i> <i>Summer 2 6.6 Moving On</i></p>	
<p><i>St James Westminster</i></p>	<p>3.5 China (Pitch) Mu2/ 1.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Mu2/ 1.4 Use and understand staff and other musical notations Mu2/ 1.5 Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>3.7 In the Past (Pitch) Mu2/ 1.4 Use and understand staff and other musical notations Mu2/ 1.6 Develop an understanding of the history of music</p>	<p>3.5 China (Pitch) Children explore and understand the pentatonic scale. Children continue to develop knowledge of pitch and recognise pitch patterns in music. Children use graphic notation with the pentatonic scale. Children perform a pentatonic song with tuned and untuned instruments.</p> <p>3.7 In the Past (Pitch) Children develop understanding of pitch. They will learn to read simple pitch notation. They will understand and use pitch notations. They will read simple rhythm notation. Develop understanding of music in the past.</p>	<p>3.5 China (Pitch) Children listen to a piece of Chinese pentatonic music played on the pipa. Children practise singing melodies that use the pentatonic scale. Children play and compose pentatonic melodies on tuned percussion. Children recognise pentatonic pitch movement in a listening game. Children learn to sing with a pentatonic melody and learn percussion accompaniment to then perform.</p> <p>3.7 In the Past (Pitch) Children learn a singing game about pitch. Children follow a conductor to sing an improvised three note melody. Children use hand movements to trace the path of a medieval song. Children learn to sing a song and follow ladder notation of a melody. Children compose and notate a melody using three pitches.</p>	<p>3.5 China (Pitch) Key Questions What is the pentatonic scale? What is graphic notation with the pentatonic scale? How do you compose, notate and read graphic notations? Can you play in steps using graphic notation?</p> <p>3.7 In the Past (Pitch) Key Questions What is pitch? How can you read pitch notation? Can you read rhythm notation? Can you learn a Tudor dance?</p> <p>Key Vocabulary Pitch Drone Notation Stave Crotchet</p>	<p>3.5 China (Pitch) Year B KS1 Sum 1 2.5 Animals Sum 2 2.11 Water EYFS/Y1 Sum 2 1.12 Water 1.3 Animals Aut 2 1.6 Seasons</p> <p>Year A KS1 Aut 2 1.3 Animals Aut 1 1.6 Seasons</p> <p>3.7 In the Past (Pitch)</p> <p>Year B KS1 Sum 1 2.5 Animals Sum 2 2.11 Water EYFS/Y1 Sum 2 1.12 Water 1.3 Animals Aut 2 1.6 Seasons</p> <p>Year A KS1 Aut 2 1.3 Animals</p>	<p>3.5 China (Pitch) Year B Sum 2 2.11 Water LKS2 <i>Spring 1 3.7 In the past</i> <i>Y4/5 Spring 1 4.6 Around the World</i> <i>Year 5 units covering notation elements</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 1 5.4 Keeping Healthy</i> <i>Year 6 covering elements of notation</i> <i>Aut 1 6.1 World Unite</i> <i>Spring 1 6.3 Growth</i> <i>Summer 2 6.6 Moving On</i></p> <p>Year A LKS2 <i>Aut 2 3.7 In the Past</i> <i>Spring 1 3.10 Singing French</i> <i>Spring 2 4.6 Around the World</i> <i>Y4/5 Aut 2 4.6 Around the World</i> <i>4.8 Singing Spanish</i> <i>Year 5 units covering notation elements</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 1 5.4 Keeping Healthy</i> <i>Summer 2 5.5 At the movies</i></p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>APPLICATION</i></p>

			Children learn dance steps.	Quaver Dynamics Beat Rhythm	Aut 1 1.6 Seasons	<p><i>Year 6 covering elements of notation</i> <i>Aut 2 6.1 World Unite</i> <i>Spring 2 6.3 Growth</i> <i>Summer 2 6.6 Moving On</i></p> <p><i>3.7 In the Past (Pitch)</i> <i>Year B</i> <i>Y4/5 Spring 1 4.6 Around the World</i> <i>Year 5 units covering notation elements</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 1 5.4 Keeping Healthy</i> <i>Year 6 covering elements of notation</i> <i>Aut 1 6.1 World Unite</i> <i>Spring 1 6.3 Growth</i> <i>Summer 2 6.6 Moving On</i></p> <p><i>Year A</i> <i>LKS2</i> <i>Aut 2 3.7 In the Past</i> <i>Spring 1 3.10 Singing French</i> <i>Spring 2 4.6 Around the World</i> <i>Y4/5 Aut 2 4.6 Around the World</i> <i>4.8 Singing Spanish</i> <i>Year 5 units covering notation elements</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 1 5.4 Keeping Healthy</i> <i>Summer 2 5.5 At the movies</i> <i>Year 6 covering elements of notation</i> <i>Aut 2 6.1 World Unite</i> <i>Spring 2 6.3 Growth</i> <i>Summer 2 6.6 Moving On</i></p>	
<p>Computing 1.4 Grouping data (Crowland/Regent</p>	<p>Pupils should be taught to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully</p>	<p>Children can describe objects using labels Children know how to match objects to groups Children can identify the label for a group of objects Children know how to count and group objects Children can count a group of objects Children know how to describe an object using its properties Children</p>	<p>Yr. ½ Children begin to understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information.</p>	<p>What are objects? How do I count them? How can I describe them? How can I compare them? Key Vocabulary Object, sort, property</p>	<p><i>Year A term 4 EYFS – computing -grouping data</i> <i>Year A term 4 KS1 computing-pictograms</i> <i>Year B term 4 EYFS – computing -grouping data</i></p>	<p><i>Year A term 4 yr. 3 Computing -branching databases</i> <i>Year A term 4 Yr. 4 Computing-data logging</i> <i>Year A term 4 yr. 4/5 Computing flat file databases</i> <i>Year A term 5 yr. /45 Science -classification</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

can find objects with similar properties Children know how to group similar objects in more than one way Children can count how many objects share a property Children know to group objects and record how many objects are in a group Children know how to group objects to answer a question. Children can compare groups of objects Children know how to record and share what they have found

Children know how to record data in a tally chart. Children know how to represent a tally count as a total. Children know how to compare totals in a tally chart Children know how to enter data onto a computer. Children know how to use a computer to view data in a different format Children know how to use pictograms to answer simple questions about objects Children know how to organise data in a tally chart Children know how to use a tally chart to create a pictogram. Children can explain what the pictogram shows Children know how to tally objects using a common attribute. Children can create a pictogram to arrange objects by an attribute Children can answer 'more than'/'less than' and 'most/least' questions about an attribute Children can choose a suitable attribute to compare people. Children know how to collect the data they need to create a pictogram and draw conclusions from it. Children can use a computer program to present information in different ways Children know

talk about the different ways data can be organised; sort and organise information to use in other ways; search a ready-made database to answer questions; use key vocabulary to demonstrate knowledge and understanding in this strand:

What is a tally chart?
What is a pictogram?
To create a pictogram
What is an attribute
How do we describe using attributes?
How do we use a computer to show data?

Key Vocabulary
Google Docs, insert, table.
Tally chart., pictogram, attribute

Year A term 4 EYFS – computing -grouping data
Year B term 4 EYFS – computing -grouping data

Year B term 4 Yr. 5/6 Computing-spreadsheets
Year B term 4 Yr. 4/5 Computing-data logging
Year B term 4 Yr. 5/6 Science-classification
Year B term 4 Yr. 5/6 Computing-flat file databases

Year A term 4 yr. 3 Computing -branching databases
Year A term 4 Yr. 4 Computing-data logging
Year A term 4 yr. 4/5 Computing flat file data bases
Year A term 5 yr. /45 Science -classification
Year B term 4 Yr. 5/6 Computing-spreadsheets
Year B term 4 Yr. 4/5 Computing-data logging
Year B term 4 Yr. 5/6 Science-classification
Year B term 4 Yr. 5/6 Computing-flat file databases

<p>PE</p> <p>Outdoor activities</p>	<p>Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>why information should not be shared</p> <p>Yr. ½ Children can work in pairs or small groups to follow a trail. Children can follow simple instructions . Children can move from one point to another in a given manner. Children can use 4 compass points on a route Children can follow signs and symbols around d an outdoor course. Children can say where they went wrong and correct their course</p> <p>Yr. 3 Children know how to work effectively with others to complete a task Children know how to follow multi step instructions Children know how to solve a range of problems Children know how to follow a set of directions correctly Children can give clear and precise directions for someone else to follow Children can follow simple Maps Children know what orienteering is Children know and understand a range of map symbols</p>	<p>Know what happens to their body when they exercise, are able to, explain why it's important to warm up and cool down, can find their way following some simple directions, work with others on a goal, use simple symbols to help them find a route, follow a short trail, make their own trail, use 4 compass directions to assign direction</p> <p>Yr. 3 . recognise on describe the effects of exercise on the body know the importance of strength and flexibility for physical activity, explain why it's important to warm up and cool down, orientate themselves with increasing confidence and accuracy around the short trail, identify and use effective communication to begin to work as a team, identify symbols used on a map, begin to use equipment that is appropriate for an activity, communicate with others, offer an evaluation of personal performance and activities, describe how that performance has improved overtime.</p>	<p>What is teamwork? How do I follow directions? What is a symbol?</p> <p>Key vocabulary Map, directions, symbol, orienteering, teamwork</p>	<p><i>Year A term 3 EYFS Outdoor activities</i> <i>Year A term 3 KS1 Outdoor activities</i> <i>Year B term 3 EYFS Outdoor activities</i></p>	<p><i>Year A term 3 Yr. 3 Outdoor activities</i> <i>Year A term 3 Yr. 4/5 Outdoor activities</i> <i>Year A term 3 yr. 5/6 Outdoor activities</i> <i>Year A term 3 Yr. 3 Outdoor activities</i> <i>Year B term 3 Yr. 4/5 Outdoor activities</i> <i>Year B term 3 yr. 5/6 Outdoor activities</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>
<p>PSHE/RSE</p>	<p>E-Safety</p> <p>Know that almost all devices, websites, apps and other online services come with privacy setting that can be used to control what is shared. Knowing different strategies for staying safe when communicating with others, especially people they do not know/have never met.</p>	<p>Know that people sometimes behave differently online, including by pretending to be someone they are not Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>	<p>Are able to use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p>Enquiry Questions</p> <p>Who can be in your 'safety circle'? Is someone you meet online a real friend? What do you do if something makes you feel worried/scared/unhappy?</p> <p>Key Vocabulary Communication Privacy settings Safe/unsafe Privacy</p>	<p><u>At the start of every Computing topic</u></p> <p>Year B Term 5 EYFS PSHE/RSE: E-safety Year B Term 4 EYFS PSHE/RSE: E-safety</p>	<p><u>At the start of every Computing topic</u></p> <p>Year B Term 5 Year 3&4 PSHE/RSE: E-safety Year B Term 4 KS1 PSHE/RSE: E-safety Year B Term 5 EYFS PSHE/RSE: E-safety Year A Term 4 Year 3&4 PSHE/RSE: E-safety Year A Term 4 KS1 PSHE/RSE: E-safety Year A Term 4 EYFS PSHE/RSE: E-safety</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

		<p>Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>Know how information and data is shared and used online. Know that for most people the internet is an integral part of life and has many benefits* know about the benefits of rationing time spent online know the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>know why social media, some computer games and online gaming, for example, are age restricted</p> <p>Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>Know how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted</p> <p>Know where and how to report concerns and get support with issues online</p>	<p>Understand the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>Are able to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p>	<p>Cyber bullying Online Safety circle 'ThinkUKnow' - CEOP</p>		<p>Year B Term 4 Year 5/6 PSHE/RSE: E-Safety Year A Term 4 Year 5/6 PSHE/RSE: E-safety</p>	
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