

Kelso/Ramsey/Hyde-Summer 1 and 2-Ancient Greeks
Small Village, Big Horizons

Curriculum Area	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 the Application of Knowledge Across All Curriculum Areas
Ancient Greeks History	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> •Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<p>Children know the geographical features of modern-day Greece.</p> <p>Children know when in history was defined as ancient Greece and where was ancient Greece including Athens and Sparta located?</p> <p>Children know the key differences between the city states of Athens and Sparta</p> <p>Children know what made the Ancient Greek fighters so powerful and how we know this.</p> <p>Children know how religion in Ancient Greece was different to Christianity or other religions.</p> <p>Children know how we can tell that a particular ruler was so important and how archaeologists can add to our understanding of Ancient Greece?</p> <p>Children know archaeological sites can be used to compare and contrast public buildings and religious ones</p> <p>Children know the main features of Greek myths and what they tell us about Greek society. Children can say what evidence is there to prove that a myth/legend might be true</p> <p>Children know about the importance of Alexander the Great and what made him "Great"</p> <p>Children can explain what we have learnt from the Ancient Greeks including similarities between our</p>	<p>Asking "What was it like for a... (child, rich person, etc) "during...and explaining why changes have occurred</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 vocabulary to describe and explain different periods in history <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>DISCERNMENT</p> <ul style="list-style-type: none"> · explaining the importance of significant people and events from history; 	<p>Key Questions</p> <p>Year 5</p> <p>Q 1 Who were the Ancient Greeks?</p> <p>Question 2 What can we tell about Ancient Greece from the artefacts left behind?</p> <p>Question 3 How can archaeologists add to our understanding of Ancient Greece?</p> <p>Question 4 Can we learn anything from Greek myths and legends?</p> <p>Question 5 What can we find out about the importance of Alexander the Great</p> <p>Question 6 Which sources would we use in a museum about Ancient Greece</p> <p>Question 7 What have the Ancient Greeks ever done for us??</p> <p>Year 6</p> <p>Q1 Where, both geographically and historically, do we find Ancient Greece?</p> <p>Q2 What were the key differences between the city states (Athens and Sparta)</p>	<p><i>Year A Term 6 EYFS -Geog Around the World</i></p> <p><i>Year A Term 6 KS1 Geog Britain and the World</i></p> <p><i>Year A Term 1 Year 3 Geog Maps of the World</i></p> <p><i>Year A Term3 Year 3 History from the Stone Age to the Iron Age</i></p> <p><i>Year A Term 2 Years5/6 History-The Americas</i></p> <p><i>Year B term 4 KS1 Geog-Explorers</i></p> <p><i>Year B term 3 Year 4/5 History-Egyptians</i></p> <p><i>Year B Term 6 Year 4/5 Maya</i></p> <p><i>Writing (Reports)</i></p> <p><i>Year A term 1 EYFS reports</i></p> <p><i>Year A term 1 KS1 reports</i></p> <p><i>Year A term 3 yr. 5/6 reports</i></p> <p><i>Year B term 2 EYFS reports</i></p>	<p><i>Year B Term 1 Geog Minerals and Mining</i></p> <p><i>Year B Term 2 Year 5/6 Geog-Volcanoes and Earthquakes</i></p> <p><i>Year B term 3 Year 5/6 History Parliament and Power</i></p> <p><i>Writing (Reports)</i></p> <p><i>None</i></p> <p><i>Writing(diaries)</i></p> <p><i>None</i></p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>SYNTHESIS</p> <p>EVALUATION</p>

		<p>school and schools in Ancient Greece, language and buildings. Children know the Ancient Greeks were governed and any similarities with how we are governed today.</p>	<ul style="list-style-type: none"> · developing insight into people, motives, actions and consequences; · seeing clearly for themselves how individuals might learn from the study of history. <p>ANALYSIS</p> <ul style="list-style-type: none"> · distinguishing between opinion, belief and fact; · distinguishing between the features of different periods of history nationally and internationally. <p>SYNTHESIS</p> <ul style="list-style-type: none"> · linking significant periods of history together in a coherent pattern; · connecting different aspects of life for people across different periods. <p>EVALUATION</p> <ul style="list-style-type: none"> · the ability to evaluate an event of significance with reference to evidence and argument; · weighing up the respective evidence available and reach conclusions 	<p>Q3 What can artefacts tell us about Ancient Greek life (religion, war and everyday life?)</p> <p>Q4 What evidence do we have to prove the factual basis of some myths/legends?</p> <p>Q5 Was Alexander the Great truly great?</p> <p>Q6 How can we compare different sources when learning about ancient cultures?</p> <p>Q7 What has been the impact of Greek life on how we live today?</p> <p>Key Vocabulary Spartan Hoplite democracy Olympics philosopher myth</p>	<p>Year B term 2 KS1 reports Year B term 3 Yr. 3 reports Year B term 1 yr. 4/5 reports Year B term 1 yr. 5/6 reports</p> <p>Writing(diaries) Year A term 2 KS1 diaries Year A term 4 yr. 5/6 diaries Year B term 2 KS1 diaries Year B term 2 yr. 4/5 diaries Year B term 4 EYFS diaries</p>		
<p>Science</p> <p>Light (Summer 1)</p>	<p>6d1: recognise that light appears to travel in straight lines 6d2: use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye 6d3: explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes 6d4: use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Children know that light appears to travel in straight lines and we see objects when light from them goes into our eyes. Children know that the light may come directly from light sources but for other objects some light must be reflected from the object into our eyes for the object to be seen. Children know that Objects that block light (are not fully transparent) will cause shadows. Children know that the shape of the shadow will be the same as the outline shape of the object.</p>	<p>They describe how experimental evidence and creative thinking have been combined to provide a scientific explanation They find an appropriate approach when trying to answer a question. They select from a range of sources of information. When investigation involves a fair test, they find the key factors to be considered. They make predictions based on scientific knowledge and understanding. They select apparatus and plan to use it effectively. They make a series of observations, comparisons or measurements with precision. They use the computer to collect data (data logging.) They record observations and measurements systematically. They can present (where appropriate) data as line</p>	<p>Key Questions Question 1 How does light travel? Question 2 How do we see objects? Question 3 Does light always travel directly to our eyes? Question 4 How are shadows created Question 5 Why are shadows the same shape as the objects that create them? Year 6 Q1 How can we use the properties of light to see round corners? Q2 How do we use the properties of light to see behind us? Q3 What are the key components of the eye? (</p>	<p>Year A term 2-year 3 Science Light Year B term 6 Year 3 Science-Light Year B term 3 Year 5/6 Science-Earth and space</p>	<p>None</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</p>

<p><i>Properties and changes in materials</i></p>	<p>5c1: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 5c2: know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 5c3: use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 5c4: give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 5c5: demonstrate that dissolving, mixing and changes of state are reversible changes 5c6: explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>Children know that materials have different uses depending on their properties and state. Children know there are three states(liquid, solid, gas). Children know that properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Children know that some materials will dissolve in a liquid and form a solution Children know that some materials are insoluble and form sediment. Children know that mixtures can be separated by filtering, sieving and evaporation. Children know that some changes to materials such as dissolving, mixing and changes of state are Reversible. Children know that some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible.</p>	<p>graphs. They use appropriate scientific language and conventions to communicate quantitative and qualitative data. They repeat observations and measurements and offer explanations for any differences . They draw conclusions that are consistent with the evidence and relate these to scientific knowledge. They make practical suggestions about how working methods can be improved. INVESTIGATION Asking relevant questions Knowing how to use different types of sources as a way of gathering information EXPRESSION the ability to explain concepts, methods and practices The ability to identify and articulate scientific understanding INTERPRETATION The ability to draw meaning from scientific theories and studies The ability to suggest meanings APPLICATION Making association in science between chemistry, biology and physics Ability to be able to apply a range of scientific knowledge and skills in a variety of contexts DISCERNMENT Explain the significance of scientific studies and investigations ANALYSIS Distinguish between opinion, belief and fact Distinguish between the features methods of different investigations SYNTHESIS Linking significant features of history and science together in a coherent pattern EVALUATION</p>	<p>cornea, iris, pupil, lens, retina, optic nerve) Q4 What is the relationship between distance and width of shadows Q5 Is light white? Vocabulary • Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous, straight lines, light rays</p> <p>Q 1 What happens when you mix materials? Q2 How can mixed materials be separated? Question 3 What are reversible changes? Question 4 What are irreversible changes? Question 5 How do we describe materials using their properties? Year 6 Q1 Can we group and classify materials using a range of properties (e.g. electrical and thermal conductors, magnetism etc) Q2 Can solutes be filtered out ? Q3 What are the 6 different ways of separating solutions Q4 How do we classify materials by their hardness Q5 How are new materials invented?</p> <p>Vocabulary • Thermal/electrical insulator/conductor, change</p>	<p><i>Year A Term 3 EYFS science materials</i> <i>Year A term 3 KS1 Materials</i> <i>Year A term 3 year 3 Rocks and soils</i> <i>Science Year A term1 Year 4/5 science States of matter</i> <i>Year B term 3 EYFS Science materials</i> <i>Year B term 3 KS1 science Materials</i></p>		
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			Ability to evaluate a finished product and scientific investigation	of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting, new material			
MFL	<p>O6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <p>O6.2 Perform to an audience</p> <p>O6.3 Understand longer and more complex phrases or sentences</p> <p>O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <p>L6.1 Read and understand the main points and some detail from a short written passage</p> <p>L6.2 Identify different text types and read short, authentic texts for enjoyment or information</p> <p>L6.3 Match sound to sentences and paragraphs</p> <p>L6.4 Write sentences on a range of topics using a model</p> <p>IU6.1 Compare attitudes towards aspects of everyday life</p> <p>IU6.2 Recognise and understand some of the differences between people</p> <p>IU6.3 Present information about an aspect of culture</p>	Children know how to talk about which sports they like and why. Children can talk about a sporting event Children know how to use the definite article with sports. Children can use conjunctions et and mais.	<p>Yr. 5</p> <p>Oracy: Understand numbers in multiples of 10 up to 100 Understand and give simple directions Say that they don't understand and ask for something to be repeated Give information Use short sentences when asking and answering questions Prepare a short talking task alone or with a partner and present this with reasonable pronunciation Listen to a story or poem and identify key words and phrases</p> <p>Reading: Show understanding of a short text containing familiar and unfamiliar language Retrieve information from a text To make predictions based on existing knowledge Read aloud to a partner or small group</p> <p>Writing: Write a simple poem Write short sentences in a presentation or booklet Write simple instructions accurately Write sentences on a range of topics using a model</p> <p>Language: Use agreements of adjectives Manipulate language by changing an element in a sentence</p> <p>Cultural: Look at further aspects of everyday lives from the perspective of someone from another country Learn about places of interest/importance within the county studied</p> <p>Year 6</p> <p>Oracy: Follow short descriptions in order to find specific information. Devise and perform a short sketch</p>	<p>Key Questions</p> <p>Question 1 Which sports do you like?</p> <p>Question 2 Why do you like them?</p> <p>Question 3 When does the match start? Talk about sports they like</p> <p>Key Vocabulary</p> <p>Tu aimes quels sports?</p> <p>J'aime la natation, le vélo, la danse, le football, le tennis, l'équitation, la gymnastique, le roller • Qu'est-ce que tu préfères? J'aime, Je n'aime pas, Je déteste, J'adore, Je préfère... [+ names of sports] J'aime... mais/et je préfère...</p> <p>• J'aime [le football] parce que c'est amusant, facile, passionnant</p> <p>Je n'aime pas [le football] parce que c'est ennuyeux, cher, difficile</p> <p>• Le samedi on va au match de foot.</p> <p>On mange un sandwich et on boit un chocolat chaud. On regarde Bordeaux] contre [Lyon]. Le match commence à trois heures. X marque un but. C'est passionnant! Lyon gagne 2-0</p>	<p><i>Places</i></p> <p>Unit 4.4 Year A term 4 Yr. 4/5</p> <p>Unit 5.4 Year B term 4 Yr. 4/5</p> <p>Unit 5.5 Year B term 6 Yr. 4/5</p> <p>Unit 6.4 Year B term 4 yr. 5/6</p> <p><i>Adjectives</i></p> <p>Unit 3.3 Year A term 3 Yr. 3</p> <p>Unit 3.4 Year A term 4 Yr. 3</p> <p>Unit 4.1 Year A term 1 yr. 4/5</p> <p>Unit 4.5 Year A term 5 yr. 4/5</p> <p>Unit 4.6 Year A term 6 Yr4/5</p> <p>Unit 6.2 Year B term 2 Yr. 5/6</p>	<p><i>Places</i></p> <p>Unit 6.6 Year B term 6 yr. 5/6</p> <p><i>Adjectives</i></p> <p>Unit 6.6 Year B term 6 Yr. 5/6</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>SYNTHESIS</p> <p>EVALUATION</p>
6.5 Le Sport (Summer 1)							
6.6 On va faire le fete (Summer 2)							

<p>O6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <p>O6.2 Perform to an audience</p> <p>O6.3 Understand longer and more complex phrases or sentences</p> <p>O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <p>L6.1 Read and understand the main points and some detail from a short written passage</p> <p>L6.2 Identify different text types and read short, authentic texts for enjoyment or information</p> <p>L6.3 Match sound to sentences and paragraphs</p> <p>L6.4 Write sentences on a range of topics using a model</p> <p>IU6.1 Compare attitudes towards aspects of everyday life</p> <p>IU6.2 Recognise and understand some of the differences between people</p> <p>IU6.3 Present information about an aspect of culture</p>	<p>Children know different forms of transport, places and future plans. Children can describe people and clothes. Children know how to express opinions of food and order food in a café. Children can express opinions on clothes. Children know how to use repositions: au/à la/à l' + places; en/à + means of transport. Children can use je vais + infinitive to talk about future plans</p> <p>Children can use 3rd person verbs including avoir and être</p> <p>Children know how to ensure agreement of adjectives and use negatives</p>	<p>in role play situation Demonstrate creativity and imagination in using known language in new contexts. Listen attentively and understand more complex phrases and sentences</p> <p>Understand longer and more complex phrases or sentences Use spoken language confidently to initiate and sustain conversations and to tell stories Prepare a short presentation on a familiar topic Be understood when speaking in a different language</p> <p>Reading : Use knowledge of word order and sentence construction to support the understanding of written text</p> <p>Read and understand the main points and some detail from a short written passage. Read aloud with confidence</p> <p>Writing: Write sentences using some Description Apply a range of linguistic knowledge to create simple, written pieces that can be understood Use dictionaries to support writing</p> <p>Language: Understand and use negatives. Recognise patterns in the foreign language</p> <p>Cultural: Present information about an aspect of culture Compare and contrast countries where language is spoken with this country Investigate famous people / events from the chosen country to be studied Investigate cultural differences</p> <p>INVESTIGATION</p> <p>asking relevant questions about the language;</p> <p>broaden cultural experiences and investigate a new way of speaking</p> <p>EXPRESSION</p> <p>the ability to develop accurate pronunciation and intonation so</p>	<p>Key Questions</p> <p>Question 1 What would you order in a café?</p> <p>Question 2 Where are you going?</p> <p>Question 3 How will you get there?</p> <p>Question 4 Can you describe someone?</p> <p>Key Vocabulary</p> <p>Où vas-tu? Je vais au marché, au château, au supermarché, au jardin public, au centre sportif, à l'école,</p> <p>à la boulangerie, à la piscine, à la montagne, à la campagne</p> <p>Comment vas-tu? Je vais en bus, en voiture, en avion, en train, en métro, en bateau, à pied, à vélo</p> <p>Qu'est-ce que tu vas faire samedi? Je vais/On va... regarder un film, visiter un parc d'attractions, nager, faire la fête, faire les manèges, prendre le train, prendre l'avion, acheter des souvenirs, faire du ski, faire du bateau, faire du sport, faire du vélo, voir mes grands-parents</p> <p>• Il/Elle est [+nationality]. Il/Elle est (n'est pas) grand(e), petit(e), sympa, drôle, sportif/sportive, timide, beau/belle, sévère, intelligent(e).</p> <p>Il/Elle a les cheveux longs/courts et les yeux bleus/marron/verts.</p> <p>Il/Elle a... ans. Il/Elle porte un pantalon, un t-shirt, un chapeau, une veste, une jupe, une chemise, des chaussures [+ colour]</p>			
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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

the ability to hold a conversation in French

● J'aime, Je n'aime pas, J'adore, Je déteste... le chocolat chaud, le café, le jus de pomme, les croissants, les pains au chocolat, les céréales, les tartines, les frites, les gâteaux, les bonbons, les pommes, les carottes, les haricots, les sandwichs au poulet/au thon/au fromage/à la tomate, les glaces au chocolat/à l'orange/à la fraise/à la vanille. C'est bien, cool, chouette, nul, fantastique, délicieux, beau/belle, moche, trop grand, trop petit, trop cher, bon, mauvais... pour la santé

● Qu'est-ce que tu veux/vous voulez manger/boire? Je voudrais un... s'il te plaît, s'il vous plaît. Merci. C'est combien? C'est... euros. Voilà... Merci, au revoir

<p>RE</p>	<p>Summer 1 Life Journey – Islam</p> <p>How do Muslims show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identify and belonging? Rites of passage; include confirmation in Christianity</p> <p>Summer 2 Life Journey – Judaism</p> <p>How do Jews show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identify and belonging? Rites of passage: Bar/Bat Mitzvah</p>	<p>Islam Know about belief which starts from birth (reciting the adhaan (call to prayer)) into a baby's ear, giving them something sweet to taste, shaving the baby's head and the aqiqah ceremony. Know the links between this, zakat [charitable giving] and Muslim belief about harmony). Know marriage is a social contract, mahr (a financial gift given to the bride), the nikah [marriage ceremony] and the role of cultural traditions in Muslim weddings. Know about Muslim belief regarding death (burial rituals should take place as soon as possible after death (within three days); ritual collective washing of the body, wrapping the body in white.</p> <p>Judaism Know about belief which starts from birth (brit milah – circumcision of boy when eight days old – mark of belonging to the people of Israel). Know about initiation ceremonies (bar/bat mitzvah [lit. 'son' or 'daughter of the commandment' – the point at which a boy or girl becomes an adult and must keep the commandments; happens at the age of 13 for a boy and 12 for a girl]. Know the key features of Jewish belonging, e.g. reading Torah portion, binding tefillin on arms and forehead for some Jewish groups, celebration. Know about Jewish marriage (signing the ketubah [marriage contract], the seven blessings and drinking from the Kiddush [blessing] cup, breaking a glass to signify the destruction of the Temple; ways in which this links to Jewish beliefs about covenant. Know about Jewish belief regarding death (burial rituals should take place as soon as possible after death; the</p>	<p>Muslims believe God made everything the way he wanted it to be (harmony) Pupils can articulate and explain how Muslims believe God has set out a straight path (shariah) Pupils can understand and apply why religion is important because it makes certain claims about God, the world and human beings that religious believers accept as the truth. Can evaluate whether religion is important because it has social values. INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing what may constitute evidence for understanding religions. EXPRESSION the ability to explain concepts, rituals and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media. 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</p>	<p>Enquiry Questions Q1 How do you feel when you go to assembly or attend a church service? Q2 What does harmony mean? Q3 What different ways are you expected to help out in school? Q4 Are the two ideas of helping out and having power connected? Q5 What happens if you stray off the path of what is perceived to be right or wrong?</p> <p>Key Vocabulary Tawhid Abd (servants of God) Khalifa (regents, who have the right to rule on behalf of God) Shariah Prophets Qur'an Call to Prayer Zakat Nikah Mahr Adhaan</p> <p>Enquiry Questions Q1 Can you think of a rite of passage? Riding bike, Christening etc Q2 Can you imagine a time when you hear something and feel compelled to act (reference to schema)? Q3 Are there any rules or guidance which help you to think about how to respond or act? Q4 Can you be Jewish if you agree with Jewish beliefs or do you have to act on them as well?</p>	<p>Year B Term 3 Year 1 RE: Islam - God Year B Term 4 Year 1 RE: Islam – Community Year B Term 5/6 Year 1 RE: Places of Worship Year B Term 2 KS1 RSE/PSHE: Friendship and community Year B Term 2 Year 3&4 RE: Islam – God Year B Term 5/6 Year 5/6 RE: In depth study of Judaism Year B Term 2 Year 5/6 English: Information text Year A Term 3 KS1 RE: Islam – God Year A Term 4 KS1E: God – Community Year A Term 2 Year 3&4 RE: Islam – God Year A Term 1 Year 3&4 RSE/PSHE: Families and people Year A Term 2&3 Year 4/5 RE: How do Muslim's worship? Year A Term 5/6 Year 4/5 RE: In depth study of Judaism</p>	<p>Year A Term 5/6 Year 5/6 English: Non-chronological report Year A Term 6 Year 5/6 English: Biography Year A Term 6 Year 5/6 Music: Celebration</p>	<p>INVESTIGATION EXPRESSION REFLECTION EMPATHY APPLICATION ANALYSIS DISCERNMENT SYNTHESIS</p>
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		<p>body is washed and dressed in tachrichim [a simple white shroud]; men are also wrapped in their tallit [prayer shawl] - the fringes are cut off the tallit to show that he is now free of the religious laws; before burial, the mourners make a tear in their clothes. Know that this is the act of keriah to show their grief; Jews are buried, not cremated</p>	<p>explaining the significance of aspects of religious belief and practice; developing insight into people, motives, actions and consequences; seeing clearly for themselves how individuals might learn from the religions they study ANALYSIS distinguishing between the features of different religions. SYNTHESIS linking significant features of religion together in a coherent pattern; connecting different aspects of life. EVALUATION weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p>	<p>Key Vocabulary Brit Milah Israel Bar /Bat Mitvah Ketubah Kiddush Temple Tallit Shema Covenant Ten Commandments/Mitzvot Tachrichim Keriah</p>			
<p>Art/DT Theatre masks</p>	<p>Pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history.</p>	<p>Children know that theatre was an important pastime in Ancient Greece. Children know that each city had a theatre, Children know these were open air. Children know there were two types of theatre-comedy and tragedy. Children know some key Greek playwrights. Children know that Greek actors wore masks to show expression. Children know the large mouth holes allowed the voice to project Children know how to use a sketchbook to design a tragicomic or comedic mask. Children know how to use a balloon as a form. Children know how to use papier-Mache as the basis, Children know how to use layers of Modroc to form the features, Children know how to paint a Greek mask appropriately</p>	<p>To become proficient in sculpting techniques. O improve their mastery of art and design techniques, including sculpting with a range of materials. Plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing how pieces are created EXPRESSION:</p>	<p>Q1. Why is theatre important? Q2 What are the two types of theatre? Q3 What were the masks used for Q4 What were the design features of a Greek mask Q5 How do we create the base? Q6 How do we add features with Modroc</p> <p>Key Vocabulary form, structure, texture, shape, mark, soft, join, tram, cast.</p>	<p><i>Year A term 5 yr. 3</i> <i>Art-basket weaving</i> <i>Year B term 4 EYFS</i> <i>Art-collages</i> <i>Year A term 3 Yr.</i> <i>4/5 Art-weaving</i> <i>Year A term 1 EYFS</i> <i>transient sculptures</i> <i>Year A term 1 yr3</i> <i>topography</i> <i>Year B Term 1 EYFS</i> <i>self portraits</i></p>	<p><i>Year A term 5 yr.</i> <i>5/6 portraits</i> <i>Year B term 3 Yr.</i> <i>4/5 clay statues</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</p>

			<p>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.</p> <p>INTERPRETATION the ability to draw meaning from pieces of art; the ability to suggest alternative meanings.</p> <p>APPLICATION: making the association between the purpose, technique, media and meaning behind a piece; identifying the purpose of the piece.</p> <p>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.</p> <p>ANALYSIS distinguishing between an artist's meaning and what others may interpret; distinguishing between the features of a piece of art and its significance.</p> <p>SYNTHESIS linking the style of artists together; connecting technique to a period of art.</p> <p>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.</p>				
Music	<p>Summer 1 6.5 Class Awards (awards show performance)</p>	<p>6.5 Class Awards Children build on knowledge and ability to compose music from a visual stimulus.</p>	<p>6.5 Class Awards Children learn music for a special occasion.</p>	<p>Key Questions ? Q1 How can you compose music from a visual stimulus?</p>	<p><i>Class Awards (show performance)</i></p>	<p><i>Year B Summer 2 6.6 Moving On</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

<p>NC Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Children listen to music with increasing awareness.</p> <p>They will be able to discuss how music can be descriptive of visual images.</p> <p>In groups children can create music in response to art work.</p> <p>They are able to explore the musical dimensions.</p> <p>Children build their confidence in performing, understanding and identifying what is a good performance.</p>	<p>Children are able to respond to art work and create music.</p> <p>They will rehearse and perform their pieces of group music.</p> <p>They are able to perform showing an awareness of the audience.</p> <p>Children can write a rap.</p> <p>INVESTIGATION- Investigating how the voice and body can be used to make sounds</p> <p>Exploring a range of tuned and untuned instruments to compose music</p> <p>EXPRESSION- the ability to explore music as a medium for expressing themselves</p> <p>INTERPRETATION- the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>REFLECTION- the ability to reflect on feelings a piece of music gives, the features within it and their own opinions of a variety of music</p> <p>APPLICATION- identifying key musical terminology and using it in description of music</p> <p>Exploring different ways music is made</p> <p>DISCERNMENT- seeing how the great composers have influenced modern music</p> <p>SYNTHESIS- taking inspiration from existing musical performances to compose and perform music effectively</p> <p>Linking a range of musical devices together to create effective compositions</p> <p>EVALUATION- the ability to evaluate their own and others performances</p> <p>The ability to form opinions about music from different genres</p>	<p>Q2 Can you write a new verse for a rap?</p> <p>Q3 Can you collaborate with others to develop a song performance?</p> <p>Q4 What makes a good performance?</p> <p>Q5 Can you choreograph a song performance?</p> <p>Q6 Who is the target audience?</p> <p>Q7 How can you perform together with an awareness of the audience?</p> <p>Key Vocab</p> <p>Rap</p> <p>Fanfare</p> <p>Melody</p> <p>Phrase</p> <p>Structure</p> <p>Verse</p> <p>Chorus</p> <p>Dynamics</p> <p>Pitch</p> <p>Tremolo</p> <p>Timbre</p> <p>Tempo</p> <p>Rhythm</p> <p>Texture</p>	<p><i>Prior knowledge performance, composing</i></p> <p><i>Year B</i></p> <p><i>Y6 Spring 2 6.4</i></p> <p><i>Roots</i></p> <p><i>Y6 Aut 1 6.1 World Unite</i></p> <p><i>Y4/5 Sum 2 5.6 Performance</i></p> <p><i>Spring 1 4.12 Food and Drink</i></p> <p><i>Aut 2 4.11 In the Past</i></p> <p><i>Aut 1 4.2 Environment</i></p> <p><i>LKS2 Sum 2 4.11 In the Past</i></p> <p><i>Sum 1 4.9 Communication</i></p> <p><i>Spring 1 3.8 Communication</i></p> <p><i>Aut 2 3.4 Poetry</i></p> <p><i>Aut 1 3.1 Environment</i></p> <p><i>KS1 Sum 2 2.12 Travel</i></p> <p><i>EYFS/ Y1 Spring 2 1.11 Travel</i></p> <p><i>Links to Art – responding to a visual stimulus.</i></p> <p><i>Year A</i></p> <p><i>Y6 Spring 2 World Unite</i></p> <p><i>Y4/5 Sum 2 5.5 At the Movies</i></p> <p><i>Aut 1 4.1 Poetry</i></p> <p><i>Aut 1 4.2 Environment</i></p> <p><i>LKS2 Sum 2 4.12 Food and Drink</i></p> <p><i>Sum 2 4.11 In the Past</i></p>	<p><i>Year A</i></p> <p><i>Summer 2 6.6</i></p> <p><i>Moving On</i></p>	<p>DISCERNMENT</p> <p>ANALYSIS</p> <p>SYNTHESIS</p> <p>EVALUATION</p>
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	<p>Summer 2 6.6 Moving On (Leavers assembly performance) Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations</p>	<p>6.6 Moving On Children learn to sing with expression and sustained notes. Children sing in a 2-part harmony. Children are able to perform complex song rhythms confidently. Children will be able to identify the structure of a piece of music Children will play instrumental parts to accompany a song. Children will perform a song with complex structure. Children will listen to and understand modulation in a musical bridge. Children will prepare for a performance.</p>	<p>6.6 Moving On Children will learn two songs which have different meaning. They will sing with expression and perform in harmonies. The 2 songs will have a musical device that links them. The children will perform their songs as a celebration.</p> <p>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 DISCERNMENT- seeing how the great composers have influenced modern music SYNTHESIS- taking inspiration from existing musical performances to compose and perform music effectively Linking a range of musical devices together to create effective compositions EVALUATION- the ability to evaluate their own and others performances</p>	<p>6.6 Moving On Key Questions? How can we sing with expression? What is the 2-part harmony? What are sustained notes and how can you sing them? What is the rhythm in this song? What is the structure in this song? Can you share the meaning of modulation in a musical bridge? Can you hear it? What do you need to do to perform your songs?</p> <p>Key Vocabulary Verse, Chorus Harmony Structure Dynamics Harmony Pitch Chord Coda Accompaniment Modulation Major Key Bridge</p>	<p>Aut 1 3.1 Environment KS1 Sum 2 2.21 Travel EYFS/ KS1 Spring 2 1.11 Performance</p> <p>6.6 Moving On Year B Y6 Spring 1 6.3 Growth Y4/5 Aut 2 4.11 In the Past LKS2 Summer 2 4.11 In the past Summer 2 4.10 Time Aut 2 3.6 Time KS1 Summer 2 2.12 Travel EYFS/ Y1 Spring 2 1.11 Travel</p> <p>Year A Y4/5 Sum 2 5.5 At the Movies LKS2 Summer 2 4.11 In the Past KS1 Sum 2 2.21 Travel EYFS/ KS1 Spring 2 1.11 Performance</p>	<p>Yr. 7</p>	
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			The ability to form opinions about music from different genres				
<p>Computing</p> <p><i>Programming A - selection in physical computing</i></p>	<p>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</p>	<p>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</p> <p>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</p>	<p>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</p> <p>INVESTIGATION</p> <ul style="list-style-type: none"> •asking relevant questions; •using different approaches to problem solving, how something can be created or works debugging. <p>EXPRESSION</p> <ul style="list-style-type: none"> •the ability to identify and articulate computational thinking. <p>INTERPRETATION</p> <ul style="list-style-type: none"> •the ability to understand computing theories <p>APPLICATION</p> <ul style="list-style-type: none"> •making the association between computing, maths, technology and science. <p>ANALYSIS</p> <ul style="list-style-type: none"> •distinguishing between prediction and fact; •distinguishing between the feature’s methods of different investigations. <p>SYNTHESIS</p> <ul style="list-style-type: none"> •linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes. 	<p>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?</p>	<p><i>Year A term 5 EYFS- programming a robot</i> <i>Year A term 5 KS1 - Robot algorithms</i> <i>Year A Term 6 EYFS- Introduction to Animation</i> <i>Year A term 6 KS1 Introduction to quizzes</i> <i>Year B term 5 EYFS- programming a robot</i> <i>Year B term 5 KS1 - Robot algorithms</i> <i>Year B Term 6 EYFS- Introduction to Animation</i> <i>Year B term 6 KS1 Introduction to quizzes</i> <i>Year B Term 5 Yr. 3 Programming Sound</i> <i>Year B Term 6 yr. 3 Events and Actions</i> <i>Year B term 5 yr. 4/5 repetition in shapes</i> <i>Year B term 6 yr. 4/5 repetition in games</i></p> <p><i>Year A term 5 EYFS- programming a robot</i></p>	<p><i>Year A term 5 yr. 4/5 selection in physical computing</i> <i>Year A term 6 yr. 4 repetition in games</i> <i>Year A term 6 yr. 4/5 Selection in quizzes</i> <i>Year A term 6 Yr. 5/6 variables in games</i> <i>Year A term 6 yr. 5/6 sensing</i> <i>Year B Term 6 Yr. 3 Events and Actions</i> <i>Year B term 5 Yr4/5-repetition in shapes</i> <i>Year B term 6 yr. 5/6 Selection in quizzes</i></p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>APPLICATION</i> <i>DISCERNMENT</i> <i>ANALYSIS</i> <i>SYNTHESIS</i> <i>EVALUATION</i></p>

<p>Programming B selection in quizzes</p>	<p>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</p>		<p>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 Q5 Can I make it even better?</p> <p>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</p>	<p><i>Year A term 5 KS1 - Robot algorithms</i> <i>Year A Term 6 EYFS- Introduction to Animation</i> <i>Year A term 6 KS1 Introduction to quizzes</i> <i>Year A term 5 yr. 4/5 selection in physical computing</i> <i>Year A term 6 yr. 4 repetition in games</i> <i>Year A term 6 yr. 4/5 Selection in quizzes</i> <i>Year A term 6 Yr. 5/6 variables in games</i> <i>Year A term 6 yr. 5/6 sensing</i> <i>Year B Term 6 Yr. 3 Events and Actions</i> <i>Year B term 5 Yr4/5-repetition in shapes</i> <i>Year B term 6 yr. 5/6</i> <i>Year B term 5 EYFS-programming a robot</i> <i>Year B term 5 KS1 - Robot algorithms</i> <i>Year B Term 6 EYFS- Introduction to Animation</i> <i>Year B term 6 KS1 Introduction to quizzes</i> <i>Year B Term 5 Yr. 3 Programming Sound</i> <i>Year B Term 6 yr. 3 Events and Actions</i> <i>Year B term 5 yr. 4/5 repetition in shapes</i></p>		
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					<i>Year B term 6 yr. 4/5 repetition in games</i>		
PE	Pupils should be taught to:	Cricket	Use different techniques to hit a ball. Identify and apply techniques for hitting a cricket ball. Explore when different shots are best used. Practise techniques for all strokes. Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to bowl in order to start a game Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Throw and catch accurately and successfully under pressure in a game.	Key Questions Q1 How do I throw underarm and overarm? Q2 What hand position do I use to catch effectively? Q3 Where do I position myself on the pitch to be effective:	<i>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 5 yr. 4/5 Rounders</i>	<i>None</i>	<i>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</i>
Cricket/ Badminton	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>Children know how to perform basic fielding skills (catching, throwing, aiming). Children can select and apply fielding skills to a game situation making tactical decisions about where to field the ball to. Children know how to perform basic batting techniques (making contact, using power, aiming). Children can make tactical decisions about where to strike the ball. Children can select and apply bowling skills to a game situation, making tactical decisions about which type of bowl to deliver in which situations (Underarm/overarm</p> <p>Badminton Children know how to use a forehand grip with a badminton racket. Children can use a backhand grip with a badminton racket. Children know how to use a badminton racket to strike a shuttlecock Children know how to use different grips to hold a badminton racket to control the aim and direction of a shuttlecock. Children know what a ready position is and can adopt it when needed. Children know how to serve a shuttlecock and maintain a rally Children can perform an attacking or defending shot. Children know how to score a point.</p>	<p>Investigation- -asking relevant questions - using different approaches to determine skills and tactics</p> <p>EXPRESSION- -the ability to express themselves through movement -the ability to explain what they do and how they do it</p> <p>INTERPRETATION- -understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p>APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills they have learnt in different situations</p> <p>DISCERNMENT- -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team.</p> <p>ANALYSIS- -explaining what they have done to improve a skill and what can be</p>	<p>Key Vocabulary Underarm, overarm, tactics, rules, bowler, batter, fielder</p> <p>Q1 How do I hit a shuttlecock with a badminton racket ? Q2 How do I hit a shuttlecock in a particular direction? Q3 Where is the ready position on a court? Q4 How do I serve and perform attacking and defending shots? Q5 How do we score in badminton?</p> <p>Racket, shuttlecock, drop shot, underarm, overarm, ready position, net position</p>	<p><i>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. 3 - defending/attacking skills Year B term 5 Yr. 4/5 tennis</i></p>	<i>None</i>	

<p>Athletics</p>	<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Athletics Children know how to use running, jumping, throwing and catching in isolation and in combination in the context of athletics .Children can develop flexibility, strength, technique, control and balance. Children know how to control running pace over a range of distances. Children can display balance in the context of running over hurdles. Children can refine jumping techniques. Children know how to throw for distance using a heave throw technique</p>	<p>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 EVALUATION -evaluate what is good in a performance -understanding what can be done differently and what impact this may have on the outcome</p> <p>Use different techniques to hit an object Identify and apply techniques for hitting a shuttlecock. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a badminton game using an overhead serve. Hit a shuttlecock over longer distances. Use good hand-eye coordination to be able to direct a shuttlecock when striking or hitting. Understand how to serve in order to start a game. Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run Develop the</p>	<p>Q1 How do I cover ground at an appropriate pace for distance? Q2 How do I combine running and jumping in a hurdle race? Q3 How do I work as part of a team in a relay? Q4 How do I throw over a longer distance?</p> <p>Flexibility, strength, pace, acceleration, teamwork</p>	<p><i>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. 4/5 Athletics</i></p>	<p>None</p>	
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technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.

INVESTIGATION-
-asking relevant questions
- using different approaches to determine skills and tactics

EXPRESSION-
-the ability to express themselves through movement
-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
-linking learning from one skill to another
-transfer of skills across an increasingly wide range of sports

EVALUATION

			<p>-evaluate what is good in a performance</p> <p>-understanding what can be done differently and what impact this may have on the outcome</p>				
<p>PSHE/R SE</p>	<p>Summer 1 Economic Well-Being and Enterprise Basic understanding of finance and enterprise</p>	<p>Know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>Children create a group project, like the 'tenner challenge' to plan, budget and measure profit and loss – links to ICT/Maths. Children create simple GANT charts and measure timescales, profit/loss/and project planning</p> <p>Experian - Values, Money and Me (KS2)</p>	<p>Can assess and manage risk in relation to financial decisions that young people might make (L15)</p> <p>Understand about values and attitudes relating to finance, including debt (L16)</p> <p>Can manage emotions in relation to money</p> <p>Can contribute towards a project from the planning stage to evaluation its success</p> <p>INVESTIGATION –</p> <ul style="list-style-type: none"> •asking relevant questions <p>INTERPRETATION –</p> <ul style="list-style-type: none"> •the ability to be informed on good and bad choices and how to respond to different situations; •the ability to know where to seek help and advice <p>APPLICATION –</p> <ul style="list-style-type: none"> •making the association between individual, groups, community, national and international life. <p>DISCERNMENT-</p> <ul style="list-style-type: none"> •developing insight into people, motives, actions and consequences; <p>SYNTHESIS –</p> <ul style="list-style-type: none"> •linking significant features of emotional, behavioural, physiological, sociological, societal and health and safety awareness together in a coherent pattern; <p>EVALUATION -</p> <ul style="list-style-type: none"> •the ability to debate issues of significance with reference to evidence and argument; •weighing up the respective claims of self-interest, consideration for others, personal preferences and individual conscience. 	<p>Enquiry Questions</p> <p>Q1 How can people make decisions about spending and saving money?</p> <p>Q2 How can people keep track of money so people know how much they have to spend or save?</p> <p>Q3 How can you pay for things?</p> <p>Q4 How can you generate profit/loss?</p> <p>Key Vocabulary</p> <p>Loans, Banks/Building Societies/Online banking Debt Credit Overdraft Loan GANT chart Profit/loss/margins Income/expenditure Project management</p>	<p>Year B Term 2 Year 5/6 ICT: Project managers</p> <p>Year B Term 1 Year 5/6 ICT: App planners</p> <p>Year B Term 3&4 Year 5/6 ICT: Market researchers/interfa ce designers</p> <p>Year B Term 6 Year 4/5 RSE/PSHE: Economic well-being</p> <p>Year B Term 4 Year 4/5 ICT: Web designers</p> <p>Year B Term 5 Year 4/5 DT: Design, create and evaluate a healthy snack</p> <p>Year B Term 6 Year 3&4 RSE/PSHE: Economic well-being</p> <p>Year A Term 4 Year 5/6 ICT: web designers</p> <p>Year A Term 2 Year 5/6 DT: Design a healthy snack</p> <p>Year A Term 6 Year 4/5 RSE/PSHE: Economic well being</p>	<p>Year B Term 5/6 Year 5/6 ICT: Market researchers/interfa ce designers</p> <p>Year B Term 5/6 Year 5/6 English: Persuasion leaflet</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</p>

<p>Summer 2 Growing and Changing key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual well-being including the key facts about the menstrual cycle</p>	<p>Know how their body will, and their emotions may, change as they approach and move through puberty</p> <p>Know. about human reproduction</p> <p>Know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>Know how to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>Are informed and have the knowledge about transitional changes to secondary school</p>	<p>Can identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>Understand the physical and emotional changes that happen when approaching and during puberty</p> <p>Understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>Understand the processes of reproduction and birth as part of the human life cycle</p> <p>Have the strategies to manage transitions between key stages</p> <p>DISCERNMENT-</p> <ul style="list-style-type: none"> •the ability to understand emotional and physical wellbeing; •seeing clearly for themselves how individuals might learn from PSHE and RSHE in regards to health and safety. <p>SYNTHESIS –</p> <ul style="list-style-type: none"> •linking significant features of emotional, behavioural, physiological, sociological, societal and health and safety awareness together in a coherent pattern; •connecting different aspects of life. 	<p>Enquiry Questions</p> <p>Q1 Do think friendships may change and how can you manage this?</p> <p>Q2 Who would you ask for support or where could you seek further information and advice regarding growing up and changing?</p> <p>Q3 Explain the growing and developmental changes for a baby to a toddler/toddler to someone starting school/reception to year 3?</p> <p>Key Vocabulary</p> <p>Puberty</p> <p>Stages of development</p> <p>Names of genitalia</p> <p>Reproduction</p> <p>Life cycle</p>	<p>Year B Term 1 Year 5/6 Science: Animals Inc Humans</p> <p>Year B Term 3 Year 4/5 Science: Changes as humans develop from birth to old age</p> <p>Year B Term 3&4 Year 4/5 RSE/PSHE: Health and prevention</p> <p>Year B Term 2 Year 3&4 RSE/PSHE: Well-being – physical</p> <p>Year A Term 5 Year 4/5 RSE/PSHE: Being safe</p> <p>Year B Term 2 Year 4/5 Science: Animals Inc Humans – teeth/digestive system</p> <p>Year A Term 6 Year 3&4 Science: Functions of different parts of a plant.</p>	<p>Year B Term 6 Year 5/6 Music: Moving On</p> <p>Year B Term 6 Year 5/6 RE: Life Journeys</p>	