

Fountains/Central Autumn 1 Maps of the World
Small Village, Big Horizons

Curriculum Area	Knowledge Area	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Application of Knowledge Across All Curriculum Areas
Topic <i>Maps of the World</i>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including climate zones, biomes and vegetation belts, <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Children should:</p> <ul style="list-style-type: none"> Know the names of the seven continents of the world. know how to locate them on a world map. know how to identify each continent from a given clue. know which continent we live in and some key facts about the continent. know the difference between a country and a continent. know how to use an atlas to identify different countries. know which continent found countries are in Know the tallest mountain in each continent. Know the longest river in each continent. Know where the hottest, coldest, largest and smallest countries are. Know what a capital city is. Know the names of key capital cities. Know some key facts about each. Know what human features of a location are. Know what physical features of a location are. Know how to research features of a country. Know some similarities between countries. Know some differences between countries. know some specific features of self chosen countries. 	<ul style="list-style-type: none"> I ask, "Which PHYSICAL features does this place have?" 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>*** INVESTIGATION –</p> <ul style="list-style-type: none"> Asking relevant questions; Using a variety of sources to find out about events, people, processes and changes Carrying out fieldwork and observational skills to develop a greater place knowledge <p>EXPRESSION</p> <ul style="list-style-type: none"> The ability to recall, select and organise information The ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography <p>INTERPRETATION</p> <ul style="list-style-type: none"> The ability to draw meaning from maps, atlases, globes, and data collected through fieldwork; 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 countries, Considering the impact of human activities on the environment Learning both about and also from geography 	<p>Q1. Where do I live?</p> <p>Q2 Which continents are some countries found in</p> <p>Q3 What are the key physical features of each continent</p> <p>Q4 What are the capital cities of countries on each continent</p> <p>Q5 What do we mean by human geographical features</p> <p>Q6 How do we compare two countries</p> <p>Key Vocabulary Continent, ocean, population, landmark, Australasia, desert, rainforest, compass, climate, equator, tropical, temperate, capital city, currency, cuisine Europe, Asia, Africa, Australia, North America, South America and Antarctica, country, capital Mountain. River, human features. Physical features, comparison</p>	<p><i>Year A Term 4 EYFS - journeys</i></p> <p><i>Year A term6 EYFS geog-around the world</i></p> <p><i>Year A term 6 EYFS science=plants</i></p> <p><i>Year A Term 6 KS1 Britain and the World</i></p> <p><i>Year A term 6 KS1 science Plants</i></p> <p><i>Year B Term 2 KS1 Local Area</i></p> <p><i>Year B Term 5 KS1 geog-Food glorious food</i></p>	<p><i>Year A Term 2 Year 3 Plants and Climates</i></p> <p><i>Year A Term 5 Year 4/5 Walls and Barricades</i></p> <p><i>Year A Term 1 Year 5/6 Land Use</i></p> <p><i>Year B term 5 year4/5 geog-worlds kitchen</i></p> <p><i>Year B Term 1 year 5/6 Minerals and Mining</i></p>	<p><i>INVESTIGATION</i></p> <p><i>EXPRESSION</i></p> <p><i>INTERPRETATION</i></p> <p><i>APPLICATION</i></p> <p><i>DISCERNMENT</i></p>
Science <i>Animals inc humans</i>	<p>3b1: identify that animal, including humans, need the right types and amount of nutrition, and that they</p>	<p>Children know the 5 food groups - bread, cereals and potatoes (carbohydrates), meat and fish, fruit and vegetables, milk and dairy, and fats and sugars. Children</p>	<p>They recognize why it is important to collect data to answer questions. They act on suggestions and put forward their own ideas about how to find the</p>	<p>Key Questions</p> <p>Q1 what are the main 5 food groups?</p> <p>Q2 What are some examples of each?</p>			<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>ANALYSIS</p>

<p>Nutrition</p>	<p>cannot make their own food; they get nutrition from what they eat 4b1: describe the simple functions of the basic parts of the digestive system in humans</p>	<p>know some food which belong to each of these groups. Children know that animals can be classified as herbivores, carnivores or omnivores based on their diet. Children know that all living things ultimately get their energy from the Sun, either directly as a producer (plant) or indirectly as a consumer (animal) Children know how to create a complex food web containing 7 organisms. Children know that the arrows on food chain and food web diagrams indicate the energy flow through an ecosystem. Children know about the role of the human digestive system. Children know about the functions of the mouth, oesophagus, stomach, small intestine and large intestine.</p>	<p>answer to a question. With help they can carry out a fair test and explain why it was fair. They predict what might happen before they carry out any tests. They measure length, mass, time and temperatures using suitable equipment. They use scientific vocabulary to describe their observations. They record observations, comparisons and measurements using tables, charts, text and labelled diagrams. They give reasons for observations. They look for patterns in their data and try to explain them. They suggest how they can make the improvements to their work 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, theories and studies APPLICATION 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. ANALYSIS distinguishing between the feature's methods of different investigations EVALUATION the ability to evaluate a finished product and scientific investigation.</p>	<p>Q3 How are animals classified by their diet? Q4 where do we get our energy from Q5 What is a food web? Q6 what do we mean by digestive system?</p> <p>Key Vocabulary Food group Herbivore Carnivore Omnivore Producer Consumer Digestive system</p>			<p>EVALUATION</p>
<p>MFL 3.1 Bonjour</p>	<p>03.1 listen and respond to simple rhyme, stories and songs. 03.2 recognise and respond</p>	<p>children know how to greet and say goodbye to someone though stop children know how to ask someone's name. Children know</p>	<p>Oracy: Respond to simple questions with support from a spoken model or visual clue. Respond to spoken instructions.</p>	<p>Key Questions Q 1 Can you say hello and goodbye?</p>	<p><i>None</i></p>	<p>Greetings Unit 5.1 Year B Term 1 Yr. 4/5</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

	<p>to sound patterns in words. 03.3 perform simple communicative tasks using single words, phrases and short sentences. 03.4 listen attentively and understand instructions, everyday classroom language and praise words. L 3.1 recognise some familiar words in written form. L 3.2 make links between some phonemes, rhymes and spellings, and read aloud familiar words. L 3.3 experiment with the writing of simple words.</p>	<p>how to give their own name. Children know how to ask how someone is. Children know how to reply to the same question. Children can count numbers one to 10. Children can identify musical instruments.</p>	<p>Recognise numbers 1–20 Discriminate sounds and identify meaning when items are repeated several times. Greet others with confidence and reply to the questions. Know a well-known children’s song in language studied. Sing a song from memory, with clear pronunciation. Identify common nouns Begin to know some key vocabulary e.g., body parts, colours. Reading: Sequence written instructions Recognise some familiar words in written form Recognise and read known sounds within words Read some key vocabulary Writing: Write some of the numbers to 20 from memory Experiment with writing simple words. Copy accurately in writing some key words Copy or label using single words or short phrases Language: Understand and start to use some basic core structures Cultural: Start to understand cultural similarities and differences and how festivals are celebrated. Understand the differences in social conventions when people greet each other INVESTIGATION asking relevant questions about the language; broaden cultural experiences and investigate a new way of speaking EXPRESSION the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; the ability to present ideas and information orally to a range of audiences INTERPRETATION the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material the ability to suggest meanings APPLICATION</p>	<p>Question 2 What’s your name? Q3 How are you? Q4 What musical instrument is that?? Q5, can you count?</p> <p>Key Vocabulary greetings: bonjour, salut, au revoir; Madame, Monsieur, Mademoiselle say and ask names: Comment t’appelles-tu? Je m’appelle... say and ask how you are: Ça va? Ça va bien, Ça ne va pas, Comme ça comme ça numbers 1–10: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix musical instruments: une trompette, une guitare, une flûte à bec, un piano, un tambour, un dragon, une fille, un garçon, un dragon</p>	<p>Numbers Unit 3.4 Year A term 4 yr. 3 Unit 3.6 Year A term 6 Yr. 3 Unit 4.2 Year A term 2 Yr. 4/5 Unit 4.3 Year A term 3 yr4/5 Unit 5.2 Year A term 2 yr5/6 Names Unit 3.2 Year A term 2 Yr. 3 Unit 3.4 Year A term 4 yr. 3 Unit 3.5 Year A term 5 yr. 3 Unit 6.1 Year B term 1 Yr. 5/6 Unit 6.5 Year B term 5 yr. 5/6</p>	<p>DISCERNMENT ANALYSIS</p>
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			<p>making the association between English and French</p> <p>DISCERNMENT</p> <p>explaining the significance of a new culture and the importance of understanding a language correctly</p> <p>ANALYSIS</p> <p>distinguishing between opinion, belief, and fact</p> <p>distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p>				
RE	<p>God – Hinduism</p> <p>How are deities and key figures described in Hindu sacred texts and stories?</p> <p>What might Hindus understand about the Divine through these stories?</p> <p>What is the purpose of visual symbols in the mandir?</p> <p>Note. Needs the use of knowledge organisers and vocabulary cards due to the use of Tier 3 – subject specific language.</p>	<p>Know that Hinduism is an umbrella term for a collection of religious expressions and that some Hindus describe it as Sanatana Dharma (the 'eternal duty').</p> <p>Know that Hinduism is a monotheistic religion (belief in one ultimate reality).</p> <p>Know that Brahman is the ultimate reality, the life force in all things.</p> <p>Know that Trimurti – Brahma is the creator – the beginning of life.</p> <p>Know that Vishnu is the preserver – the sustaining of life.</p> <p>Know that Shiva is the destroyer – the end of life.</p> <p>Know that these gods represent the cycle of life (helping Hindu's worship Brahman, the ultimate reality).</p> <p>Know the symbol of the lotus flower and its association with Brahma, Vishnu and the story of creation.</p> <p>Know about other deities as a means of understanding more about Brahman, the ultimate reality, e.g., Lakshmi, Hanuman, Ganesh.</p> <p>Know about Atman (the soul) – the bit of the ultimate reality in all living things.</p> <p>Know the atman travels continuously through the cycle of life: samsara (birth, life, death, reincarnation).</p> <p>Know the goal is for the atman to break free from this cycle of life (moksha).</p>	<p>Can explain how are deities and key figures described in Hindu sacred texts and stories?</p> <p>Can explain what might Hindus understand about the Divine through these stories?</p> <p>Can explain what is the purpose of visual symbols in the mandir?</p> <p>Understand stories from the Ramayana, Bhagavad Gita, Mahabharata, e.g., the story of Rama and Sita in the Ramayana – a story about doing – or not doing – your duty (dharma), the story of Arjuna and Krishna in the Mahabharata – a story about doing your duty.</p> <p>(dharma), even when it is challenging to do so; the ways in which this links with the idea of Brahman, the ultimate reality, and the cycle of life</p> <p>INVESTIGATION</p> <p>asking relevant questions; knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSION</p> <p>the ability to explain concepts, rituals and practices;</p> <p>INTERPRETATION</p> <p>the ability to draw meaning from artefacts, works of art, poetry and symbolism;</p> <p>the ability to suggest meanings</p> <p>REFLECTION</p> <p>the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices;</p>	<p>Enquiry Questions</p> <p>Q1. Who are you and what do you mean to different people?</p> <p>Q2. What do Hindus believe about God?</p> <p>Q3. What do Hindus say that God is like?</p> <p>Q4. How can God (Brahman) be everywhere and in everything?</p> <p>Q5 How can God look like so many things?</p> <p>Key Vocabulary</p> <p>Trimurti</p> <p>Sanatana Dharma</p> <p>Brahman</p> <p>Brahma</p> <p>Lakshmi</p> <p>Hanuman</p> <p>Ganesh</p> <p>Atman</p> <p>Cycle of Life</p> <p>Samsara</p> <p>Moksha</p> <p>Karma</p>	<p>Year A and Year B: Term 5&6 EYFS RE: Our Special Places and our Beautiful World</p> <p>Year A Term 3 KS1 RE: Thankfulness</p>	<p>Year B Term 6 Y3&4 RE: Big Questions</p> <p>Year B Term 2/3 Y4/5 RE: Hindu worship</p> <p>Year B Term 5 Y5/6 RE: Hindu Rites of Passage</p> <p>Year A Term 2/3 Y4/5 RE: How do Hindu's worship?</p> <p>Year A Term 5 Y5/6 RE: Hindu Rites of Passage</p>	<p>Investigation</p> <p>Expression</p> <p>Interpretation</p> <p>Reflection</p> <p>Empathy</p>

		<p>Know for Hindu's those human beings can achieve moksha through fulfilling their dharma (duty) - the actions (karma) they carry out help them do this.</p> <p>Know that a good action (karma) helps humans fulfil their dharma (duty) and achieve moksha, bad action (karma) prevents humans from fulfilling their dharma (duty) and achieving moksha.</p>	<p>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.</p>				
<p><i>Art/DT Sculpture-topographical representations of a landscape</i></p>	<p>Pupils should be taught: 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 sculpture is art in 3D. Children know that sculptures can be made from a variety of materials (marble, stone, wood, metal, glass, clay, plaster), Children know that sculptures can be carved or formed. Children know that sculptures can represent natural forms. Children know what contour lines represent on a map. Children can use contour lines to create different levels Children can represent a natural landscape. Children know how to add and remove material to create a lifelike representation Children know how to add texture for features. Children know how to add surface colour and detail</p>	<p>use sketchbooks to record ideas. explore ideas from first-hand observations. question and make observations about starting points and respond positively to suggestions. adapt and refine ideas. use clay and other malleable materials and practice joining techniques. add materials to the sculpture to create detail. 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 –: •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. REFLECTION – •the ability to reflect on pieces of art, including their purpose, meaning, and technique. •the process the artist went through to create their piece. APPLICATION –: •making the association between the purpose, technique, media and meaning behind a piece; •identifying the purpose of the piece. EVALUATION – •the ability to debate the purpose behind a piece of art and the final outcome;</p>	<p>Q1 What is sculpture? Q2 How can sculpture represent the natural world Q3 How can corrugated cardboard be used to represent contour lines? Q4 How can I add features to a landscape? Q5 How can I use shades and tints to add details?</p> <p>Key Vocabulary line, pattern, texture, form, record, detail, question, observe, refine. cut, make and combine shapes to create recognizable forms; rectangular, terrace,</p>	<p><i>Year A term 1 EYFS transient sculptures</i> <i>Year A term 1 yr3 topography</i> <i>Year B Term 1 EYFS self portraits</i></p>	<p>Year A term 5 yr. 5/6 portraits Year B term 3 Yr. 4/5 clay statues Year B term 5 yr5/6 Greek theatre masks</p>	<p>INVESTIGATION EXPRESSION REFLECTION APPLICATION EVALUATION</p>

			<p>•the ability to debate the use of a certain type of media for a purpose.</p>				
<p><i>Music (Music express)</i></p>	<p>3.1 Environment (Composition)</p> <p>Y2 Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>3.1 Environment (composition)</p> <p>Children will explore music through songs and poems about places. The children will create accompaniments and sound pictures to reflect sounds in their local environment. Children will develop their skills to use their voices.</p>	<p>3.1 Environment (composition)</p> <p>Children will select sounds to accompany a poem. Children will learn songs and sing in harmony. Children will develop knowledge of music and learn about melodic ostinato and ternary form.</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>REFLECTION- the ability to consider their own performances and evaluate the effectiveness and levels of success</p> <p>EMPATHY- the ability to consider the thoughts, feelings, experiences, attitudes, opinions and values of others;</p> <p>APPLICATION- identifying how music is used for a variety of reasons, for religion, relaxation, communication etc</p> <p>Identifying key musical terminology and using it in description of music</p> <p>Exploring different ways music is made</p> <p>ANALYSIS - distinguishing between the features of music</p> <p>Identifying instruments used within a composition</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</p>	<p>3.1 Environment (composition)</p> <p>Questions</p> <p>Q1. What descriptive sounds would accompany the poem?</p> <p>Q2. Can you create a musical re-telling a poem?</p> <p>Q3. Can you sing in a two part harmony?</p> <p>Q4. What is a melodic ostinato?</p> <p>Q5. What is timbre?</p> <p>Q6. What is ternary form?</p> <p>Q7. Can you sing with expression?</p> <p>Q8. Can you develop the lyrics of a song?</p> <p>Key vocabulary</p> <p>Timbre</p> <p>Ostinato</p> <p>Pitch</p> <p>Drone</p> <p>Tempo</p> <p>Dynamics</p> <p>Expression</p> <p>Ternary</p> <p>Rondo</p> <p>Chorus</p> <p>Verse</p> <p>Rhythm</p> <p>Phrase</p> <p>Soundscape</p>	<p><i>Music focus Composition</i></p> <p>Year Map A</p> <p>EYFS Aut 1 1.4 Weather</p> <p>Aut 2 1.1 Ourselves</p> <p>Spring 1 1.7 Our School</p> <p>Spring 2 1.11 Travel</p> <p>Summer 1 1.9 Storytime</p> <p>KS1 Aut 1 1.4 Weather</p> <p>Spring 1 1.7 Our School</p> <p>Spring 2 2.1 Ourselves</p> <p>Spring 2 2.3 Our Land</p> <p>Summer 2 2.12 Travel</p> <p>Composition</p> <p>Year B</p> <p>Aut 1 3.1 Environment</p> <p>KS1 Sum 2 2.21 Travel</p> <p>EYFS Spring 2 1.11 Travel</p>	<p><i>Music focus composition</i></p> <p>Year Map A</p> <p>LKS2 Aut 1 3.1 Environment</p> <p>Aut 2 3.3 Sounds</p> <p>Spring 1 3.11 Ancient Worlds</p> <p>Spring 2 4.7 Ancient Worlds</p> <p>Summer 1 4.3 Sounds</p> <p>Summer 2 4.12 Food and Drink</p> <p>Composition</p> <p>Year B</p> <p>LKS2 Spring 1 3.8 Communication</p> <p>Y5 Aut 1 4.2 Environment</p> <p>Spring 1 4.12 Food and Drink (performance)</p> <p>Summer 2 5.6 Celebration (performance)</p> <p>Y6 Summer 1 6.5 Class Awards</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>REFLECTION</p> <p>APPLICATION</p> <p>ANALYSIS</p> <p>SYNTHESIS</p>
	<p>3.2 Building (Beat)</p>	<p>3.2 Building (Beat)</p>	<p>3.2 Building (Beat)</p> <p>Children will watch, listen and discuss the sights and sounds of a building site.</p>	<p>3.2 Building (Beat)</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>Mu2/1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music.</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 will understand how music can be organised in sequences. Children will use voices and actions to perform simple rhythms within a steady beat.</p> <p>Children will understand how music can be organised in layers. Children will combine rhythms in layers.</p> <p>Children will create their music using their ideas.</p> <p>Children will make choices about musical structure.</p>	<p>Children will learn a cumulative song with vocal rhythms and actions.</p> <p>Children will perform a song in four groups.</p> <p>Children will play a game to layer rhythms using voices and actions.</p> <p>Children will work in groups and add instruments to a song.</p> <p>Children will layer rhythms using instruments.</p> <p>Children will play a game to sequence and layer rhythms.</p> <p>Children will compose new rhythms and decide on a musical structure.</p> <p>Children will create a class performance comprising of a song and composition.</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 Investigating own feelings and emotions related to a range of musical experiences</p> <p>EXPRESSION the ability to recognise how composers express themselves through their music the ability to explore music as a medium for expressing themselves</p> <p>INTERPRETATION the ability to draw meaning from a range of different musical pieces from a range of genres the ability to suggest meanings within a song’s lyrics</p> <p>APPLICATION identifying how music is used for a variety of reasons, for religion, relaxation, communication etc 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>What sounds can you see, hear on the building site? Can you learn a song with vocal rhythms and actions? Can you perform a song in four groups? What is a layer rhythm? Can you add instruments to a song? Can you work in a group? Can you layer rhythms using instruments? Can you sequence and layer rhythms? Can you compose new rhythms? Can you decide on musical structure for your composition? Can you create a performance comprising of a song and composition?</p> <p>Key vocabulary Beat Rhythm Ostinato/ ostinato Sequence Layer Score</p>	<p>3.2 Building (Beat) Year B Y2/3 Sum 2 3.6 Time Aut 2 2.10 Pattern Aut 1 2.4 Our Bodies KS1 Sum 1 1.5 Machines Aut 2 1.8 Pattern Aut 1 1.10 Our Bodies EYFS/Y1 Sum 1 1.2 Number 1.5 Machines Spring 2 1.8 Patterns Aut 1 1.10 Our Bodies</p> <p>Year A LKS2 Sum 1 4.5 Buildings Aut 1 3.2 Buildings KS1 Sum 1 2.6 Numbers Sum 1 2.4 Our Bodies Aut 2 1.5 Machines EYFS/ Y1 Sum 2 1.8 Pattern Sum 1 1.10 Our Bodies Spring 2 1.5 Machines Aut 1 1.2 Number</p>	<p>3.2 Building (Beat) Year B LKS2 Aut 2 3.6 Time Y4/5 Summer 1 5.4 Keeping Healthy Y6 Elements of 1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan.</p> <p>Year A Y4/5 Spring 1 4.5 Buildings Sum 1 5.4 Keeping Healthy Y6 Elements of 1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan.</p>	
<p><i>Computing</i> 3.1 <i>Connecti</i></p>	<p>Pupils should be taught Use sequence, selection, and repetition in programs; work with</p>	<p>Children know that digital devices accept inputs. Children know that digital devices produce outputs Children can follow a process.</p>	<p>understand computer networks including the internet; how they can provide multiple services,</p>	<p>Enquiry Questions Q1 What is a digital device?</p>	<p><i>Year A term 1 EYFS Computing-technology around us</i></p>	<p><i>Year A term 1 Yr. 4 Computing-the internet,</i></p>	<p><i>Investigation Expression Interpretation Application</i></p>

<p>ng Compute rs</p>	<p>variables and various forms of input and output Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration 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 can classify input and output devices. Children know how to model a simple process Children know how to design a digital device. Children know how to use digital devices for different activities, Children can recognise similarities between using digital devices and non-digital tools. Children can suggest differences between using digital devices and non-digital tools. Children can recognise different connections. Children know how messages are passed through multiple connections. Children know why we need a network switch. Children know that a computer network is made up of a number of devices. Children know how information can be passed between devices. Children know the role of a switch, server, and wireless access point in a network. Children can identify how devices in a network are connected with one another. Children can identify networked devices around me. Children know what the benefits of computer networks are</p>	<p>such as the world wide web, and the opportunities they offer for communication and collaboration. INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works debugging. EXPRESSION the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking. INTERPRETATION the ability to understand computing theories; the ability to suggest meanings. APPLICATION the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects. DISCERNMENT seeing clearly for themselves how they use computing in their daily lives and in future employment. SYNTHESIS linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes. EVALUATION the ability to evaluate how a computing system works.</p>	<p>Q2 What are input and output devices? Q3 How can digital devices change the way we work? Q4 How does a computer network share information? Q5 How do we connect digital devices? Q6 What are the physical components of a network?</p> <p>Key Vocabulary Input, output, process, connections, networks, switch</p>	<p><i>Year A term 1 Ks1 Computing-It around us</i></p>	<p><i>Year A term 1 yr. 4/5 Computing-sharing information Year A term 1 Yr5/6 Computing sharing information Year B term 1 EYFS Computing technology around us Year B term 1 KS1 Computing -technology around us Year B term 1 Yr. 3 Connecting computers Year B term 1 Yr. 4/5 Computing -the internet Year A term 1 yr. 5/6 Computing-communication</i></p>	<p><i>Discernment Synthesis Evaluation</i></p>
<p>PE Throwing and catching</p>	<p>Pupils should be taught to: 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>	<p>Children know how to catch with accuracy. Children know how to use an overarm throw to hit a target with accuracy. Children know how to strike a ball in an intended direction. Children can work cooperatively to field a ball. Children know how to use striking and fielding skills in a game. Children can design and play games that use striking and fielding skills. Children know how to stop a ball using a range of techniques; Children can play cooperatively with teammates, making decisions about when to run for points and when to not; Children know how to choose and use a range of simple tactics and strategies when striking</p>	<p>Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down. Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g.,</p>	<p>Enquiry Skills Q1 What do I need to do to catch accurately? Q2 How does a ball go in the intended direction? Q3 How can I stop a ball? Q4 What tactics do I need for my game?</p> <p>Vocabulary Strike, throw, underarm, overarm, direction, gathering, one handed, two handed,</p>	<p><i>Year A term 1 yr. 3 attacking/defending. Year A Term 5 EYFS -team games Year A term 5 KS1 -team games Year B Term 5 EYFS -team games</i></p>	<p><i>Year A term 5 Yr. 3 - defending/attacking skills. Year B term 5 Yr. 3 - defending/attacking skills. Year B term 5 KS1 -team games Year A term 1 yr. 4/5 football/hockey Year A term 1 yr. 5/6- netball/tag rugby Year B term 1 Yr. 4/5 football/hockey</i></p>	<p><i>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT</i></p>

		<p>and fielding; Children can • invent rules for striking and fielding games</p>	<p>high, low, fast or slow). Develop a safe and effective overarm bowl.</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>DISCERNEMENT- -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team.</p>				
<p>PSHE/ RSE</p>	<p>Families and Relationships</p> <p>Revisit family relationships and identify the different expectations and roles that exist within the family home.</p> <p>They identify why stereotypes can be unfair and may not be accurate. They also look at careers and why stereotypes can be unfair</p> <p>They learn that families should be founded on love, respect, appreciation, trust and cooperation.</p> <p>They learn about being a good friend and how to</p>	<p>Know that different family members carry out different roles or have different responsibilities within the family. Know that gender stereotypes can be unfair e.g., Mum is always the carer, Dad always goes to work etc. Know some of the skills of friendship, e.g., taking turns, being a good listener. Know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. Know how to recognise if others are feeling lonely and excluded and strategies to include them. Know how to build good friendships, including identifying qualities that contribute to positive friendships. Know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between</p>	<p>Can identify the responsibilities they have within their family. Can use resolution in a conflict scenario and find a win-win outcome. Understand about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. Understand what constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. Understand the importance of seeking support if feeling lonely or excluded. Understand that healthy friendships make people feel included; recognise when others</p>	<p>Enquiry Questions Q1. What roles do people have around the house? Q2. What makes a good friend? Q3. Can you tell me about a time when you were really good at sharing / taking turns /? Listening?</p> <p>Key Vocabulary Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Loneliness, Arguments, Problem-solve,</p>	<p>Year B Term 1 EYFS PSHE/RSE: Emotional well-being Year B Term 3 EYFS PSHE/RSE: Respect Year B Term 1 KS1 PSHE/RSE: Families and Relationships (people) Year B Term 2 KS1 PSHE/RSE: Friendship and Community Year A Term 2 KS1 PSHE/RSE: Friendship and community Year A Term 5/6 KS1 RE: Thankfulness</p>	<p>Year B Term 1 Y4/5 PSHE/RSE: Emotional well-being Year B Term 1 Y5/6 PSHE/RSE: Emotional well-being Year A Term 2 Y4/5 PSHE/RSE: Friendship and community Year A Term 2 Y5/6 PSHE/RSE: Friendship and community</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION INVESTIGATION REFLECTION</p>

	<p>support, nurture and develop positive friendships and how to deal with loneliness, arguments and conflict.</p>	<p>friends, resolve disputes and reconcile differences. Know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.</p>	<p>may feel lonely or excluded; strategies for how to include them. Understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. Able to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>INVESTIGATION –: asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p> <p>EXPRESSION – the ability to explain patterns of behaviour, beliefs, feelings and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.</p> <p>INTERPRETATION – the ability to draw meaning from different viewpoints, world events and societal change; the ability to know that we are all different and we live in a diverse world; the ability to use health information to be informed on issues pertaining to health and safety; the ability to be informed on physiological and emotional changes; the ability to be informed on good and bad choices and how to respond to different situations; the ability to know where to seek help and advice.</p> <p>REFLECTION – the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices; the ability to think with clarity and care about significant events, emotions and change.</p>	<p>Appreciation, Gratitude, Celebrate.</p>			
		<p>Fountains/Central Autumn 2 Plants and Climates</p>					

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 Application of Knowledge across all Curriculum areas
<p>Climates and Biomes</p> <p>Geography</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including climate zones, biomes and vegetation belts, <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Children can locate continents around the world. Children know some of the major countries in these continents. Children can explain why different vegetation types are found there. Children know what biomes are. Children know major biomes around the world Children know that plants can grow in different places around the world. Children know the main climate zones. Children know there are both hot and cold deserts. Children know these are the most extreme climates in the world. Children know of adaptations that enable plants to survive in extreme environments. Children know the staple foods in our diet that come from plants, Children know what agriculture is. Children know why some crops grow better in different parts of the world than others, Children understand how plants get from the fields to our tables. Children know about objects made from plant material including for wood, paper, medicine, fabrics, rubber and cosmetics. Children know about the impact of over cultivation on the environment . Children know some plants are found in mega diverse countries’ Children know what biodiversity’ is and find out what a mega-diverse country is. Children know the 17 mega-diverse countries in the world and can locate them on a map.</p>	<ul style="list-style-type: none"> I ask, “Which PHYSICAL features does this place have?” 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. *** I find out about places and the features in those places by either going to that place to observe or by looking at information sources. I use my writing skills to communicate what I know. I use my maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc.) I use my ICT skills to help me find out information and present what I have found out. <p>INVESTIGATION –</p> <ul style="list-style-type: none"> Asking relevant questions; Using a variety of sources to find out about events, people, processes and changes Carrying out fieldwork and observational skills to develop a greater place knowledge <p>EXPRESSION</p> <ul style="list-style-type: none"> The ability to recall, select and organise information The ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography <p>INTERPRETATION</p> <ul style="list-style-type: none"> The ability to draw meaning from maps, atlases, globes, and data collected through fieldwork; 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 countries, Considering the impact of human activities on the environment Learning both about and also from geography 	<p>Key Questions</p> <p>Question 1 Where are the plants found?</p> <p>Question 2 What is a biome?</p> <p>Question 3 How do plants survive in extreme climates?</p> <p>Question 4 Which plants do we eat?</p> <p>Question 5 How else do humans use plants</p> <p>Question 6 What do we mean by mega-diverse?</p> <p>Key Vocabulary</p> <p>Co-ordinates, hemisphere, observatory, polar, precipitation, tropics, rainforests, savannah</p> <p>Continent</p> <p>Country</p> <p>Vegetation</p> <p>Biome</p> <p>Climate zone</p> <p>Deserts</p> <p>Adaptations</p> <p>Agriculture</p> <p>Cultivation</p> <p>Biodiversity</p> <p>megadiversity</p>	<p><i>Year A Term 4</i> <i>/EYFS -journeys</i> <i>Year A term6 EYFS geog-around the world</i> <i>Year A term 6 EYFS science=plants</i> <i>Year A Term 6 KS1 Britain and the World</i> <i>Year A term 6 KS1 science Plants</i> <i>Year A Term 1 Year 3 Maps of the World</i> <i>Year B Term 2 KS1 Local Area</i> <i>Year B Term 5 KS1 geog-Food glorious food</i></p>	<p><i>Year A Term 5 Year 4/5 Walls and Barricades</i> <i>Year A Term 1 Year 5/6 Land Use</i> <i>Year B term 5 year4/5 geog-worlds kitchen</i> <i>Year B Term 1 year 5/6 Minerals and Mining</i></p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p>

<p><i>Science</i></p> <p><i>Light</i></p>	<p>3d1: recognise that they need light in order to see things and that dark is the absence of light 3d2: notice that light is reflected from surfaces 3d3: recognise that light from the sun can be dangerous and that there are ways to protect their eyes 3d4: recognise that shadows are formed when the light from a light source is blocked by a solid object 3d5: find patterns in the way that the size of shadows changes</p>	<p>Children know that we see some things because they are light sources . Children know that light sources make light, Children know that this light travels directly into our eyes Children know that we see some things because they are non-light sources. Children know we can see these because light reflects off them into our eyes Children know that some objects are visible because they are light sources and some are visible because they reflect light. Children know about the importance of the Sun as the ultimate energy source for all life on Earth. Children know about different ways in which exposure to the Sun can be dangerous to humans. Children know ways in which the Sun can damage our eyes and skin and ways that this damage can be minimised Children know that shadows are formed when an opaque object blocks the path of light, which travels in straight lines.</p>	<p>They recognize why it is important to collect data to answer questions. They act on suggestions and put forward their own ideas about how to find the answer to a question. With help they can carry out a fair test and explain why it was fair. They predict what might happen before they carry out any tests. They measure length, mass, time and temperatures using suitable equipment. They use scientific vocabulary to describe their observations. They record observations, comparisons and measurements using tables, charts, text and labelled diagrams. They give reasons for observations. They look for patterns in their data and try to explain them. They suggest how they can make the improvements to their work</p> <p>INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSEION the ability to identify and articulate scientific understanding</p> <p>INTERPRETATION the ability to draw meaning from scientific theories, theories and studies; the ability to suggest meanings</p> <p>APPLICATION The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p> <p>DISCERNMENT Explaining the significance of scientific studies and investigations.</p> <p>ANALYSIS distinguishing between the feature’s methods of different investigations</p> <p>EVALUATION the ability to evaluate a finished product and scientific investigation; Distinguishing between opinion and fact.</p>	<p>Key Questions Q1 is everything we see a light source? Q2 What do we mean by reflected? Q3 How do we see non-light sources? Q4 where do we get energy from? Q5 how is the sun dangerous? Q6 how can we keep ourselves safe? Q7 how are shadows formed? Q8 How does light travel</p> <p>Key Vocabulary Light sources Reflection Shadows Energy Straight lines Opaque</p>	<p><i>Year A Term 1 KS1 science Light</i> <i>Year B Term 5 yr3 science light</i></p>	<p><i>Year A Term 6 yr. 5/6 science Light</i> <i>Year B Term 5 yr. 5/6 science light</i></p>	<p>INVESTIGATION EXPRESSEION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS EVALUATION</p>
<p><i>MFL</i></p> <p><i>3.2 En Classe</i></p>	<p>03.1 listen and respond to simple rhyme, stories and songs. 03.2 recognise and respond to sound patterns in words. 03.3 perform simple</p>	<p>. Children know how to identify classroom objects. Children know how to identify colours. Children know how to describe an object’s colour. Children know how to say their age. Children know how to recognise and repeat classroom instructions.</p>	<p>Oracy: Respond to simple questions with support from a spoken model or visual clue. Respond to spoken instructions. Recognise numbers 1–20 Discriminate sounds and identify meaning when items are repeated several times. Greet others with confidence and reply to the questions. Know a well-known children’s song in</p>	<p>Key questions Q1 What is in the classroom? Q2 what colour is it? Q3 How old are you?</p>	<p>None</p>	<p><i>Nouns</i></p> <p><i>Unit 3.4 Year A term 4 yr. 3</i> <i>Unit 3.5 Year A term 5 yr. 3</i> <i>Unit 3.6 Year A term 6 yr. 3</i></p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>APPLICATION</i> <i>DISCERNMENT</i> <i>ANALYSIS</i></p>

<p>communicative tasks using single words, phrases and short sentences. 03.4 listen attentively and understand instructions, everyday classroom language and praise words. L 3.1 recognise some familiar words in written form. L 3.2 make links between some phoneme's rhymes and spellings and read aloud familiar words. L 3.3 experiment with the writing of simple words.</p>		<p>language studied. Sing a song from memory, with clear pronunciation. Identify common nouns Begin to know some key vocabulary e.g., body parts, colours. Reading: Sequence written instructions Recognise some familiar words in written form Recognise and read known sounds within words Read some key vocabulary Writing; Write some of the numbers to 20 from memory Experiment with writing simple words. Copy accurately in writing some key words Copy or label using single words or short phrases Language: Understand and start to use some basic core structures Cultural: Start to understand cultural similarities and differences and how festivals are celebrated. Understand the differences in social conventions when people greet each other</p> <p>INVESTIGATION asking relevant questions about the language; broaden cultural experiences and investigate a new way of speaking</p> <p>EXPRESSION the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; the ability to present ideas and information orally to a range of audiences</p> <p>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</p> <p>APPLICATION making the association between English and French</p> <p>DISCERNMENT explaining the significance of a new culture and the importance of understanding a language correctly</p> <p>ANALYSIS distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p>	<p>Key Vocabulary classroom objects: une trousse (pencil case), un stylo (pen), une règle (ruler), un crayon (pencil), un cahier (Exercise book), un livre (text book), un sac (bag), une gomme (rubber) colours: rouge (red), rose (pink), bleu (blue), jaune (yellow), marron (brown), orange (orange) give your age: J'ai... ans. classroom instructions: écoutez, regardez, lisez, asseyezvous, levez-vous, écrivez, chantez</p>		<p><i>Unit 4.6 Year A term 6 Yr. 4/5</i> <i>Unit 6.2 Year B term 2 yr. 5/6</i> <i>Unit 6.6 Year B term 6 yr. 5/6</i></p>	
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<p>RE</p>	<p>God – Islam</p> <p>What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?</p>	<p>Know about the oneness of God (tawhid) and its reflection in the Shahadah (statement of faith). Know that Muslims believe God as the creator who has created the universe to be in harmony (Muslim – literally, ‘in submission’ to the will of God). Know that he has created human beings to be ‘abd (servant) and Khalifa (regent) to help him keep things in harmony. Know he has set out a straight path (shariah) to help maintain this harmony and offered guidance (the natural world, the Qur’an and the prophets) to help humans follow this path. Know the connection between Iman (faith/beliefs) and ibadah (worship/practice) – the ways in which key practices express Muslim beliefs: Five Pillars: 1. Shahadah (statement of belief): “There is no God but God, and Muhammad is his prophet”; expresses beliefs about God and the prophets 2. Salat (prayer five times a day): incorporates the Shahadah, involves all Muslims praying together in harmony 3. Zakat (charitable giving): 2.5% of disposable income annually; purpose is to bring about harmony in a world in which some people have more than they need and some people don’t have enough 4. Sawm (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; the fast as a way to remind Muslims of their commitment to the one God and as a way of helping them experience what it is like go without, which is what life is like every day for some people in the world – this should prompt them to try to address this disharmony</p>	<p>Can explain what faith means and give examples of how Muslims follow their faith and belief. Can use religious words to explain the importance of Allah to Muslims. Understand that Muslims do not draw Allah or the Prophet. Can recall the key features of a mosque. INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information EXPRESSION the ability to explain concepts, rituals and practices; INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to suggest meanings 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.</p>	<p>Q1. Why do people believe in God? Q2. How does believing in God shape a Muslim’s life? Q3. What is the best way for a Muslim to show commitment to God?</p> <p>Key Vocabulary Allah Muhammed Qur’an Mighty, Wise, Everlasting, Compassionate...Prophet</p>	<p>Year A KS1 Term 3 KS1 RE: God – Islam Year A Term 2 Y3&4 RE: God – Islam Year B Term 3 KS1 RE: God - Islam Year B Term 5 KS1 RE: Islam – Community</p>	<p>Year A Term 2/3 Y4/5 RE: How do Muslim’s worship? Year A Term 6 Y5/6 RE: Rites of Passage – Islam Year B Term 2/3 Y4/5 RE: How do Muslim’s worship? Year B Term 6 Y5/6 RE: Islam</p>	<p>investigation Expression Interpretation Reflection Empathy</p>
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		<p>and bring about more harmony in the world</p> <p>5. Hajj (pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime; Muslims all travel to Makkah at the same time, perform the same prayers, speaking the same words, at the same time, Carry out the same actions at the same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the ummah) and their belief in one God</p> <p>Know that the masjid (mosque) is a ‘place of prostration’.</p> <p>Know the role of the mosque in Muslim belief and practice.</p> <p>Know the key features (e.g. qibla, minaret, minbar, prayer mats, facilities for wudu).</p> <p>Know ways in which mosques engage with the local community, e.g. #VisitMyMosque day, foodbanks, etc.</p>					
<p><i>Art/DT</i></p> <p>M</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</p>	<p>Children know what Impressionism is. Children know that Claude Monet was an important person in the Impressionist movement. Children can explore and compare Impressionist paintings . Children can discuss Monet’s landscape paintings. Children can describe what they think and feel about them. Children know the main features of Impressionism. Children know why Impressionists were interested in light itself as a subject. Children know how Monet showed this in the Haystack series. Children know how Monet used colour to convey different seasons . Children know how Monet used colour to convey different times of day. Children can create their own version. Children can explore a variety of paintings portraying city life and say what they think about them. Children know how to</p>	<p>Children can: use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; use key vocabulary to demonstrate knowledge and understanding in this strand: Children can use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; INVESTIGATION –</p> <ul style="list-style-type: none"> •asking relevant questions; •knowing how to use different types of sources as a way of gathering information; •knowing how pieces are created <p>EXPRESSION –</p> <ul style="list-style-type: none"> •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>REFLECTION –</p>	<p>Q1 What do we know about the life of Monet? Q2 What are some of his most important paintings? Q3 What techniques did he use in his paintings? Q4 How do we create depth? Q5 How do we contrast cityscapes with landscapes</p>	<p><i>Year A term 2 EYFS Art-van Gogh</i> <i>Year A term 5 EYFS Art-landscapes</i> <i>Year A term4 KS1 Art-landscapes</i> <i>Year A term 6 KS1 Art-west Indian art</i> <i>Year A term 2 yr. 3 Art-Monet</i> <i>Year B Term 1 EYFS Art-portraits</i> <i>Year B term 2 EYFS Art-observational drawings</i> <i>Year B term 2 EYFS Art-aboriginal</i> <i>Year B Term 1 KS1 Art-portraits</i> <i>Year B term 2 KS1 Art-observational drawings</i> <i>Year B term 2 KS1 Art-aboriginal</i></p>	<p><i>Year A term 2 yr4/5 Art-Constable</i> <i>Year A term 1 yr. 5/6 Art-Pastels</i> <i>Year B term1 Yr. 4/5 Art-landscapes</i> <i>Year B term 2 Yr. 5/6 Art-watercolours</i></p>	<p>INVESTIGATION EXPRESSION REFLECTION DISCERNMENT EVALUATION</p>

	<p>[for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history</p>	<p>make careful observations and record what they see. Children can create their own version of a Monet city scape. Children know that Monet completed some of his most famous works from his garden at Giverny in his later years. Children can say what they think and feel about Monet's Water Lilies Children know some different artistic techniques to create artwork based on the garden at Giverny. Children can choose a favourite Monet painting and explain why they like it. Children can research the life and work of Claude Monet. Children can recall facts and information about the life and work of Claude Monet</p>	<ul style="list-style-type: none"> •the ability to reflect on pieces of art, including their purpose, meaning, and technique. •the process the artist went through to create their piece. <p>DISCERNMENT –</p> <ul style="list-style-type: none"> •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>EVALUATION –:</p> <ul style="list-style-type: none"> •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>Key Vocabulary colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco</p>			
<p><i>Music (Music express)</i></p>	<p>3.3 Sounds (Exploring Sounds) KS1 Mu1/ 1.3 Listen with concentration and understanding to a range of high-quality live and recorded music.</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>3.3 Sounds (exploring sounds) Children continue to explore instruments and the sounds they make. This unit introduces the children to music from around the world and the different timbres and structures that are used.</p>	<p>3.3 Sounds (exploring sounds) Children will be able to classify instruments according to the sounds they produce. Children learn about aerophones, idiophones and chordophones. Children will develop an understanding and be able to create call and response.</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>REFLECTION- the ability to consider their own performances and evaluate the effectiveness and levels of success</p> <p>APPLICATION- identifying how music is used for a variety of reasons, for religion, relaxation, communication etc Identifying key musical terminology and using it in description of music Exploring different ways music is made</p> <p>ANALYSIS distinguishing between the features of music Identifying instruments used within a composition</p> <p>SYNTHESIS-</p>	<p>3.3 Sounds (exploring sounds) Key Questions Q1. How are sounds produced? Q2. How are instruments classified? Q3. What is musical conversation structure? Q4. What are idiophones? Q5. What is call and response? Q6. What are chordophones?</p> <p>Key vocabulary Aerophone Pitch Phrase Idiophone Call and response Off- beat Chordophone Verse Chorus Phrase</p>	<p><i>Music express Exploring sounds Year B</i> KS1 Y2/3 <i>Spring 1 2.9 Weather 2.7 Storytime Aut 2 2.3 Our Land Aut 1 2.1 Ourselves KS1 Y1/2 Spring 2 2.3 Our Land Spring 1 1.4 Weather 1.9 Storytime Aut 2 1.7 Our School Aut 1 1.1 Ourselves EYFS/ Y1 Spring 1 1.4 Weather 1.9 Storytime Aut 2 1.7 Our School Aut 1 1.1 ourselves Year A</i> KS1 Y2/3 <i>Spring 2 3.3 Sounds Spring 1 2.3 Our Land 2.7 Storytime Aut 1 2.9 Weather KS1 Y1/2 Spring 2 2.1 Ourselves 2.3 Our Land Spring 1 1.9 Storytime 1.7 Our School Aut 1 1.4 Weather</i></p>	<p><i>Music Express Exploring sounds (has Mu2/1.5) Year B</i> LKS2 <i>Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots Year A (has Mu2/1.5) LKS2</i> <i>Aut 1 3.1 Environment 3.2 Buildings Aut 2 3.3 Sounds Spring 2 4.6 Around the World Sum 1 4.3 Sounds 4.5 Building Sum 2 4.12 Food and Drink Y4/5 Aut 1 4.2 Environment Aut 2 4.6 Around the World Spring 1 4.5</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS</p>

	<p>3.7 In the Past (Pitch) Mu2/ 1.4 Use and understand staff and other musical notations Mu2/ 1.6 Develop an understanding of the history of music</p>	<p>3.7 In the Past (Pitch) Children develop understanding of pitch. They will learn to read simple pitch notation. They will understand and use pitch notations. They will read simple rhythm notation. Develop understanding of music in the past.</p>	<p>taking inspiration from existing musical performances to compose and perform music effectively EVALUATION- the ability to evaluate their own and others performances</p> <p>.7 In the Past (Pitch) Children learn a singing game about pitch. Children follow a conductor to sing an improvised three note melody. Children use hand movements to trace the path of a medieval song. Children learn to sing a song and follow ladder notation of a melody. Children compose and notate a melody using three pitches. Children learn dance steps. INVESTIGATION Exploring a range of tuned and untuned instruments to compose music EXPRESSION the ability to recognise how composers express themselves through their music INTERPRETATION the ability to draw meaning from a range of different musical pieces from a range of genres the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo APPLICATION identifying how music is used for a variety of reasons, for religion, relaxation, communication etc identifying key musical terminology and using it in description of music exploring different ways music is made</p>	<p>3.7 In the Past (Pitch) Key Questions What is pitch? How can you read pitch notation? Can you read rhythm notation? Can you learn a Tudor dance?</p> <p>Key Vocabulary Pitch Drone Notation Stave Crotchet Quaver Dynamics Beat Rhythm</p>	<p>EYFS/Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 ourselves Aut 1 1.4 Weather</p> <p>3.7 In the Past (Pitch) Year B KS1 Sum 1 2.5 Animals Sum 2 2.11 Water EYFS/Y1 Sum 2 1.12 Water 1.3 Animals Aut 2 1.6 Seasons Year A KS1 Aut 2 1.3 Animals Aut 1 1.6 Seasons</p>	<p>Buildings Spring 2 5.3 Life Cycles Summer 2 5.4 Keeping Healthy Sum 2 5.5 At the Movies Y6 Aut 1 6.4 Roots Spring 1 6.2 Journeys Spring 2 6.3 Growth</p> <p>3.7 In the Past (Pitch) Year B Y4/5 Spring 1 4.6 Around the World Year 5 units covering notation elements Spring 2 5.3 Life Cycles Summer 1 5.4 Keeping Healthy Year 6 covering elements of notation Aut 1 6.1 World Unite Spring 1 6.3 Growth Summer 2 6.6 Moving On</p> <p>Year A LKS2 Aut 2 3.7 In the Past Spring 1 3.10 Singing French Spring 2 4.6 Around the World Y4/5 Aut 2 4.6 Around the World 4.8 Singing Spanish Year 5 units covering notation elements Spring 2 5.3 Life Cycles Summer 1 5.4 Keeping Healthy Summer 2 5.5 At the movies Year 6 covering elements of notation Aut 2 6.1 World Unite Spring 2 6.3 Growth Summer 2 6.6 Moving On</p>	
<p>Computing 3.2 Creating media-animation</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital</p>	<p>Children can draw a sequence of pictures Children can create an effective flip book—style animation. Children know how an animation/flip book works.</p>	<p>Children can use software to record, create and edit sounds and capture still images. change recorded sounds, volume, duration and pauses. use software to capture video for a purpose.</p>	<p>Enquiry Questions Q1 What is animation? Q2 What is stop frame?</p>	<p>Year A term 2 EYFS Computing-painting Year A term 3 EYFS Computing-writing</p>	<p>Year A term 2 Yr. 4 Computing -audio editing Year A term 2 Yr. 4/5 computing vector drawing</p>	<p>INVESTIGATION EXPRESSION REFLECTION APPLICATION DISCERNMENT EVALUATION</p>

	<p>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. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Children can predict what an animation will look like. Children know why little changes are needed for each frame Children can create an effective stop-frame animation. Children know how to break down a story into settings, characters and events Children can describe an animation that is achievable on screen Children know how to create a storyboard. Children know how to use onion skinning to make small changes between frames. Children know how to review a sequence of frames to check work Children can add other media to an animation</p>	<p>crop and arrange clips to create a short film. plan an animation and move items within each animation for playback. use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p>EXPRESSION the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking.</p> <p>REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <p>APPLICATION the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects.</p> <p>DISCERNMENT seeing clearly for themselves how they use computing in their daily lives and in future employment.</p> <p>EVALUATION understand what can be done differently and what impact this may have on the outcome.</p>	<p>Q4 What are the key features of an animation Q5 How can I add other media to my finished work Key Vocabulary audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame</p>	<p>Year A term 2 KS1 Computing-photography Year A term 3 Ks1 Computing-music Year A term 2 Yr. 3 Computing-animation Year A term 3 Yr. 3 Computing-publishing Year B term 2 EYFS Computing-painting Year B term 3 EYFS Computing-writing Year B term 2 KS1 Computing-painting Year B term 3 Ks1 Computing-writing</p>	<p>Year A term 3 Yr. 4 Computing photo editing Year A term 3 Yr. 4/5 Video-editing Year A term 2 Yr. 5/6 Computing -3d modelling Year A term 3 yr. 5/6 Computing -web pages Year B term 2 Year B term 2 Yr. 4/5 Computing -audio editing Year B term 3 Yr. 4/5 Computing photo editing Year B term 3 yr. 5/6 Computing -video editing</p>	
<p>PE Dance</p>	<p>Pupils should be taught to: perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Children know how to use movements to tell a narrative; Children can combine and link an increasing number of movement phrases and patterns; Children know how to create fluent movements, using precision and control; Children can show an awareness of other's movements, responding accordingly with their own movements; Children know how to evaluate their own performance and suggest ways to improve it. Children can develop dance motifs by adapting original ideas to vary the levels, methods of travel, speed, repeating movements and experimenting with different dynamics;</p>	<p>Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. perform with some awareness of rhythm and expression Investigation-in Pe, this covers -asking relevant questions - using different approaches to determine skills and tactics</p> <p>EXPRESSION- -the ability to express themselves through movement</p>	<p>Enquiry Questions Q1 What do we mean by narrative? Q2 How can we link movements ? Q3 How can we evaluate a performance? Q4 How do we link dance motifs into a sequence>+?</p> <p>Key Vocabulary Narrative, performance, movements, phrases, patterns, evaluate, effectiveness, dynamics</p>	<p>Year A term 2 EYFS Dance Year A term 2 KS1 Dance Year A term 2 Yr. 3 Dance Year B term 2 EYFS Dance Year B term 2 KS1 Dance</p>	<p>Year A term 2 Yr. 4/5 Dance Year A term 2 yr. 5/6 Dance Year A term 2 Yr. 3 Dance Year B term 2 Yr. 4/5 Dance</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT</p>

			<p>-the ability to explain what they do and how they do it</p> <p>INTERPRETATION-</p> <p>-understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p>APPLICATION</p> <p>- make connections between different skills in different sports and how these are interlinked</p> <p>-to apply the skills, they have learnt in different situations</p> <p>DISCERNEMENT-</p> <p>-understanding and responding to the tactics and games of others</p> <p>-developing insights into tactics and working as a team.</p>				
<p>PSHE/RSE</p>	<p>Friendship and Community</p> <p>Community; belonging to groups; similarities and differences; respect for others.</p> <p>The children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have,</p>	<p>Know what democracy is (applied to pupil voice in school). Know that their own actions affect themselves and others.</p> <p>Know how groups work together to reach a consensus.</p> <p>Know that having a voice and democracy benefits of the school community.</p> <p>Know how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups.</p> <p>Know what is meant by a diverse community; how different groups make up the wider/local community around the school.</p> <p>Know how the community helps everyone to feel included and values the different contributions that people make.</p> <p>Know how to be respectful towards people who may live differently to them.</p>	<p>Can make others feel valued and included? Be able to take on a role in a group discussion/ task and contribute to the overall outcome.</p> <p>Can make others feel cared for and welcomed?</p> <p>Can recognise the feelings of being motivated or unmotivated.</p> <p>Can understand why the school community benefits from school rules/charters.</p> <p>Understand about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>Can listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>Understand about the different groups that make up their community; what living in a community means.</p> <p>Can value the different contributions that people and groups make to the community.</p> <p>Understand about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>INVESTIGATION –</p> <p>asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p> <p>EXPRESSION –:</p> <p>the ability to explain patterns of behaviour, beliefs, feelings and practices;</p>	<p>Enquiry Questions</p> <p>Q1. What makes an effective class team?</p> <p>Q2. How do all the different people in school work together so that it runs well?</p> <p>Q3. Does everyone have a role in school?</p> <p>Q4. Do you have choices about how to behave?</p> <p>Q5. How do rules, rewards and consequences help with this?</p> <p>Q6. What do you think democracy is?</p> <p>Q7. Can you give an example?</p> <p>Q8. What skills do you have that can help a team? work well together?</p> <p>Key Vocabulary Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility,</p>	<p>Year B Term 3 EYFS PSHE/RSE: Respect</p> <p>Year B Term 1 KS1 PSHE/RSE: Families and Relationships</p> <p>Year B Term 2 KS1 PSHE/RSE: Friendship and Community</p> <p>Year A EYFS Term 1 PSHE/RSE: Families and People</p> <p>Year A EYFS Term 2 PSHE/RSE: Relationships – Emotional Development</p>	<p>Year B Term 1 Y4/5 PSHE/RSE: Emotional well-being</p> <p>Year B Term 1 Y5/6 PSHE/RSE: Emotional well-being</p> <p>Year A Term 2 Y4/5 PSHE/RSE: Friendship and community</p> <p>Year A Term 2 Y5/6 PSHE/RSE: Friendship and community</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>REFLECTION</p>

	<p>how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings.</p>		<p>the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media. INTERPRETATION – the ability to draw meaning from different viewpoints, world events and societal change; the ability to know that we are all different and we live in a diverse world; the ability to use health information to be informed on issues pertaining to health and safety; the ability to be informed on physiological and emotional changes; the ability to be informed on good and bad choices and how to respond to different situations; the ability to know where to seek help and advice. REFLECTION the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices; the ability to think with clarity and care about significant events, emotions and change.</p>	<p>Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).</p>			
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