

	Key Stage 2 Year B
	Lindisfarne/Sempringham/Phoenix- Summer 1 World's Kitchen 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
World's Kitchen  Geography	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>☒ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p>Children know that the UK is in the Northern Hemisphere.</p> <ul style="list-style-type: none"> <li>☒ Children know that many other common foods come from different places around the world.</li> <li>☒ Children know the origins of some breakfast foods,</li> <li>☒ Children know how goods are traded and transported around the world. •</li> </ul> <p>Children know about some of the different climate zones around the world</p> <p>Children know how farmers in temperate climates grow and harvest wheat and other crops before distributing them around the world.</p> <p>Children know where the tropics can be found</p> <p>Children know about tropical climates and why bananas grow well in this climate.</p> <p>Children know how bananas are grown before being exported to the UK.</p>	<p>I ask, "Which HUMAN features does this place have?" • I give reasons for why some of those features are where they are. • I describe different points of view on an environmental issue affecting a locality.*** •</p> <p>INVESTIGATION –</p> <ul style="list-style-type: none"> <li>· asking relevant questions;</li> <li>· using a variety of sources to find out about events, people, processes and changes</li> <li>· carrying out fieldwork and observational skills to develop a greater place knowledge</li> </ul> <p>EXPRESSION</p> <ul style="list-style-type: none"> <li>· the ability to recall, select and organise information</li> <li>· the ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography</li> </ul> <p>INTERPRETATION</p> <ul style="list-style-type: none"> <li>· the ability to draw meaning from maps, atlases, globes, and data collected through fieldwork;</li> <li>· the ability to suggest meanings and draw conclusions from what they see</li> </ul>	<p>Year 4</p> <p>Q1 Where does our food come from?</p> <p>Q2 What foods are grown in different climates?</p> <p>Q3 What impact does agriculture have on landscapes ?</p> <p>Q4 What is fair trade ?</p> <p>Year 5</p> <p>Q1 Do we import food from the northern and southern hemispheres?</p> <p>Q2 How and why is food imported from long distances?</p> <p>Q3 What impact does this have on seasonality?</p> <p>Q4 Why is fair trade important for some crops</p> <p>Key Vocabulary</p> <p>Biomes</p> <p>Cultivation</p> <p>Tropical</p> <p>Temperate</p> <p>Mediterranean</p> <p>climates</p>	<p>Year A term 1 EYFS- Science Seasons</p> <p>Year A Term 1 KS1 Seasonal Changes and habitats</p> <p>Year A Term 1 Year 3 Geography-Maps of the World</p> <p>Year A Term 2 Year 3 Plants and Climates</p> <p>Year A term 6 EYFS Around the World</p> <p>Year A term 6 Geography Britain and the World</p> <p>Year B Term 1 Year 3 Geog-Climates</p> <p>Year B Term 5 KS1 Geog-Local area and farming</p> <p>Writing Instructions</p> <p>Year A term 2 yr. 3 Instructions</p> <p>Year A term 6 EYFS Instructions</p> <p>Year B Term 5 EYFS Instructions</p>	<p>Year B Term 4 Science Living Things and habitats</p> <p>Writing None</p>	<p>INVESTIGATION –</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>SYNTHESIS</p>

		<p>Children know that Indonesia is in a tropical climate Children know how farmers change land use and the consequences of deforestation as a result. Children know the produce that can be grown and reared in Italy thanks to the climate. Children know what crops are grown and livestock raised in the UK for food. Children know what we mean by Fair trade and the benefits of Fairly Traded Products</p>	<p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>· making the association between aspects of life in different countries,</li> <li>· considering the impact of human activities on the environment</li> <li>· learning both about and also from geography</li> </ul> <p><b>DISCERNMENT</b></p> <ul style="list-style-type: none"> <li>· explaining the importance of significant geographical events ( earthquakes, erosion studies) ;</li> <li>· developing insight into people, motives, actions and consequences;</li> <li>· seeing clearly for themselves how individuals might learn from the study of geographical issues.</li> </ul> <p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>· distinguishing between opinion, belief and fact;</li> <li>· using data to draw conclusions or suggest hypotheses</li> <li>· distinguishing between the features of both human and physical geography nationally and internationally by comparing and contrasting locations</li> </ul> <p><b>SYNTHESIS</b></p> <ul style="list-style-type: none"> <li>· understanding the interdependence of both human and physical aspects of the world</li> <li>· connecting different aspects of life for people across different locations.</li> </ul>				
<p><i>Science Living Things and their habitats</i></p>	<p>5a2: describe the life process of reproduction in some plants and animals</p>	<p>Children know that animals reproduce sexually. Children know that each individual requires a male and a female parent. Children know that offspring</p>	<p>They can recognise that scientific ideas are based on evidence. They can decide on the most appropriate approach to an investigation (e.g. a fair test) to answer a question.</p>	<p>Q3 How do flowering plants reproduce ( anther, sepal, carpel, stigma, ovary) Q4 How do animals reproduce Q5 Who is Jane Goodall?</p>	<p><i>Year A Term2 EYFS Science- animals Year A term 5 EYFS animals-habitats Year A term2 KS1 Science-animals</i></p>	<p><i>Year A Term1 Year5/6 Science Evolution and inheritance Year A Term 4 year 5/6 Animals-diet Year B term 6 year 4/5 changing habitats</i></p>	<p><b>INVESTIGATION – EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS</b></p>

<p><b>ts- reprod uction in plants and anima ls</b></p>		<p>inherit various traits. Children know the process of animal reproduction, including the stages of sperm and egg production, mating, fertilisation, and the growth of a zygote into an embryo. Children know about the purpose of a flower and its basic structures, including petal, anther, sepal, carpel, stigma, style, ovary, pollen grain, pollen tube and ovule. Children know that pieces broken off from plants can grow into another individual organism.</p>	<p>They can describe how to vary one factor while keeping others the same. They can make predictions. They can select which information to use from sources provided. They can make observations using materials and equipment that are right for the task. They can record my observations using tables and bar charts. They consider how changing one variable can alter another and use the convention of 'er' words to describe this (e.g. The heavier the load, the longer the spring). They can relate conclusions to observed patterns. They can use appropriate scientific language. They can suggest improvements to my work and give reasons.</p> <p><b>INVESTIGATION</b> Asking relevant questions Knowing how to use different types of sources as a way of gathering information</p> <p><b>EXPRESSION</b> Ability to explain concepts, methods and practices The ability to identify and articulate scientific understanding</p> <p><b>INTERPRETATION</b> The ability to suggest meanings The ability to draw meaning from scientific theories and studies</p> <p><b>APPLICATION</b> Ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p>	<p>Year 5 Q3 What is vegetative reproduction? Q4 How do animals reproduce sexually and how does the embryo develop? Q5 What impact has Jane Goodall have on how we view animal behaviours</p> <p>Key Vocabulary Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings</p>	<p><i>Year A Term5 KS1 Science -animals- offspring Year A Term 1 Year 3 Science Animals- nutrition Year A term5 year 3 Animals-skeletons Year A term 5 year 4/5 Animals-classification Year B term 1 EYFS science -skeletons Year B term 6 KS1 animals Year B term 1 Year 3 Science-living things Year B Term1 year 4/5 science food chains</i></p>	<p><i>Year B term 4 yr. 5/6 science classification</i></p>	
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			<p><b>DISCERNMENT</b> Explaining the significance of scientific studies and investigations</p> <p><b>ANALYSIS</b> Distinguishing between the features methods of different investigations</p> <p><b>SYNTHESIS</b> Link significant features of science together in a coherent pattern.</p>				
<p><b>MFL</b></p> <p><b>5.5</b> <b>En</b> <b>Vacances</b></p>	<p>05.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts</p> <p>05.2 Understand and express simple opinions</p> <p>05.3 Listen attentively and understand more complex phrases and sentences</p> <p>05.4 Prepare a short presentation on a familiar topic</p> <p>L5.1 Re-read frequently a variety of short texts</p> <p>L5.2 Make simple sentences and short texts</p> <p>L5.3 Write words, phrases and short sentences, using a reference source</p> <p>IU5.1 Look at further aspects of their everyday</p>	<p>Children know how to ask and say where they're going on holiday. Children can express opinions about holidays and talk about what they're going to do on holiday. Children know how to use au/à la/à l'/à correctly with places. Children can recognise patterns and apply knowledge of rules. Children can express opinions and say what they're going to do using Je vais + infinitive</p>	<p>Yr. 4</p> <p><b>Oracy:</b> Identify and pronounce accurately the names of some countries and towns. Sing a song from memory on a related topic. Listen with care. Listen to a story and select keywords and phrases from it</p> <p>Ask and answer simple questions with correct intonation. Remember a sequence of spoken. Words. Speak clearly and confidently. Initiate a conversation when working with a partner. Express opinions</p> <p>Developing a wider vocabulary</p> <p><b>Reading:</b> Understand words displayed in the classroom Research additional vocabulary using a dictionary Read familiar words and join in with a non-fiction text / story</p> <p><b>Writing:</b> Write familiar words and simple phrases from a model. Understand and write a short email using structures learnt</p> <p><b>Language:</b> Understand the main core structures and begin to use some actively. Identify phonemes that are the same as or different from English or other languages they know</p> <p><b>Cultural:</b> Identify countries where selected language is spoken Investigate aspects of lifestyle in selected country e.g. food or leisure activities Investigate weather patterns of select Country</p> <p>Yr. 5</p> <p><b>Oracy:</b> Understand numbers in multiples of 10 up to 100 Understand</p>	<p>Key Questions</p> <p>Question 1 Where are you going for your holidays?</p> <p>Question 2 What will you do there ?</p> <p>Key Vocabulary</p> <p>Où vas-tu en vacances? Je vais à la campagne. Je vais à la montagne. Je vais au bord de la mer. Je vais au camping.</p> <p>Je vais au parc d'attractions.</p> <ul style="list-style-type: none"> <li>• J'aime ça, Je n'aime pas ça. J'adore ça. Je déteste ça.</li> <li>• Qu'est-ce que tu vas faire en vacances? Je vais faire du bateau. Je vais faire du ski. Je vais nager. Je vais faire du sport. Je vais faire du vélo. Je vais voir mes grands-parents. Je vais faire les manèges</li> </ul>	<p>Places</p> <p>Unit 4.4 Year A term 4 Yr. 4/5</p> <p>Unit 5.4 Year B term 4 Yr. 4/5</p> <p>Questions</p> <p>Unit 3.1 Year A Term 1 Yr. 3</p> <p>Unit 3.6 Year A term 6 Yr. 3</p>	<p>Places</p> <p>Unit 5.6 Year B term 6 Yr. 4/5</p> <p>Unit 6.4 Year B term 4 yr. 5/6</p> <p>Unit 6.6 Year B term 6 yr. 5/6</p>	<p>INVESTIGATION – EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>SYNTHESIS</p> <p>EVALUATION</p>

<p>lives from the perspective of someone from another country  <b>IU5.2</b> Recognise similarities and differences between places</p>		<p>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  <b>Reading:</b> 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  <b>Writing:</b> 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  <b>Language:</b> Use agreements of adjectives Manipulate language by changing an element in a sentence  <b>Cultural:</b> 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  <b>INVESTIGATION</b>          asking relevant questions about the language;          broaden cultural experiences and investigate a new way of speaking  <b>EXPRESSION</b>          the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;          the ability to present ideas and information orally to a range of audiences</p>				
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			<p><b>INTERPRETATION</b> the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material the ability to suggest meanings</p> <p><b>APPLICATION</b> making the association between English and French</p> <p><b>DISCERNMENT</b> explaining the significance of a new culture and the importance of understanding a language correctly</p> <p><b>ANALYSIS</b> distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p> <p><b>SYNTHESIS</b> linking significant features of languages together</p> <p><b>EVALUATION</b> the ability to hold a conversation in French</p>				
E	<p><u>Summer 1 In Depth Study of Another Religion/Belief System</u> What are the key principles, beliefs and practices of Judaism? How do Jewish beliefs influence</p>	<p>Judaism Know where Judaism fit into history; polytheism v monotheism, the story of Abraham. Know what the scriptures about Shema say about who God is: Exodus 20:3-5; Deuteronomy 32:39; 2</p>	<p>Can explain that Judaism is a monotheistic religion and the importance of Abraham for Jews. They can make links in Jewish biblical texts and the Old Testament and explain that Abraham is the father of Judaism. Are able to explain some differences in religious belief and practice</p>	<p>Enquiry Questions Q1 Who do Jewish people think are God's chosen people and why? Q2 Can people belong to different branches of the same religion? Q3 Do Sikhs believe that some people are more important than others before God?</p>	<p>Year B Term 5 Year 1 RE: Places of Worship Year B Term 5/6 kS1 RE: Thankfulness Year B Term 3 RSE/PSHE: Respect Year A Term 6 EYFS English: Handa's Surprise</p>	<p>Year B Term 6 Year 5/6 English: Explanation text Year B Term 1 Year 5/6 English: Non chronological report Year A Term 5 Year 5/6 English: Non chronological report Year A Term 6 Year 5/6 English: Biography</p>	<p>INVESTIGATION EXPRESSION REFLECTION EMPATHY APPLICATION DISCERNMENT SYNTHESIS</p>

	<p>the way they live their lives? How do Jews practice their religion in today society?</p> <p>What do Sikh people believe about God? Who are the gurus and why are they important to Sikh people? How do Sikh people express their beliefs through worship in diverse ways? How do Sikh people express their beliefs through daily life in diverse ways?</p>	<p>Samuel 7:22; Psalm 86:9-10; Isaiah 43:10-13; Isaiah 44:6-8; Isaiah 45:22. Hashem.</p> <p>Know what a Covenant means to Jewish people. Know the impact of that on Jews today.</p> <p>Know the Covenant and the mitzvot. And the key moral principles, including justice, healing the world, charity and kindness to others.</p> <p>Know the diversity in Judaism and how this influences how Jews live their lives.</p> <p>Sikhism Know Sikhs believe in one God (Waheguru) who created the world and that everyone is equal before God.</p> <p>Know that actions are important and you should strive to live a good life. Know the ten gurus; the importance of Guru Nanak as the founder.</p> <p>Know the Khalsa and its importance to Sikhs.</p> <p>Know the five Ks and their symbolism.</p>	<p>Are able to explain that Sikhs believe in that one God created the world. Are able to recall key Jewish and Sikh practise, religious text, belief and belonging. INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing what may constitute evidence for understanding religions.</p> <p>EXPRESSION the ability to explain concepts, rituals and practices</p> <p>REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices;</p> <p>EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;</p> <p>the ability to see the world through the eyes of others and to see issues from their point of view.</p> <p>APPLICATION making the association between religions and individual, community, national and international life;</p> <p>DISCERNMENT explaining the significance of aspects of religious belief and practice;</p> <p>developing insight into people, motives, actions and consequences;</p> <p>SYNTHESIS</p>	<p><b>Key Vocabulary</b> Sikh/Sikhism Monotheistic Abraham Covenant Mitzot Torah Haredi Modern or 'Central' Orthodox Progressive Sephardi/Ashkenazi Waheguru Shema Guru Nanak Ten Gurus Khalsa Five Ks</p>	<p>Year A Term 6 Year 1 RE: Worship for two or more religions Year A Term 5/6 year 3&amp;4 Geography: Commonwealth Year A Term 2 Year 4/5 RSE/PSHE: Friendship and community</p>	<p>Year A Term 2 Year 5/6 RE: Humanism Year A Term 2 RSE/PSHE: Friendship and community Year A Term 3 Year 5/6 RSE/PSHE: Respect</p>	
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			linking significant features of religion together in a coherent pattern; connecting different aspects of life.				
<b>Art/D T Health y Snacks</b>	Pupils should be taught to understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	Children know where in the world ingredients come from. • Children know that diets around the world are based on similar food groups. Children know why rice is a good staple food. Children can demonstrate a range of food skills and techniques. Children know how to prepare a range of savoury foods from a variety of countries ( China, Mexico, Germany etc )Children know how to follow a recipe demonstrating a range of cooking techniques. Children can name some varied ingredients and say which part of the world they come from. Children can explain the different food groups on the Eatwell plate Children know how to use some basic food skills, such as grating and chopping, Children know where and how a variety of ingredients are grown in the context of looking at where a variety of ingredients come from	start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world; understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically; with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven; use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking; explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes; understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body; prepare ingredients using appropriate cooking utensils; measure and weigh ingredients to the nearest gram and millilitre; start to independently follow a recipe; start to understand seasonality. INVESTIGATION –:	Q1What is seasonality? Q2 What are food groups? Q3 What makes a savoury snack? Q4 How is rice cooked Q5What goes in a tortilla wrap? Q6What is a spring roll? Q7How do you make pretzels  Key vocabulary Ingredients, seasonality, preparation, safety, Eatwell, Sweet, savoury, healthy diet, mashing, whisking, crushing, grating, cutting, kneading and baking;	<i>Year A Term 1 EYFS science-Seasons Year A term 6 Yr. 5/6 Geog-Around the world Year A term 1 yr. 3 Geog-Maps of the world Year A term 1 yr. 3 science -nutrition Year A term 2 Yr. 3 Geog-climates and plants Year B Term 2 EYFS science -seasons Year B term 5 EYFS Geog-Food, glorious food Year B term 2 KS1 science-Seasons Year B term 5 KS1 Food, glorious food Year B term 5 KS1 art-Arcimboldo Year B term 1  Yr. 3 Geog-climates Year B term 2 yr. 3 science-digestion Year B term 5 Yr. 4/5 Geog-World's Kitchen Year B term 5 yr. 4/5 Music-keep healthy</i>	<i>Year A term 4 Yr. 5/6 science diet Year B term 2 yr. 5/6 science-nutrients</i>	INVESTIGATION – EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS EVALUATION



			<p>using a variety of sources to find out about events, people, processes and changes. carrying out investigative work to develop a better knowledge of products around us.</p> <p><b>EXPRESSION –</b> the ability express opinions (using product knowledge.)</p> <p><b>INTERPRETATION –</b> the ability to use technical vocabulary to describe and explain different products and talk about their purpose in making the world a better place. The ability to interpret a design brief.</p> <p><b>APPLICATION –:</b> applying new skills to making products. applying designing skills to suit a design brief.</p> <p><b>ANALYSIS –</b> distinguishing between the need of the product and the benefit of it. understanding the purpose of a design brief and how to best achieve it.</p> <p><b>EVALUATION –:</b> the ability to evaluate a product. weighing up the respective evidence available and reach conclusions.</p>				
<b>Music</b>	<p><b>5.4 Keeping Healthy (beat)</b> Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>	<p>Children build on knowledge of beat and tempi. They develop rhythm skills through singing, playing and moving. Children sing and play in scales and chromatic melodies.</p>	<p>Children are able to read grid or staff notation to a play a bassline. Children are able to sing and play scales and chromatic melodies. They can identify and use a steady beat. Children are able to explore beat at different tempi. Children learn a vocal and physical warm</p>	<p>Key Questions? Q1 What is the beat? Q2 What is the tempo? Q3 Can you learn to sing to a scale? Q4 Can you add movements to match the pitch shape? Q5 Can you perform your part in a song?</p>	<p><i>Beat</i> <i>Year B</i> <i>Y5 Aut 2 4.11 In the past (notation)</i> <i>LKS2 Sum 2 4.10 Time</i> <i>Spring 2 4.5 Buildings</i> <i>Aut 2 3.6 Time</i> <i>Aut 1 3.2 Buildings</i></p>	<p><i>Beat</i> <i>Year B</i> <i>Y5 Sum 2 5.6 Celebration</i> <i>Y6 spring 1 6.3 Growth</i></p>	<p>INVESTIGATION – EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS</p>

	<p>increasing accuracy, fluency, control and expression</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Children continue to perform their music. Children use a score to notate and guide selected elements of a performance.</p>	<p>up to feel a beat at different tempi.</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</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 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>EVALUATION- the ability to evaluate their own and others performances The ability to form opinions about music from different genres</p>	<p>Q6 Can you perform a song in unison? Q7 Can you read a grid or staff notation? Q8 Can you follow a score?</p> <p>Key vocabulary Score Structure Syncopation Drone Chromatic Unison Pitch Scale Rhythm</p>	<p><i>Year A</i> <i>Y4/5 Sum 1 5.4 Keeping Healthy</i> <i>Spring 1 4.5 Buildings</i> <i>LKS2 Sum 1 4.5 Buildings</i> <i>Aut 1 3.2 Buildings</i> <i>KS1 Summer 1 2.4 Our Bodies</i> <i>Summer 1 2.6 Numbers</i> <i>Spring 1 1.9 Storytime</i> <i>Aut 2 1.5 Machines</i> <i>EYFS Summer 2 1.8 Pattern</i> <i>Summer 1 1.10 Our Bodies</i> <i>Spring 2 1.5 Machines</i> <i>Aut 1 1.2 Number</i></p> <p><i>Links to PE , PSHE</i></p>	<p><i>Year A</i> <i>Y4/5 Spring 1 4.5 Buildings</i> <i>Summer 1 5.4 Keeping Healthy</i> <i>Y6 Spring 2 6.3 Growth</i></p> <p><i>Links to PE and PSHE</i></p>	
<p><b>Computing Programming A</b></p>	<p>Design, write and debug programs that accomplish specific goals, including</p>	<p>Children know how to program a computer by typing commands. Children can explain the</p>	<p>Yr. 4 use logical thinking to solve an open-ended problem by breaking it up into smaller parts;</p>	<p>Q1 Why do I have to be accurate using Logo? Q2 What is a text-based language?</p>	<p><i>Year A term 5 EYFS- programming a robot</i> <i>Year A term 5 KS1 - Robot algorithms</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></p>	<p>INVESTIGATION – EXPRESSION INTERPRETATION APPLICATION DISCERNMENT</p>

<p><b>Repetition in shapes</b></p>	<p>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>effect of changing a value of a command Children can create a code snippet for a given purpose Children can use a template to draw what they want a program to do Children know how to write an algorithm to produce a given outcome Children can test an algorithm in a text-based language. Children can identify repetition in everyday tasks Children know how to identify patterns in a sequence Children can use a count-controlled loop to produce a given outcome Children know how to identify the effect of changing the number of times a task is repeated Children can predict the outcome of a program containing a count-controlled loop Children know which values to change in a loop Children can identify 'chunks' of actions in the real world Children know how to use a procedure in a program Children can explain that a computer can repeatedly call a procedure. Children know how to design a program that includes count-controlled loops Children can make use of my design to write a program</p>	<p>write a program, putting commands into a sequence to achieve a specific outcome; give a set of instructions to follow and predict what will happen; keep testing a program and recognise when it needs to be debugged; use variables to create an effect, e.g. repetition, if, when, loop; use key vocabulary to demonstrate knowledge and understanding in this strand: . Yr. 5 use external triggers and infinite loops to demonstrate control; follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols; use conditional statements and edit variables; decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program; keep testing a program and recognise when it needs to be debugged; use key vocabulary to demonstrate knowledge and understanding in this strand: INVESTIGATION •asking relevant questions; •using different approaches to problem solving, how something can be created or works debugging. EXPRESSION •the ability to identify and articulate computational thinking. INTERPRETATION •the ability to understand computing theories</p>	<p>Q3 What does 'repeat' mean? Q4 How do I change a count-controlled loop to produce a given outcome? Q5 How do I use count-controlled loops to produce a given outcome? Q6 What do I do if it doesn't work?  decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise</p>	<p><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 Events and Actions</i></p>	<p><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 5 yr. 5/6 selection in physical computing</i> <i>Year B term 6 yr. 4/5 repetition in games</i> <i>Year B term 6 yr. 45/6 Selection in quizzes</i></p>	<p>ANALYSIS SYNTHESIS</p>
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		<p>Children know how to develop my program by debugging it</p>	<p><b>APPLICATION</b>          •making the association between computing, maths, technology and science.  <b>ANALYSIS</b>          •distinguishing between prediction and fact;          •distinguishing between the feature's methods of different investigations.  <b>SYNTHESIS</b>          •linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes.</p>				
<p><b>PE</b> <b>Tennis</b></p>	<p>Pupils should be taught to:          • 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 and defending</p>	<p>Tennis          Children know how to use the correct skills to catch and control a ball on their racket and move their feet to get into a good position. Children know how to grip a tennis racket correctly when hitting different groundstrokes. Children know the advantage and disadvantage of single and double handed backstrokes. Children know how to with an overhead serve. Children can strike a ball before it bounces, using the volley technique; Children can demonstrate an understanding of the rules of tennis and use the tennis scoring system in a mini-game</p>	<p>Use a, racquet to hit a ball with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.  <b>INVESTIGATION-</b>          -asking relevant questions          - using different approaches to determine skills and tactics  <b>EXPRESSION-</b>          -the ability to explain what they do and how they do it  <b>INTERPRETATION-</b>          -understanding the effects of what they do and how this could be changed to improve or maintain a standard  <b>APPLICATION</b>          - make connections between different skills in different sports and how these are interlinked          -to apply the skills they have learnt in different situations  <b>DISCERNMENT-</b></p>	<p>Q1 What do we mean by fore and back hand shots?          Q2 How do we volley a ball?          Q3 How do we win points in tennis?          Net, court, lob, volley, smash, underarm, overarm serve</p>	<p>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</p>	<p><i>Year B term 5 Yr. 5/6 badminton</i></p>	<p><b>INVESTIGATION –</b>  <b>EXPRESSION</b>  <b>INTERPRETATION</b>  <b>APPLICATION</b>  <b>DISCERNMENT</b>  <b>ANALYSIS</b>  <b>SYNTHESIS</b></p>

<p><b>Rounders</b></p>		<p>Rounders Children know how to hit a bowled ball with force and control the direction of the hit. Children can intentionally vary the speed and style of the ball when bowling Children know how to perform a range of manoeuvres to enable them to get into position to make a catch when fielding (e.g. running in, diving, catching with one hand, etc.). Children know how to accurately throw a ball overarm over a long distance in order to reach a designated target. Children can develop their own tactics and strategies to positively impact gameplay.</p>	<p>-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</p> <p>Develop different ways of throwing and catching. Make the best use of space to pass and receive the ball. Use fielding skills as an individual to prevent a player from scoring Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. INVESTIGATION- -asking relevant questions - using different approaches to determine skills and tactics EXPRESSION- -the ability to 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</p>	<p>Q1 How do we bowl a rounders ball accurately? Q2Where do we field from on a rounders pitch? Q3 How do we make a safe catch of a rounders ball?</p> <p>Base, backstop, bowl, overarm throws, scoring</p>	<p>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</p>	<p><i>Year B term 6 Yr. 5/6 cricket</i></p>	
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			<p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>- make connections between different skills in different sports and how these are interlinked</li> <li>-to apply the skills they have learnt in different situations</li> </ul> <p><b>DISCERNMENT-</b></p> <ul style="list-style-type: none"> <li>-understanding and responding to the tactics and games of others</li> <li>-developing insights into tactics and working as a team.</li> </ul> <p><b>ANALYSIS-</b></p> <ul style="list-style-type: none"> <li>-explaining what they have done to improve a skill and what can be done to improve efficiency the next time</li> </ul> <p><b>SYNTHESIS</b></p> <ul style="list-style-type: none"> <li>-linking learning from one skill to another</li> <li>-transfer of skills across an increasingly wide range of sports.</li> </ul>				
<b>PSHE/ RSE</b>	<p>E-Safety Taught how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	<p>Know that people sometimes behave differently online, including by pretending to be someone they are not. 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. Know how to critically consider their online friendships and sources of</p>	<p>Understand about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns inappropriate content and contact. Understand about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). Understand about why someone may behave differently online, including pretending to be someone they</p>	<p>Enquiry Questions Q1 Is a friend you have met online the same as a friend you know personally? Q2 Is the profile picture of someone online actually them? Q3 How can you keep safe online? Q4 If you put something on internet, is it removed if you delete it? Q5 Can people put personal information about you on the internet?</p> <p><b>Key Vocabulary</b> Avatar Bullying Trolling Confidentiality Personal information</p>	<p><u>Year A and Year B Computing - E-safety shared at the start of every topic</u></p> <p>Year B Term 5 Year 3&amp;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&amp;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><u>Year A and Year B Computing - E-safety shared at the start of every topic</u></p> <p>Year B Term 4 Year 5/6 PSHE/RSE: E-Safety Year A Term 4 Year 5/6 PSHE/RSE: E-safety</p>	<p>INVESTIGATION – EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS</p>

	<p>information including awareness of the risks associated with people they have never met. Know how information and data is shared and used online. that for most people the internet is an integral part of life and has many benefits.</p>	<p>are not; strategies for recognising risks, harmful content and contact; how to report concerns Understand where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p> <p><b>INVESTIGATION</b></p> <ul style="list-style-type: none"> <li>•asking relevant questions;</li> </ul> <p><b>INTERPRETATION</b></p> <ul style="list-style-type: none"> <li>•the ability to use health information to be informed on issues pertaining to health and safety;</li> <li>•the ability to be informed on physiological and emotional changes;</li> <li>•the ability to be informed on good and bad choices and how to respond to different situations;</li> <li>•the ability to know where to seek help and advice.</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>•the ability to think with clarity and care about significant events, emotions and change.</li> </ul> <p><b>EMPATHY:</b></p> <ul style="list-style-type: none"> <li>•the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;</li> </ul> <p><b>DISCERNMENT</b></p> <ul style="list-style-type: none"> <li>•developing insight into people, motives, actions and consequences;</li> <li>•seeing clearly for themselves how individuals might learn from PSHE and RSHE in regards to health and safety.</li> </ul> <p><b>SYNTHESIS</b></p> <ul style="list-style-type: none"> <li>•linking significant features of emotional, behavioural, physiological, sociological, societal and health and safety</li> </ul>	Grooming			
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			<p>awareness together in a coherent pattern;</p> <ul style="list-style-type: none"> <li>•connecting different aspects of life.</li> </ul>				
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	Lindisfarne/Sempringham/Phoenix =Summer 2 The Maya						
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	Key Knowledge	Knowledge Building Blocks	Key Skills	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge and Skills (see termly plans)	Reference to Future Knowledge and	Reference to the Process Knowledge Across All
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						Skills (see termly plans)	Curriculum Areas
<p><i>The Maya</i></p> <p><i>History</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> </ul>	<p>Children know when and where did the Maya lived and how this related chronologically to other periods they have studied? Children know what Maya writing was like and what an emblematic glyph is. Children know how Maya writing compares with Egyptian hieroglyphs Children know how the Maya counted and represented different numbers. Children know what the Maya calendar looked like and how the sacred calendar was used for predictions</p> <p>☐Children know what the key trade goods were and who they were traded with Children know where the salt, jade, obsidian and limestone they depended upon came from? Children know how were the Maya cities, fed and where the food came from? Children know who the important Maya gods were and what Popol Vuh was Children know what were the rules for the Ball Game and what happened to the winners and losers? Children know why Maya cities were not discovered until relatively recently? Children can explain Why the cities of the Maya civilization emptied in 900 AD</p>	<p>Asking “What was it like for a... (child, rich person, etc) during... reasons for this Describe and begin to make links between main events, situations and changes within and across different periods and societies</p> <p>INVESTIGATION asking relevant questions;</p> <ul style="list-style-type: none"> <li>· using a variety of sources to find out about events, people and changes</li> </ul> <p>EXPRESSION</p> <ul style="list-style-type: none"> <li>· the ability to recall, select and organise information</li> <li>· the ability to use key historical dates and vocabulary to describe and explain different periods in history</li> </ul> <p>INTERPRETATION</p> <ul style="list-style-type: none"> <li>· the ability to draw meaning from artefacts, works of art, relics and buildings;</li> <li>· the ability to suggest meanings and draw conclusions from what they see</li> </ul> <p>APPLICATION</p> <ul style="list-style-type: none"> <li>· making the association between aspects of life in different societies,</li> <li>· considering the impact of past events on the present</li> <li>· learning both about and also from history.</li> </ul> <p>DISCERNMENT</p> <ul style="list-style-type: none"> <li>· explaining the importance of significant people and events from history;</li> <li>· developing insight into people, motives, actions and consequences;</li> <li>· seeing clearly for themselves how individuals might learn from the study of history.</li> </ul> <p>ANALYSIS</p>	<p>Key Questions</p> <p>Q 1 Where and when did the Maya live?</p> <p>Q 2 What was Maya writing like?</p> <p>Q 3 How did the Maya count ?</p> <p>Q 4 What were the key trade goods?</p> <p>Q 5 Who were the important Maya gods</p> <p>Q 6 How did the Maya play football?</p> <p>Q 7 How do we find out about the Maya?</p> <p>Year 5</p> <p>Q1 How does the Maya period relate chronologically to others studied?</p> <p>Q2 What do hieroglyphs tell us about Maya culture?</p> <p>Q3 How was the sacred calendar used for predictions</p> <p>Q4 Which other countries did the Maya trade with and what were important trade goods for them?</p> <p>Q5 How did the Maya explain their view of the universe</p> <p>Q6 What does their leisure pastimes tell us about Maya society?</p> <p>Q7 Why do you think Maya cities emptied in 900 AD?</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 4 term 3 Year 4/5 History- Egyptians</i></p> <p><i>Writing</i></p> <p><i>Explanation Texts</i></p> <p><i>Year A term 1 yr. 3</i></p> <p><i>Year A term 1 Yr. 4/5</i></p> <p><i>Year B term 1 yr. 3</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>Writing</i></p> <p><i>(Explanation texts)</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>

			<ul style="list-style-type: none"> <li>· distinguishing between opinion, belief and fact;</li> <li>· distinguishing between the features of different periods of history nationally and internationally.</li> </ul> <p><b>SYNTHESIS</b></p> <ul style="list-style-type: none"> <li>· linking significant periods of history together in a coherent pattern;</li> <li>· connecting different aspects of life for people across different periods.</li> </ul>	hierarchy indigenous Mesoamerica			
<b>Science</b>	4a3: recognise that environments can change and that this can sometimes pose dangers to living things.	Children know what deforestation is. Children know why humans deliberately choose to cut down trees and destroy forests. Children know the negative effects of deforestation. Children know what pollution is and how this can impact on animals and vegetation. Children know what endangered means and the impact humans can have on animal life	<p>They can recognise that scientific ideas are based on evidence. They can decide on the most appropriate approach to an investigation (e.g. a fair test) to answer a question.</p> <p>They can describe how to vary one factor while keeping others the same.</p> <p>They can make predictions. They can select which information to use from sources provided. They can make observations using materials and equipment that are right for the task. They can record my observations using tables and bar charts.</p> <p>They consider how changing one variable can alter another and use the convention of 'er' words to describe this (e.g. The heavier the load, the longer the spring).</p> <p>They can relate conclusions to observed patterns. They can use appropriate scientific language.</p> <p>They can suggest improvements to my work and give reasons.</p> <p><b>INVESTIGATION</b> asking relevant questions; knowing how to use different types of sources as a way of gathering information</p>	<p>Year 4</p> <p>Question 1 What is deforestation? Question 2 Why are forests cut down Question 3 What is pollution? Question 4 How are animals and vegetation affected by pollution? Question 5 What does endangered mean? Question 6 How can we protect the natural environment?</p> <p>Year 5</p> <p>Q1 How can habitats change naturally and artificially? Q2 What impact does deforestation have on climate and habitat provision? Q3 What effect does pollution have on reefs? Q4 How does the work of the WWF support endangered animals</p> <p>Key Vocabulary Deforestation</p>	<p>Year A Term2 EYFS Science- animals Year A term 5 EYFS animals-habitats Year A term2 KS1 Science-animals Year A Term5 KS1 Science -animals-offspring Year A Term 1 Year 3 Science Animals-nutrition Year A term5 year 3 Animals-skeletons Year A term 5 year 4/5 Animals-classification Year B term 1 EYFS science -skeletons Year B term 6 KS1 animals Year B term 1 Year 3 Science-living things Year B Term1 year 4/5 science food chains</p>	<p>Year A Term1 Year5/6 Science Evolution and inheritance Year A Term 4 year 5/6 Animals-diet Year B term 6 year 4/5 changing habitats Year B term 4 yr. 5/6 science classification</p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b> <b>DISCERNMENT</b> <b>ANALYSIS</b> <b>SYNTHESIS</b></p>

			<p><b>EXPRESSION</b> the ability to explain concepts, methods and practices; the ability to identify and articulate scientific understanding</p> <p><b>INTERPRETATION</b> the ability to draw meaning from scientific theories, theories and studies the ability to suggest meanings</p> <p><b>APPLICATION</b> making the association in Science between chemistry, biology and physics. The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p> <p><b>DISCERNMENT</b> explaining the significance of scientific studies and investigations</p> <p><b>ANALYSIS</b> distinguishing between opinion, belief, and fact distinguishing between the feature's methods of different investigations</p> <p><b>SYNTHESIS</b> linking significant features of history and Science together in a coherent pattern.</p>	<p>Pollution Endangered</p>			
<p><b>MFL</b></p> <p><b>5.6</b> <b>Chez</b> <b>Moi</b></p>	<p>O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts</p> <p>O5.2 Understand and express simple opinions</p> <p>O5.3 Listen attentively and understand more complex phrases and sentences</p>	<p>Children know how to name and describe rooms in the house. Children can say what people do at home and where</p> <p>Children know how to use il y a [+ indefinite article]</p> <p>Children can use c'est [+ adjective], Children know how to join sentences with et. Children know how to use 3rd person verbs</p>	<p>Yr. 4</p> <p><b>Oracy:</b> Identify and pronounce accurately the names of some countries and towns. Sing a song from memory on a related topic. Listen with care. Listen to a story and select keywords and phrases from it</p> <p>Ask and answer simple questions with correct intonation. Remember a sequence of spoken. Words. Speak clearly and confidently. Initiate a conversation when working with a partner Express</p>	<p>Key Questions</p> <p>Question 1 What room is this?</p> <p>Question 2 What colour is it?</p> <p>Question 3 What would you do there?</p> <p>Key Vocabulary</p> <p>Chez moi, il y a une salle de bains/une cuisine/une salle</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><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><i>Places</i></p> <p>Unit 6.4 Year B term 4 yr. 5/6</p> <p>Unit 6.6 Year B term 6 yr. 5/6</p> <p><i>Adjectives</i></p> <p>Unit 6.2 Year B term 2 Yr. 5/6</p> <p>Unit 6.6 Year B term 6 Yr. 5/6</p>	<p>INVESTIGATION –</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>SYNTHESIS</p>

<p>O5.4 Prepare a short presentation on a familiar topic</p> <p>L5.1 Re-read frequently a variety of short texts</p> <p>L5.2 Make simple sentences and short texts</p> <p>L5.3 Write words, phrases and short sentences, using a reference source</p> <p>IU5.2 Recognise similarities and differences between places</p> <p>IU5.3 Compare symbols, objects or products which represent their own culture with those of another country</p>		<p>opinions Developing a wider vocabulary</p> <p><b>Reading:</b> Understand words displayed in the classroom Research additional vocabulary using a dictionary Read familiar words and join in with a non-fiction text / story</p> <p><b>Writing:</b> Write familiar words and simple phrases from a model. Understand and write a short email using structures learnt</p> <p><b>Language:</b> Understand the main core structures and begin to use some actively. Identify phonemes that are the same as or different from English or other languages they know</p> <p><b>Cultural:</b> Identify countries where selected language is spoken Investigate aspects of lifestyle in selected country e.g. food or leisure activities Investigate weather patterns of select Country</p> <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>à manger/des WC/un salon/un balcon/un jardin/deux chambres</p> <p>● C'est grand/petit/vert/blanc/bl eu/jaune/rose/rouge</p> <p>C'est petit et rouge</p> <p>● Qu'est-ce qu'il/elle fait? Il/Elle mange [un sandwich]/ regarde la télé/écoute de la musique/lit [un livre]/joue avec l'ordinateur/joue au tennis...</p> <p>● Activities as above + dans le salon/les WC, etc.</p>	<p><i>Unit 4.1 Year A term 1 yr. 4/5</i></p> <p><i>Unit 4.5 Year A term 5 yr. 4/5</i></p> <p><i>Unit 4.6 Year A term 6 Yr4/5</i></p>		
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			<p><b>Writing:</b> 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><b>Language:</b> Use agreements of adjectives Manipulate language by changing an element in a sentence</p> <p><b>Cultural:</b> 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><b>INVESTIGATION</b></p> <p>asking relevant questions about the language;</p> <p>broaden cultural experiences and investigate a new way of speaking</p> <p><b>EXPRESSION</b></p> <p>the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;</p> <p>the ability to present ideas and information orally to a range of audiences</p> <p><b>INTERPRETATION</b></p> <p>the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material</p> <p>the ability to suggest meanings</p> <p><b>APPLICATION</b></p> <p>making the association between English and French</p> <p><b>DISCERNMENT</b></p> <p>explaining the significance of a new culture and the importance of understanding a language correctly</p>				
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			<p><b>ANALYSIS</b> distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs <b>SYNTHESIS</b> linking significant features of languages together <b>EVALUATION</b> the ability to hold a conversation in French</p>				
<b>RE</b>	<p><b>Summer 2</b> Pupils will learn about key aspects of the Buddhist faith. The children will work creatively to enhance their learning experience. They will find out where Buddhism originated, about special places linked to Buddhism and about key festivals in Buddhist life. The children will also learn about symbols in Buddhism, the Buddhist holy book and the main beliefs held by Buddhists.</p> <p>Pupils will learn about humanism, knowing and explaining some humanism beliefs, the role of humanist thinkers and the similarities and differences between them</p>	<p>Know the five precepts of Buddhism. Know how Siddhartha Gautama came to found Buddhism and the teachings that followed. Know how key actions and events would affect the Buddhist journey to Nirvana. Know how Buddhist's worship within the temple.</p> <p>Know what a worldview is. Know key ideas of influential humanist thinkers. Know humanist beliefs Know how a humanist might respond.</p>	<p>Are able to compare and contrast Wesak celebrations around the world. Are able to explain how the Tipitaka is used through explanations and images. Can explain different worldwide views backed up by key concepts, meanings and ideologies from Buddhism and Humanism Can explain Humanist beliefs to others and how they might respond</p> <p><b>INVESTIGATION</b> asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing what may constitute evidence for understanding religions</p> <p><b>EXPRESSION</b> 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.</p> <p><b>INTERPRETATION</b></p>	<p>Enquiry Questions Q1 Do Buddhists believe people are unhappy for a reason? Q2 What is forbidden in Buddhism? Q3 What do Humanist's value? Q4 Do they share these values with others? Q5 Do Humanist's have special places? Q6 What do Humanist's believe humans should celebrate? Q7 What do Humanists strive for?</p> <p><b>Key Vocabulary</b> Buddhism Humanism Precepts Three Universal Truths Four Noble truths Noble Eightfold Path</p>	<p>Year B Term 5 Year 1 RE: Places of Worship Year B Term 5/6 kS1 RE: Thankfulness Year B Term 3 RSE/PSHE: Respect Year A Term 6 EYFS English: Handa's Surprise Year A Term 6 Year 1 RE: Worship for two or more religions Year A Term 5/6 year 3&amp;4 Geography: Commonwealth Year A Term 2 Year 4/5 RSE/PSHE: Friendship and community</p>	<p>Year B Term 6 Year 5/6 English: Explanation text Year B Term 1 Year 5/6 English: Non chronological report Year A Term 5 Year 5/6 English: Non chronological report Year A Term 6 Year 5/6 English: Biography Year A Term 2 Year 5/6 RE: Humanism Year A Term 2 RSE/PSHE: Friendship and community Year A Term 3 Year 5/6 RSE/PSHE: Respect</p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>EMPATHY</b> <b>APPLICATION</b> <b>DISCERNMENT</b> <b>EVALUATION</b></p>

			<p>the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to suggest meanings <b>EMPATHY</b> the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others and to see issues from their point of view. <b>APPLICATION</b> making the association between religions and individual, community, national and international life; identifying key religious values and their interplay with secular ones. <b>DISCERNMENT</b> explaining the significance of aspects of religious belief and practice <b>EVALUATION</b> weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience.</p>				
<b>Art/DT weaving</b>	<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</p>	<p>Children know that Mayan art depicted their religious beliefs, way of life and Gods. Children know that Mayan art ranged from sculpture, ceramics and frescos to jewellery, weaving and feather work. Children know some examples of each ( Quirigua, polychromatic vessels, Bonampak, Palenque) Children know that feathers were a status symbol. Children know what raffia is, Children know how to weave a circle on a malleable metal frame.</p>	<p>experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern <b>INVESTIGATION</b> asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing how pieces are created <b>EXPRESSION</b> the ability to explain techniques, colours and use of media;</p>	<p>Q1 What types of art did the Maya civilisation have? Q2 What was found at Quirigua? Q3 What are frescos? Q4 Why were feathers important? Q5 What is raffia weaving?</p> <p>Key vocabulary Sculpture, ceramic, fresco, polychromatic, weaving, feathers, frame, raffia, status</p>	<p><i>Year A term 5 yr. 3 Art-basket weaving</i> <i>Year B term 4 EYFS Art-collages</i> <i>Year A term 3 Yr. 4/5 Art-weaving</i></p>	<p><i>Year B term 5 Yr. 5/6 art-m Greek masks</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS</p>

	drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];	Children know how to add feathers for decoration	<p>the ability to identify and articulate opinions on how an artist has chosen to express their ideas.</p> <p><b>INTERPRETATION</b> the ability to draw meaning from pieces of art; the ability to suggest alternative meanings.</p> <p><b>APPLICATION</b> making the association between the purpose, technique, media and meaning behind a piece; identifying the purpose of the piece.</p> <p><b>DISCERNMENT</b> explaining the significance of aspects of a piece of art; developing insight into individuals and communities; seeing clearly for themselves how individuals might learn from the artists they study.</p> <p><b>ANALYSIS</b> distinguishing between an artist's meaning and what others may interpret; distinguishing between the features of a piece of art and its significance.</p> <p><b>SYNTHESIS:</b> linking the style of artists together; connecting technique to a period of art.</p>				
<b>Music</b> <i>(music expressions)</i>	<p>5.6 Celebrations (performance)</p> <p>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>Children will learn a song and sing in unison and a three- part harmony. Children will learn a melody and harmony part on instruments. Children will explore song structure and arrangement. Develop a song performance with awareness for the audience.</p>	<p>Children will listen to and learn lively songs and music pieces that can be developed into a performance at a school celebration.</p> <p><b>INVESTIGATION-</b> Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music</p>	<p>How do we sing in unison? What is a melody? What do we mean by harmony? How can body percussion be used to accompany this song? What is the songs arrangement and structure? Who is our audience?</p>	<p><i>Year B</i> <i>Yr. 5 Summer 1 5.4</i> <i>Keeping Healthy</i> <i>Yr5 Spring 1 4.12</i> <i>Food and Drink</i> <i>Yr5 Aut 1 4.4</i> <i>Recycling</i> <i>LKS2 Summer 2 4.10</i> <i>Time</i> <i>Spring 2 4.3</i> <i>Sounds</i> <i>Aut 2 3.6</i> <i>Time</i></p>	<p>Year B Y6 Spring 1 6.3 Growth Summer 1 6.5 Class Awards Summer 2 6.6 Moving On</p> <p>Year A Y6 Spring 2 6.3 Growth</p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b> <b>DISCERNMENT</b> <b>ANALYSIS</b> <b>SYNTHESIS</b></p>



	<p>1.3 Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Learn singing techniques to improve performance. Control short, loud sounds on a variety of instruments.</p>	<p><b>EXPRESSION-</b> the ability to explore music as a medium for expressing themselves <b>INTERPRETATION</b> - the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo <b>REFLECTION</b> - the ability to reflect on feelings a piece of music gives, the features within it and their own opinions of a variety of music <b>APPLICATION-</b> identifying key musical terminology and using it in description of music Exploring different ways music is made <b>DISCERNMENT-</b> 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 <b>EVALUATION-</b> the ability to evaluate their own and others performances The ability to form opinions about music from different genres</p>	<p>How can we adapt our performance for a specific audience? How can we control short and loud sounds on instruments?</p> <p><i>Key vocabulary</i> <i>Melody</i> <i>Harmony</i> <i>Coda</i> <i>Ostinato</i> <i>Verse</i> <i>Chorus</i> <i>Fanfare</i> <i>Bridge</i> <i>Pitch</i> <i>Dynamics</i> <i>Duration</i> <i>Texture</i> <i>Rhythm</i></p>	<p><i>KS1 Summer 2</i> <i>2.12 Travel</i> <i>Spring 1 1.4</i> <i>Weather</i> <i>EYFS/Y1 Summer 2</i> <i>1.12 Water</i> <i>Spring 2 1.11</i> <i>Travel</i> <i>Spring 1 1.4</i> <i>Weather</i></p> <p><i>Year A</i> <i>Summer 2 5.5 At the movies</i> <i>Aut 1 4.1 Poetry</i> <i>LKS2 Summer 1 4.3</i> <i>Sounds</i> <i>Spring 1 3.11</i> <i>Ancient Worlds</i> <i>KS1 Summer 2</i> <i>2.12 Travel</i> <i>Aut 1 1.4 Weather</i> <i>EYFS/Y1</i> <i>Summer 2 1.12</i> <i>Water</i> <i>Spring 2 1.11</i> <i>Travel</i> <i>Aut 1 1.4 Weather</i></p>	<p><i>Summer 1 6.5 Class awards</i> <i>Summer 2 6.6</i> <i>Moving On</i></p>	
<p><b>Computing</b>  <b>4.6 Programming B</b>  <b>Repetition in Games</b></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</p>	<p>Children can list an everyday task as a set of instructions including repetition . Children know how to predict the outcome of a snippet of code. Children know how to modify a snippet of code to create a given outcome Children know how to modify loops to produce a given outcome. Children can choose when to use a count-controlled and</p>	<p>Yr. 4 use logical thinking to solve an open-ended problem by breaking it up into smaller parts; write a program, putting commands into a sequence to achieve a specific outcome; give a set of instructions to follow and predict what will happen; keep testing a program and recognise when it needs to be debugged;</p>	<p>Q1 How do I use count controlled loops? Q2 What is the difference between infinite loops and count-controlled loops? Q3 How do loops run at the same time? Q4 How do I change a given loop? Q5 Can I use repetition?</p>	<p><i>Year A term 5</i> <i>EYFS-</i> <i>programming a robot</i> <i>Year A term 5 KS1</i> <i>-Robot algorithms</i> <i>Year A Term 6</i> <i>EYFS-Introduction to Animation</i> <i>Year A term 6 KS1</i> <i>Introduction to quizzes</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></p>	<p><b>INVESTIGATION –</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b> <b>DISCERNMENT</b> <b>ANALYSIS</b> <b>SYNTHESIS</b></p>

	<p>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>an infinite loop Children know that some programming languages enable more than one process to be run at once. Children know which action will be repeated for each object. Children can explain what the outcome of the repeated action should be/ Children know how to evaluate the effectiveness of the repeated sequences used in a program. Children know which parts of a loop can be changed and what happens then. Children can re-use existing code snippets on new sprites Children know how to design a project that includes repetition. Children can evaluate the use of repetition in a project. Children know how to select key parts of a given project to use in their own design. Children can develop their own design explaining what the project will do. Children know how to refine the algorithm in a design and build a program that follows the design. Children know how to evaluate the project</p>	<p>use variables to create an effect, e.g. repetition, if, when, loop; use key vocabulary to demonstrate knowledge and understanding in this strand: <b>INVESTIGATION</b> •asking relevant questions; •using different approaches to problem solving, how something can be created or works debugging. <b>EXPRESSION</b> •the ability to identify and articulate computational thinking. <b>INTERPRETATION</b> •the ability to understand computing theories; •the ability to suggest meanings. <b>REFLECTION</b> •the ability to reflect on why their process may not have worked and use resilience to problem solve. <b>ANALYSIS</b> •distinguishing between prediction and fact; •distinguishing between the feature's methods of different investigations. <b>EVALUATION</b> •the ability to evaluate how a computing system works. •understand what can be done differently and what impact this may have on the outcome. .Yr. 5 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;</p>	<p>decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable lowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise</p>	<p><i>Year B term 5 EYFS- programming a robot Year B term 5 KS1 - Robot algorithms Year B Term 6 EYFS-Introduction to Animation Year B term 6 KS1 Introduction to quizzes Year B Term 5 Yr. 3 Programming Sound Year B Term 6 yr. 3 Events and Actions Year B term 5 yr. 4/5 repetition in shapes</i></p>	<p><i>Year B Term 6 Yr. 3 Events and Actions Year B term 5 Yr4/5-repetition in shapes Year B term 5 yr. 5/6 selection in physical computing Year B term 6 yr. 45/6 Selection in quizzes</i></p>	
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			<p>keep testing a program and recognise when it needs to be debugged;  use key vocabulary to demonstrate knowledge and understanding in this strand:  <b>INVESTIGATION</b>  •asking relevant questions;  •using different approaches to problem solving, how something can be created or works debugging.  <b>EXPRESSION</b>  •the ability to identify and articulate computational thinking.  <b>INTERPRETATION</b>  •the ability to understand computing theories;  •the ability to suggest meanings.  <b>REFLECTION</b>  •the ability to reflect on why their process may not have worked and use resilience to problem solve.  <b>DISCERNMENT</b>  •seeing clearly for themselves how they use computing in their daily lives and in future employment.  <b>ANALYSIS</b>  •distinguishing between prediction and fact;  •distinguishing between the feature’s methods of different investigations.  <b>EVALUATION</b>  •the ability to evaluate how a computing system works.  •understand what can be done differently and what impact this may have on the outcome.</p>				
<b>PE</b>  <b>athletics</b>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	Children know and comment upon a variety of different athletic events and techniques, such as running style and throwing technique. Children know how to achieve the greatest	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly Learn how to combine a hop, step and	Q1 How do I take part in a relay race Q2 How do I combine running and jumping in a triple jump Q3 How do I work as part of a team in a relay?	Year A term 6 EYFS-Athletics Year A term 6 KS1 Athletics Year A term 6 yr. 3 Athletics	Year B term 6 Yr. 5/6 Athletics	<b>INVESTIGATION –</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b> <b>DISCERNMENT</b> <b>ANALYSIS</b> <b>SYNTHESIS</b>

		<p>speed, height, distance and accuracy in a range of running, throwing and jumping activities. Children can confidently apply existing running, jumping and throwing skills in a variety of athletic activities. Children know how to show control, speed, power, fluency and co-ordination when running or performing a throw or jump. Children can follow step-by-step instructions and learn new techniques with success and confidence. Children can identify, modify and refine technique to improve their own and others' performance; • Show excellent skills of teamwork and communication.</p>	<p>jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance</p> <p>INVESTIGATION-</p> <ul style="list-style-type: none"> <li>-asking relevant questions</li> <li>- using different approaches to determine skills and tactics</li> </ul> <p>EXPRESSION-</p> <ul style="list-style-type: none"> <li>-the ability to express themselves through movement</li> <li>-the ability to explain what they do and how they do it</li> </ul> <p>INTERPRETATION-</p> <ul style="list-style-type: none"> <li>-understanding the effects of what they do and how this could be changed to improve or maintain a standard</li> </ul> <p>APPLICATION</p> <ul style="list-style-type: none"> <li>- make connections between different skills in different sports and how these are interlinked</li> <li>-to apply the skills they have learnt in different situations</li> </ul> <p>DISCERNMENT-</p> <ul style="list-style-type: none"> <li>-understanding and responding to the tactics and games of others</li> <li>-developing insights into tactics and working as a team.</li> </ul> <p>ANALYSIS-</p> <ul style="list-style-type: none"> <li>-explaining what they have done to improve a skill and what can be done to improve efficiency the next time</li> </ul> <p>SYNTHESIS</p> <ul style="list-style-type: none"> <li>-linking learning from one skill to another</li> <li>-transfer of skills across an increasingly wide range of sports.</li> </ul>	<p>Q4 How do I throw over a longer distance?</p> <p>Flexibility, strength, pace, acceleration, teamwork</p>	<p><i>Year A term 6 Yr. 4/5 Athletics</i>  <i>Year A term 6 yr. 5/6 Athletics</i>  <i>Year B term 6 EYFS-Athletics</i>  <i>Year B term 6 KS1 Athletics</i>  <i>Year B term 6 yr. 3 Athletics</i></p>		
<p><b>PSHE/ RSE</b></p>	<p>Economic Well Being Basic understanding of finance and enterprise</p>	<p>Know what can influence people's decisions; look at advertising, emotional</p>	<p>Can discuss and debate what influences people's decisions,</p>	<p>Enquiry Questions Q1 Have you ever been persuaded to buy</p>	<p>Year B Term 6 Year 3&amp;4 RSE/PSHE:</p>	<p>Year B Term 1 Year 5/6 RSE/PSHE:</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>

	<p>including the concept of fair trade</p>	<p>responses to advertising, social conscience, global influence and change</p> <p>Know that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>taking into consideration different viewpoints</p> <p>Can explain how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>Are able to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</p> <p>INVESTIGATION –</p> <ul style="list-style-type: none"> <li>•asking relevant questions</li> </ul> <p>INTERPRETATION –</p> <ul style="list-style-type: none"> <li>•the ability to be informed on good and bad choices and how to respond to different situations;</li> <li>•the ability to know where to seek help and advice</li> </ul> <p>APPLICATION –</p> <ul style="list-style-type: none"> <li>•making the association between individual, groups, community, national and international life.</li> </ul> <p>DISCERNMENT-</p> <ul style="list-style-type: none"> <li>•developing insight into people, motives, actions and consequences;</li> </ul> <p>SYNTHESIS –</p> <ul style="list-style-type: none"> <li>•linking significant features of emotional, behavioural, physiological, sociological, societal and health and safety awareness together in a coherent pattern;</li> </ul> <p>EVALUATION -</p> <ul style="list-style-type: none"> <li>•the ability to debate issues of significance with reference to evidence and argument;</li> <li>•weighing up the respective claims of self-interest, consideration for others, personal preferences and individual conscience.</li> </ul>	<p>something because of advertising?</p> <p>Q2 Does social media influence the things you want?</p> <p>Q3 Which has more influence – social media or advertising on TV or in magazines?</p> <p>Q4 Is it important to be mindful of the environment/social issues when buying something?</p> <p><b>Key Vocabulary</b></p> <p>Advertising Social conscience Social change Fairtrade Target audience Market leaders Consumerism</p>	<p>Economic well-being</p> <p>Year B Term 6 Year 3&amp;4 English: newspaper report</p> <p>Year B Term 1 Year 3&amp;4 ICT: Software developers</p> <p>Year B Term 2 Year 3&amp;4 English: Balanced argument</p> <p>Year B Term 6 KS1 RSE/PSHE: Economic wellbeing</p> <p>Year A Term 3 Year 3&amp;4 ICT: We are presenters</p> <p>Year A Term 5 Year 3&amp;4 ICT: We are communicators</p> <p>Year A Term 6 Year 3&amp;4 ICT: We are opinion pollsters</p> <p>Year A Term 6 Year 3&amp;4 RSE/PSHE: Economic wellbeing</p>	<p>Emotional well-being</p> <p>Year B Term 6 Year 5/6 RSE/PSHE: Growing and changing</p> <p>Year B Term 6 Year 5/6 English: Persuasive leaflet</p> <p>Year B Term 5 Year 5/6 English: newspaper report</p>	<p>APPLICATION DISCERNMENT ANALYSIS SYNTHESIS</p>
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