

Lindisfarne/Sempringham/Phoenix- Autumn 1 Mountains and Deserts

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
Mountains and Deserts Geography	Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Children know how to use a legend to find areas of higher ground on a map. Children know the country a mountain range is found in. Children know how to use the index in an atlas to find mountains. Children know the height of a peak on a map Children know the location of The Andes, The Rockies, The Alps, The Urals, The Himalayas., The Snowy Mountains, Children know different ways areas of higher ground are shown on a map. Children know what a hill might look like based on its contours. Children know how to draw contour lines to show higher ground Children know where Snowdonia, The Lake District, the Pennines. The Cairngorms, The Black Mountains and the Cheviots are located can they locate key areas of higher ground in the UK. Children know that not all mountains look the same. Children can identify a valley and the summit, foot and slope of a mountain. an outcrop, a ridge, the tree line and the snow line. Children know what a plateau is Children know that mountains formed a very	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. INVESTIGATION – • 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 EXPRESSION • 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 INTERPRETATION • 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 APPLICATION	Key Questions Q 1 What is a mountain range? Q 2 What mountain ranges do we have in the UK? Q 3 What does a mountain range look like Q4 How are mountains created? Q5 What is the weather like on a mountain? Q6 why do people visit mountains? Q7 How are deserts created Q8 What would you find in a desert? Year 5 Q1 How would you identify mountain ranges in an atlas? Q2 Can you compare the height of peaks in the UK with those found globally? Q3 What are the key features of a mountain range (valley, summit, plateau, outcrop, ridge, treeline etc)	Year A term 6 EYFS Around the World Year A term 6 Geography Britain and the World Year A Term 1 Year 3 Geography-Maps of the World Geography =Rivers Year A term 2 yr 3 geog-plants and climates Year b Term 4 KS1 History=explorers Year B term 1 yr 3 Geog Climates	Year A term 1 yr 4/5 geog-rivers Year a term 2 yr 4/5 geog Europe Year A term 2 yr 5/6 geog- Americas Year B term 1 yr 5/6 geog- minerals and moining Year B term2 yr 5/6 geog- volcanoes and earthquakes	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS

		<p>long time ago. Children know how tectonic plates move together to create fold mountains.</p> <p>Children know how lava flow creates volcanic mountains. Children know how fault lines in the Earth's crust move to create mountains.</p> <p>Children know how pressure from magma under the Earth's surface creates dome mountains. Children know how erosion creates plateau mountains Children know what the weather is usually like on a mountain. Children know the differences between a weather forecast and climate Children know the risks associated with a mountain climate. Children know why people might visit mountains.</p> <p>Children know some of the effects of tourism on an area. Children know ways to limit the damage tourism causes to an area.</p> <p>Children know who is responsible for limiting the damage tourism can cause .</p> <p>Children know there are hot and cold deserts Children know that deserts can be created in different ways Children know how rain shadow deserts are formed Children know how trade wind deserts are formed Children know where deserts are found Children know some of the animals and plants that are found there</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>DISCERNMENT</p> <ul style="list-style-type: none"> · explaining the importance of significant geographical events (earthquakes, erosion studies) ; · developing insight into people, motives, actions and consequences; · seeing clearly for themselves how individuals might learn from the study of geographical issues. <p>ANALYSIS</p> <ul style="list-style-type: none"> · distinguishing between opinion, belief and fact; · using data to draw conclusions or suggest hypotheses · distinguishing between the features of both human and physical geography nationally and internationally by comparing and contrasting locations 	<p>Q4 What are the differences between fold,volcanic,dome and plateau mountains?</p> <p>Q5 What effect does tourism have on mountains</p> <p>Q6 Are all deserts hot?</p> <p>Q7 How do animals and plants adapt to living in desert conditions?</p> <p>Key Vocabulary contours range The Andes, The Rockies, The Alps, The Urals, The Himalayas., The Snowy Mountains Snowdonia, The Lake District, the Pennines. The Cairngorms, The Black Mountains and the Cheviots silt. Valley, summit, foot, slope, outcrop, ridge, tree line, snow line. Tectonic, fold, dome, erosion, desert, arid, adaptation</p>			
<p><i>Science</i></p> <p>- Animals, including Humans</p> <p><i>-food chains</i></p>	<p>4e.construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Children know what a food chain is. Children know that the arrow shows energy flow within an ecosystem. Children know how to create food chains with 2 and 3 organisms. Children know if each organism is a predator, prey, consumer or producer. Children know that a food web is a way of showing the energy</p>	<p>They can recognise that scientific ideas are based on evidence. They can decide on the most appropriate approach to an investigation (eg. a fair test) to answer a question. They can describe how to vary one factor while keeping others the same. They can make predictions. They can select which information to use from sources</p>	<p>Year 4</p> <p>Q1 What is a food chain</p> <p>Q2 What is an ecosystem?</p> <p>Q3 How do food chains the relationship between prey and predator</p>	<p>Year A Term2 EYFS Science- animals</p> <p>Year A term 5 EYFS animals-habitats</p> <p>Year A term2 KS1 Science-animals</p> <p>Year A Term5 KS1 Science -animals-offspring</p>	<p>Year A Term1 Year5/6 Science Evolution and inheritance</p> <p>Year A Term 4 year 5/6 Animals-diet</p>	<p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>EVALUATION</p>

		<p>flow in an ecosystem in a more complex way. Children know how to create a food web containing 8 different organisms. Children know how to identify and label each organism as a consumer, producer, predator, prey, and apex predator. Children can add their own arrows to show energy flow through the food web.</p>	<p>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 (eg. 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>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>Q4 What is the difference between a food chain and a food web ?</p> <p>Year 5</p> <p>Q1 What role do predators, prey, consumers and producers play in food chains</p> <p>Q2 How do we represent energy flows within ecosystems</p> <p>Q3 What is an apex predator?</p> <p>Q4 How can we show complex relationships between animals using a food web?</p> <p>Key Vocabulary Food chain organisms ecosystem predator prey consumer producer food web apex</p>	<p><i>Year A Term 1 Year 3 Science Animals-nutrition</i></p> <p><i>Year A term5 year 3 Animals-skeletons</i></p> <p><i>Year A term 5 year 4/5 Animals-classification</i></p> <p><i>Year B term 1 EYFS science -skeletons</i></p> <p><i>Year B term 6 KS1 animals</i></p> <p><i>Year B term 1 Year 3 Science-living things</i></p> <p><i>Year B term 1Yr 3 Science living things and habitats</i></p>	<p><i>Year B term 6 year 4/5 changing habitats</i></p> <p><i>Year B term 4 yr 5/6 science classification</i></p> <p><i>Year A term 1 yr 5/6 Science evolution</i></p> <p><i>Year B term 5 yr 4/5 science Living things-reproduction</i></p> <p><i>Year B term 6 yr 4/5 Science Living things classification</i></p>	
<p>MFL</p> <p>5.1 <i>Salut Gustave</i></p>	<p>O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts</p>	<p>Children know how to greet people and give personal information. Children know how to ask and talk about sisters and brothers. Children can say what people have and have not using 3rd person avoir. Children know how to say what people are like using 3rd person être including negatives.</p>	<p>Yr 4</p> <p>Oracy: 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 Ask and answer simple questions with correct intonation. Remember a sequence of spoken. Words. Speak clearly and confidently. Initiate a conversation when</p>	<p>Key Questions</p> <p>Question 1 How are you?</p> <p>Question 2 Which nationality are you?</p> <p>Question 3 Do you have brothers or sisters</p> <p>Question 4 What are they like</p>	<p><i>Greetings</i></p> <p><i>Unit 3.1 Year A term 1 yr 3</i></p> <p><i>Family</i></p> <p><i>Unit 3.1 Year A term 1 Yr 3</i></p>	<p><i>Family</i></p> <p><i>Unit 5.2 Year B Term 2 yr 4/5</i></p> <p><i>Unit 6.1 Year B term 1 yr 5/6</i></p> <p><i>Unit 6.5 Year B term 5 Yr 5/6</i></p> <p><i>Unit 6.6. Year B term 6 yr 5/6</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</p>

<p>O5.3 Listen attentively and understand more complex phrases and sentences</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>IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p> <p>IU5.2 Recognise similarities and differences</p>		<p>working with a partner Express opinions Developing a wider vocabulary</p> <p>Reading: 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>Writing: Write familiar words and simple phrases from a model. Understand and write a short email using structures knowt</p> <p>Language: 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>Cultural: Identify counties 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>Writing: Write a simple poem Write short sentences in a presentation or booklet Write simple instructions accurately Write sentences on a range of topics using a model</p>	<p>Key Vocabulary</p> <p>Bonjour, Salut</p> <p>Comment t'appelles-tu? Je m'appelle...</p> <p>Ça va? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça</p> <p>Tu es français(e)/britannique?</p> <p>Oui/Non, je suis...</p> <p>Quel âge as-tu? J'ai... ans</p> <ul style="list-style-type: none"> • Tu as des frères ou des sœurs? <p>J'ai un(e)/deux/trois... frères/sœurs</p> <p>Je n'ai pas de frères ou de sœurs</p> <ul style="list-style-type: none"> • il/elle a... il/elle n'a pas de...+ revised nouns: une sœur, un frère, un pantalon, un vélo, une guitare • il/elle est... /il/elle n'est pas... drôle, sportif(ve), sympa, timide, beau/belle, sévère, grand(e), petit (e), intelligent(e) français (e), britannique 	<p><i>Unit 3.2 Year A term 2 yr 3</i></p> <p><i>Unit 3.4 Year A term 4 yr 3</i></p> <p><i>Unit 3.5 Year A term 5 Yr 3</i></p>		
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	between places		<p>Language: Use agreements of adjectives Manipulate language by changing an element in a sentence</p> <p>Cultural: Look at further aspects of everyday lives from the perspective of someone from another country Know about places of interest/importance within the country studied</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>SYNTHESIS linking significant features of languages together</p> <p>EVALUATION the ability to hold a conversation in French</p>				
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<p>RE</p>	<p>Pilgrimage</p> <p>Pilgrimage builds upon the understanding of 'journey' to explore personal responses to pilgrimage, exploring local and global pilgrimage sites for different faiths. It is important where possible to visit a local sacred place which may be a place of pilgrimage for some – church, cathedral, cemetery, memorial, garden, tree, monument, quiet space.</p>	<p>Know that pilgrimage builds upon the understanding of 'journey' to explore personal responses to pilgrimage, exploring local and global pilgrimage sites for different faiths.</p> <p>Know how a person of faith may make a special journey</p> <p>To explore the diversity and significance of local religious places to faith groups and members of the community.</p> <p>Make a virtual or real visit a local sacred site and/or talk with someone who has been on pilgrimage</p> <p>Visit a local or regional recognised faith place of pilgrimage if possible; find out why it is sacred for faith members.</p> <p>Identify artefacts used by the pilgrim and consider their purpose and meaning.</p> <p>Observe rituals performed at sites of pilgrimage and before, during and after a pilgrimage; discover how those actions link to faith beliefs</p> <p>Read/listen to John Bunyan's Pilgrims' Progress and other stories of life-changing journeys; discuss the meaning of Christian's story and consider the motivation and inspiration it brings to Christian believers</p>	<p>Can compare key places of pilgrimage and identify why a faith member might go there.</p> <p>Can describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage.</p> <p>Can show understanding of what is sacred for believers in religious places</p> <p>Can reflect on the reasons a faith member may make a special journey.</p> <p>Can suggest ideas about the meaning of pilgrimage to a believer and the impact on their life.</p> <p>Can explain the impact of a sacred place on believers.</p> <p>INVESTIGATION asking relevant questions</p> <p>EXPRESSION the ability to explain concepts, rituals and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media.</p> <p>REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices; the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.</p> <p>EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</p> <p>APPLICATION making the association between religions and individual, community, national and international life;</p> <p>SYNTHESIS connecting different aspects of life.</p>	<p>Enquiry Questions</p> <p>Q1. What is pilgrimage? Q2. How does a pilgrim prepare for the journey? Q3. What does a pilgrim do when they get there? Q4. What do they leave at the site and what do they bring away with them? Q5. How does a pilgrim feel at different stages of the journey? 6. Is a pilgrim different to a tourist?</p> <p>Key Vocabulary Pilgrim Pilgrimage Mecca Wayfarer Haji Lourdes Jerusalem Via Delarosa Western Wall Walsingham</p>	<p>Year A Term r EYFS RE: Special Times Year A Term 5 KS1 RE: Places of worship Year A Term 6 RE: Inspirational Christians Year A Term 2 EYFS PSHE/RSE: Friendship and community Year A Term 2 KS1 PSHE/RSE: Friendship and community Year A Term 2 Y3&4 PSHE/RSE: Friendship and community Year A Term 2 Y4/5 PSHE/RSE: Friendship and community Year A Term 2 KS1 RE: Islam – Life Journey Year A Term 1 Y4/5 RE: Pilgrimage Year B Term 5 KS1 RE: Islam Community</p>	<p>Year A Term 2 Y5/6 PSHE/RSE: Friendship and community Year A Term 5/6 Y5/6 RE: Rites of Passage – Islam and Hinduism Year B Term 5/6 Y5/6 RE: Rites of Passage – Islam and Hinduism</p>	<p>INVESTIGATION EXPRESSION REFLECTION EMPATHY APPLICATION SYNTHESIS EVALUATION</p>
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			EVALUATION weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience.				
Art/D T landscapes	Pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil,	. Children know what view finders are and use them to pick out features patterns and sections of the world around them. . Children can record from first hand experiences of the environment. . Children know how to record a variety of features in landscapes and buildings. . Children can understand relative size distance shape and texture . Children know different methods and approaches used by a variety of artists including constable Monet and Turner . Children can describe what they think and feel about the work of these artists . Children know how to use these approaches in their own work . Children know how artists use perspective to manipulate a flat surface . Children know how to recreate images accurately . Children can identify ways of using visual information . Children know how to sketch their ideas . Children can describe how they will recreate their designs on a larger scale . Children can use a variety of methods and approaches in their work . Children know how to use perspective effectively	Children can:create a colour palette, demonstrating mixing technique; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;use key vocabulary to demonstrate knowledge and understanding in this strand: Children can: give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; 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 – in Art and Design this includes: •the ability to reflect on pieces of art, including their purpose, meaning, and technique. •the process the artist went through to create their piece. EMPATHY –: •the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; •developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; •the ability to see the world through the eyes of others and to see pieces of art from their point of view. APPLICATION –	Enquiry Questions Q1 What are landscapes? Q2 What do we mean by perspective? Q3 Who were Constable, Monet and Turner, Q3 What is a viewfinder? Q4 how do I scale? Key Vocabulary blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.	<i>Year A term 2 EYFS Art-van Gogh Year A term 5 EYFS Ary-landscapes Year A term4 KS1 Art-landscapes Year A term 6 KS1 Art-west indian art Year A term 2 yr 3 Art-Monet Year A term 2 yr4/5 Art-Constable Year B Term 1 EYFS Art-portraits Year B term 2 EYFS Art-observational drawings Year B term 2 EYFS Art-aboriginal Year B Term 1 KS1 Art-portraits Year B term 2 KS1 Art-observational drawings Year B term 2 KS1 Art-aboriginal Year B term 1 Yr 3 Art-van Gogh Year B term1 Yr 4/5 Art-landscapes</i>	<i>Year A term 1 yr 5/6 Art-Pastels Year B term 2 Yr 5/6 Art-oil pastels</i>	INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EMPATHY APPLICATION

	charcoal, paint, clay]; about great artists, architects and designers in history.		<ul style="list-style-type: none"> •making the association between the purpose, technique, media and meaning behind a piece; •identifying the purpose of the piece. 				
Music	<p>4.2 Environment (composition)</p> <p>Mu2/1.3 Listen with attention to detail and recall sounds with increasing aural memory.</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>4.2 Environment (composition)</p> <p>Children will explore how different timbres can be descriptive.</p> <p>Children will explore combinations of different timbres to accompany a song.</p> <p>Children will learn how to accompany a song with drone and ostinato in tuned percussion.</p> <p>Children will explore the descriptive music of two major composers.</p> <p>Children will compose an introduction for a song.</p>	<p>4.2 Environment (composition)</p> <p>Children will read a poem describing the four seasons.</p> <p>Children will identify key descriptive vocabulary in a poem and sort instruments by timbre to match each verse.</p> <p>Children will work in groups to select descriptive sounds which match a poem about seasons.</p> <p>Children will explore the musical dimensions to create descriptive musical pieces.</p> <p>Children will listen and evaluate.</p> <p>Children discuss the descriptive use of instruments with reference to the musical dimensions.</p> <p>Children will learn a song in a minor key with awareness of patterns in the melody.</p> <p>Children will accompany a song with a drone and an ostinato using tuned percussion.</p> <p>Children will follow a score to play an accompaniment.</p> <p>Children will select instruments depending on their timbre to develop a descriptive song accompaniment.</p> <p>Children listen to and compare the way two composers have described the Antarctic environment.</p> <p>Children will discuss how a composer’s description of music matches the movies seen.</p> <p>Children will compare listening with and without visual images.</p> <p>Children will learn a song, exploring its meaning and lyrics.</p> <p>Children will compose a descriptive song introduction with two contrasting sections.</p>	<p>4.2 Environment (composition)</p> <p>Key Questions</p> <p>What is the poem describing?</p> <p>What is the key descriptive vocabulary in the poem?</p> <p>Can you sort the instruments by timbre to match each verse?</p> <p>Can you explore the musical dimensions to create descriptive musical pieces?</p> <p>Can you listen and evaluate your musical pieces?</p> <p>Can you discuss what you hear in Vivaldi’s four seasons?</p> <p>Can you learn a song in a minor key with awareness of patterns in the melody?</p> <p>Can you follow a score to play an accompaniment?</p> <p>Can you perform a song with tuned percussion accompaniment?</p> <p>Can you select instruments depending on their timbre?</p> <p>Can you perform a song with descriptive sounds, drone and ostinato accompaniments?</p> <p>What are the similarities and differences of the way the two composers have described the Antarctic environment?</p> <p>What do the lyrics mean?</p>	<p>4.2 Environment (composition)</p> <p>Composition</p> <p>Year B</p> <p>LKS2 Spring 1 3.8</p> <p>Communication</p> <p>Aut 1 3.1</p> <p>Environment</p> <p>KS1 Sum 2 2.21</p> <p>Travel</p> <p>EYFS Spring 2 1.11</p> <p>Travel</p> <p>Year A</p> <p>LKS2 Summer 2</p> <p>4.12 Food and Drink</p> <p>Aut 1 3.1</p> <p>Environment</p> <p>KS1 sum 2 2.12</p> <p>Travel</p> <p>EYFS Spring 2 1.11</p> <p>Travel</p> <p>4.4 Recycling (structure)</p> <p>Structure is not a direct focus prior to this.</p> <p>Performance and exploring sounds is</p>	<p>4.2 Environment (composition)</p> <p>Composition</p> <p>Year B</p> <p>Y5 Aut 1 4.2</p> <p>Environment</p> <p>Spring 1 4.12</p> <p>Food and Drink (performance)</p> <p>Summer 2 5.6</p> <p>Celebration (performance)</p> <p>Y6 Summer 1 6.5</p> <p>Class Awards</p> <p>Year A</p> <p>LKS2 Summer 2</p> <p>4.12 Food and Drink</p> <p>Y5 Aut 1 4.1</p> <p>Poetry</p> <p>Aut 1 4.2</p> <p>Environment</p> <p>Summer 2 5.5</p> <p>At the movies</p> <p>Y6 Summer 1 6.5</p> <p>Class Awards</p> <p>4.4 Recycling (structure)</p> <p>Year A</p> <p>LKS2 Spring 2 4.7</p> <p>Ancient Worlds</p> <p>Y5</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p>

	<p>.4 Recycling (structure) Mu2/1.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Mu2/1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music. Mu2/1.3 Listen with attention to detail and recall sounds with increasing aural memory. Mu2/1.5 Appreciate and understand a wide range of</p>	<p>4.4 Recycling (structure) Children will make instruments. Children will perform verse and chorus structure. Children will interpret notation. Children will improvise. Children will understand ABA structure. Children will perform repeating rhythms. Children will chant in three parts. Children will perform rondo form.</p>	<p>4.4 Recycling (structure) Children will watch a movie about where paper comes from and discuss the soundtrack. Children identify techniques used to make sounds with paper. Children list the different ways that sounds are produced. Children work in groups to create grooves (repeating patterns of percussion sounds). Children learn the verse and chorus of a song. Children use junk to play a rhythm accompaniment with a song. Children will identify jazz instruments. Children will follow notation to play their junk instruments. Children will listen, identify and understand the structure of a song. Children will listen and follow a song score. Children will play junk instruments in groups using ternary structure (ABA). Children will perform chant and body percussion in rondo structure (ABACA). Children will combine body percussion rhythms with a chant. INVESTIGATION Investigating how the voice and body can be used to make sounds. Exploring a range of tuned and untuned instruments to compose music. Knowing how to use a range of sources to research music, composers and its history. EXPRESSION the ability to recognise how composers express themselves through their music.</p>	<p>Can you compose a descriptive song introduction with two contrasting sections? Can you perform, record and evaluate your descriptive song?</p> <p>Key vocabulary Timbre Texture Pitch Dynamics Duration Tempo Structure Drone Ostinato/Ostinati Introduction Coda</p> <p>4.4 Recycling (structure) Key Questions What do you think of the soundtrack? What are the different ways sounds are produced? Can you create grooves (repeating patterns of percussion sounds)? What hand movements and chant can you add to a song? Can you play a rhythm accompaniment on junk? What are jazz instruments? Can you follow notation to play your junk instrument? What is the structure of the song? Can you follow a song score?</p>	<p>a prior focus in Y1 and Y2. Year Map B EYFS Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather Spring 1 1.9 Storytime Spring 2 1.11 Performance</p> <p>KS1 Aut 1 1.2 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather Spring 1 1.9 Storytime Spring 2 2.3 Our Land Summer 2 2.21 Travel</p> <p>LKS2 Aut 1 3.1 Environment Aut 2 3.4 Poetry Spring 1 3.8 Communication Spring 2 4.3 Sounds</p>	<p><i>Spring 1 4.7 Ancient Worlds Spring 2 5.3 Life Cycles</i></p> <p><i>Year B Y5 Aut 2 4.7 Ancient Worlds Y5 Spring 2 5.3 Life Cycles</i></p>	
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	<p>high- quality live and recorded music drawn from different traditions and from great composers and musicians.</p>		<p>INTERPRETATION 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. DISCERNMENT explaining the significance of music in different settings recognising that people perceive music in a range of different ways. seeing how the great composers have influenced modern music.</p>	<p>Can you use ternary structure (ABA)? Can you perform chant and body percussion in rondo structure (ABACA)? Can you listen to music in rondo form with bhangra rhythms?</p> <p>Key Vocabulary Binary Rhythm Groove Verse Chorus Ternary Improvisation Rondo structure (ABACA)</p>			
<p>Computing 4.1 The Internet</p>	<p>Pupils should be taught to : 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 Use search technologies effectively, appreciate how results are selected</p>	<p>Children know the internet as a network of networks Children know how information is shared across the internet Children know why a network needs protecting Children know some different networked devices and how they connect. Children know how the internet allows us to view the World Wide Web. Children know that the World Wide Web is the part of the internet that contains websites and web pages. Children know the types of media that can be shared on the World Wide Web (WWW). Children know where websites are stored when uploaded to the WWW. Children know how to access websites on the WWW. Children know how to create media which can be found on websites. Children know they can add content to the WWW Children know that websites and their content are created by people</p>	<p>Children can: explain ways to communicate with others online; describe the world wide web as the part of the internet that contains websites; add websites to a favourites list; use search tools to find and use an appropriate website and content; use strategies to improve results when searching online; 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. EXPRESSION the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking. REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve. EVALUATION</p>	<p>Enquiry Questions Q1 How do networks physically connect to other networks? Q2 How do networked devices make up the internet? Q3 How are websites shared via the World Wide Web? Q4 How can content can be added and accessed on the World Wide Web? Q5 Who creates the WWW? Q^ is content reliable? filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world wide web, social media.</p>	<p><i>Year A term 1 EYFS Computing-technology around us</i> <i>Year A term 1 Ks1 Computing-It around us</i> <i>Year A term 1 Yr 3 Computing - connecting computers</i> <i>Year A term 1 Yr 4 Computing-the internet,</i> <i>Year A term 1 yr 4/5 Computing-sharing information</i> <i>Year B term 1 EYFS Computing_ technology around us</i> <i>Year B term 1 KS1 Computing - technology around us</i></p>	<p><i>Year A term 1 yr 5/6 Computing-communication</i></p>	<p>INVESTIGATION EXPRESSION REFLECTION EVALUATION</p>

	<p>and ranked, and be discerning in evaluating digital content 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 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 determine who owns the content on websites . Children know that there are rules to protect content Children know that not everything on the World Wide Web is true.Children know why they need to think carefully before sharing or resharing content</p>	<p>understand what can be done differently and what impact this may have on the outcome.</p>		<p><i>Year B term 1 Yr 3 Connecting computers</i></p>		

PE Football and hockey	<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>Football Children know the reasons for warming up and cooling down; Children know how to move in multiple directions in isolation and sometimes in a game situation; Children know how to use the basic skill of dodging, including fake dodging, in isolation and sometimes in a game situation; Children can dribble with the ball using different techniques; Children know how to pass the ball with some control and accuracy; Children can receive a ball that is passed directly to them, demonstrating some control; Children know how to mark an opposition player with some success in a game; Children know what it means to intercept the ball and demonstrate they are able to get into a position to be able to intercept a pass; Children know the job of the goalkeeper and use some skills and strategies to prevent a goal from being scored; Children know how to follow rules in simple invasion games; • evaluate their own and others' performance with support Hockey Children know how to pass, dribble and shoot with control; Children can identify and use tactics to help themselves and their team keep possession of the ball; Children know how to tackle opponents with success and intercept the ball to win back possession; Children can use space well to pass and receive a ball; Children can identify areas and suggest ways that</p>	<p>Move with the ball using a range of techniques showing control and fluency Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. Vary the tactics they use in a game. Adapt rules to alter games.</p> <p>INVESTIGATION- -asking relevant questions - using different approaches to determine skills and tactics EXPRESSION- -the ability to explain what they do and how they do it INTERPRETATION- -understanding the effects of what they do and how this could be changed to improve or maintain a standard APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills they have learnt in different situations DISCERNMENT- -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team. ANALYSIS- -explaining what they have done to improve a skill and what can be done to improve efficiency the next time SYNTHESIS -linking learning from one skill to another -transfer of skills across an increasingly wide range of sports</p>	<p>Enquiry Skills Q1 why do we warm up and cool down? Q2 How do we move in these games to gain possession? Q3 How do we dodge opponents? Q4 What ways can we mark an opponent? Q5 How can we intercept a pass?</p> <p>Key vocabulary Dodge, pass, intercept, mark, opposition, strategy Dribble, shoot control</p>	<p><i>Year A term 1 yr 3 attacking/defending</i> <i>Year A Term 5 EYFS -team games</i> <i>Year A term 5 KS1 - team games</i> <i>Year A term 5 Yr 3 - defending/attacking skills</i> <i>Year B term 5 Yr 3 - defending/attacking skills</i> <i>Year B Term 5 EYFS -team games</i> <i>Year B term 5 KS1 - team games</i> <i>Year B term 1 Yr 3 - throwing/catching skills</i> <i>Year A term 1 yr 4/5 football/hockey</i></p>	<p><i>Year A term 1 yr 5/6-netball/tag rugby</i> <i>Year B term 1 Yr 5/6 netball/tag rugby</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS</p>

		performances and games could be improved.					
PSHE/ RSE	Well-being- emotional Self-esteem: self-worth; personal qualities; goal setting; managing set backs	Know how to recognise personal qualities and individuality. Know how to develop self-worth by identifying positive things about themselves and their achievements. Know how their personal attributes, strengths, skills and interests contribute to their self-esteem. Know how to set goals for themselves. Know how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking	Can recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. Can recognise their individuality and personal qualities. Can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. Understand about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information. EXPRESSION – the ability to explain patterns of behaviour, beliefs, feelings and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media. INTERPRETATION – the ability to draw meaning from different viewpoints, world events and societal change; the ability to know that we are all different and we live in a diverse world; the ability to use health information to be informed on issues pertaining to health and safety; the ability to be informed on physiological and emotional changes; the ability to be informed on good and bad choices and how to respond to different situations; the ability to know where to seek help and advice. REFLECTION – the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices;	Enquiry Questions Q1. What are my strengths Q2. How do you keep going towards a goal? Q3. How can we help each other to keep going? Q4. How can we overcome set-backs? Key Vocabulary Perseverance Determination Goal-setting Adversity Sel-esteem Self interest Team work Resilience	<i>Year A Term 1 EYFS PSHE/RSE: Myself Year A Term 3 EYFS PSHE/RSE: Respect Year A Term 3 KS1 PSHE/RSE: Respect Year A Term 2 Y3&4 PSHE/RSE: Friendship and community Year A Term 3 Y3&4 PSHE/RSE: Respect Year B Term 1 EYFS PSHE/RSE: Emotional wellbeing Year B Term 3 KS1 PSHE/RSE: Respect Year B Term 1 Y3&4 PSHE/RSE: Emotional wellbeing</i>	<i>Year A Term 3 Y4/5 PSHE/RSE: Respect Year A Term 2 Y5/6 PSHE/RSE: Friendship and community Year A Term 3 Y5/6 PSHE/RSE: Respect Year B Term 1 Y5/6 PSHE/RSE: Emotional wellbeing</i>	INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EMPATHY

			<p>the ability to think with clarity and care about significant events, emotions and change.</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>				
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	Lindisfarne/Sempringham/Phoenix- Autumn 2 Vikings and Saxons Small Village, Big Horizons
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<i>Curriculum Area</i>	Key Knowledge Area	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledges (see termly plans)	Reference to the Application of Knowledge Across All Curriculum Areas
Vikings and	Pupils should be taught about:	Children know the key events associated with the raids. Children know why Vikings caused so much fear. Children	Asking "What was it like for a... (child, rich person, etc) during...	Year 4 Q1: How well did the Anglo-Saxons and Vikings get on with each other?	<i>Year A term 6 EYFS Around the World</i>	<i>Year A term 3 Yr 5/6 Crime and Punishment</i>	INVESTIGATION EXPRESSION INTERPRETATION

<p>Saxons</p> <p>History</p>	<p>•the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>know how Vikings were able to succeed in their attacks. Children know the saxon responses. Children know the nature of the conflict between Saxons and Vikings. Children now who King Alfred was and why was he so important. Children know what Danelaw was. Children know who Athelstan and Cnut were . Children know why Vikings were successful in the later period Children know the contribution made by Alfred to peace Children know the changing relationship between Saxons and Vikings including how and why the pendulum swung to and fro. Children know the state of Britain on the eve of the Conquest Children know the key features and differences about life in Saxon and Viking times Children know some attitudes and values held by Saxons and Vikings. Children know the role of different groups and sections of the population. Children know the nature of religious life when the Saxons and Vikings first arrived. Children know the nature of and reactions to the re-introduction of Christianity. Children know how and why Christianity spread. Children know the nature and significance of the Saxons and Vikings on the local community. Children know the contribution of some key individuals. (Alfred, Cnut, Hardrada, St Augustine, Edward the Confessor, Goodwinson Children know the key features of Saxon and Viking boats. Children know the achievements of the Saxons and Vikings at sea.Children know the evidence for the legacy of Saxons and Vikings.</p>	<p>Suggesting sources of evidence to help answer questions</p> <p>INVESTIGATION asking relevant questions;</p> <ul style="list-style-type: none"> · using a variety of sources to find out about events, people and changes <p>EXPRESSION</p> <ul style="list-style-type: none"> · the ability to recall, select and organise information · the ability to use key historical dates and vocabulary to describe and explain different periods in history <p>INTERPRETATION</p> <ul style="list-style-type: none"> · the ability to draw meaning from artefacts, works of art, relics and buildings; · the ability to suggest meanings and draw conclusions from what they see <p>APPLICATION</p> <ul style="list-style-type: none"> · making the association between aspects of life in different societies,· considering the impact of past events on the present · learning both about and also from history. <p>DISCERNMENT</p> <ul style="list-style-type: none"> · explaining the importance of significant people and events from history; · developing insight into people, motives, actions and consequences; · seeing clearly for themselves how individuals might learn from the study of history. <p>ANALYSIS</p> <ul style="list-style-type: none"> · distinguishing between opinion, belief and fact; · distinguishing between the features of different periods of history nationally and internationally. 	<p>Q2: What was life really like in Anglo-Saxon and Viking Britain? Question 3: What did the Anglo-Saxons and Vikings leave behind Year 5</p> <p>Q1 Why were the Viking raids so successful and how did the Saxons try to repel them?</p> <p>Q2How important was religion to the Vikings and Saxons and why did Viking kings convert to Christianity?</p> <p>Q3 What evidence do we have of saxon and Viking times and can we trust the written records from this time?</p> <p>Key Vocabulary</p> <p>Vikings Raids Danegeld. exile. kingdom longship. outlawed. pagans pillaged raid wergild</p>	<p><i>Year A term 6 Geography Britain and the World</i> <i>Year A Term 1 Year 3 Geography-Maps of the World</i> <i>Year A term 3 yr 3 History -stone age to iron age</i> <i>Year A term 1 year 4/5 Geography =Rivers</i> <i>Year b Term 4 KS1 History=explorers</i> <i>Year B term 5 yr 3 History Romans</i></p>	<p><i>Year B Term 6 Yr4/5 History The Maya</i> <i>Year B term 5 Yr 5/6 History Ancient Greeks</i></p>	<p>APPLICATION DISCERNMENT ANALYSIS</p>
<p>Science</p>	<p>4e1: identify common</p>	<p>Children know how electricity is created. Children know the difference between</p>	<p>They can recognise that scientific ideas are based on evidence. They</p>	<p>Year 4</p>			<p>INVESTIGATION EXPRESSION</p>

<p>- Electr city</p>	<p>appliances that run on electricity 4e2: construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 4e3: identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery 4e4: recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit 4e5: recognise some common conductors and</p>	<p>renewable and non renewable energy sources Children know how solar power works. Children know how nuclear energy produces electricity. Children know how geothermal energy is created. Children know how hydro and wind power are created Children know how to identify electrical and nonelectrical appliances. Children know how a circuit works. Children can name at least two electrical conductors and insulators. Children know how to create a simple series circuit both with and without a switch. Children know why a circuit is incomplete. Children can generalise about types of materials that conduct electricity. Children can sort appliances based on whether they use mains or batteries. Children know be able to explain how a switch turns the electric current on and off.</p>	<p>can decide on the most appropriate approach to an investigation (eg. a fair test) to answer a question. They can describe how to vary one factor while keeping others the same. They can make predictions. They can select which information to use from sources provided. They can make observations using materials and equipment that are right for the task. They can record my observations using tables and bar charts. They consider how changing one variable can alter another and use the convention of 'er' words to describe this (eg. 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>. INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information EXPRESSEION the ability to identify and articulate scientific understanding INTERPRETATION the ability to draw meaning from scientific theories, theories and studies; the ability to suggest meanings APPLICATION The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts. DISCERNMENT Explaining the significance of scientific studies and investigations. ANALYSIS</p>	<p>Q1 What is a electricity? Q2 What is the difference between renewable and non renewable Q3 How is energy produced Q4 What are the future sources of electricity Q5 How does a circuit work Q6 What are conductors and insulators Q7 How does a switch work Year 5 Q 1 How can we represent a circuit Q 2 How was electricity first discovered? Q 3 How does changing the voltage affect a circuit Q 4 What do the symbols in a diagram represent Q5 Why were Tesla and Edison important</p> <p>Key Vocabulary electricity current generate renewable solar, nuclear, geothermal, hydro and wind. non-renewable fossil fuels – coal, oil and natural gas. Appliances battery cell resistor insulator switch circuit</p>	<p>Year A Term3 EYFS Science-materials Year A term 3 KS1 Science materials Year A Term2 Year 3 Science-light Year B Term 3 EYFS Science materials Year B Term 3 KS1 science -materials Year B term 2 yr 3science-electricity</p>	<p>Year A term 6 yr 5/6 Science, light Year B term 6 yr 3 science, light Year B term 5 Year 3 Plants Year B Term 1 yr5/5 Geography Minerals and mining Year B term 5 yr 5/6 science light</p>	<p>INTERPRETATION APPLICATION DISCERNMENT ANALYSIS EVALUATION</p>
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	insulators, and associate metals with being good conductors		distinguishing between the feature's methods of different investigations EVALUATION the ability to evaluate a finished product and scientific investigation; Distinguishing between opinion and fact.				
MFL 5.2 A I-ecole	<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>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>	Children know how to name school subjects. Children can talk about likes and dislikes at school. Children know how to ask and say the time. Children know how to talk about timings of the school day	<p>Yr 4</p> <p>Oracy: 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 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 Developing a wider vocabulary</p> <p>Reading: 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>Writing: Write familiar words and simple phrases from a model. Understand and write a short email using structures knowt</p> <p>Language: 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>Cultural: Identify counties 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>Key Questions</p> <p>Question 1 What subject is this?</p> <p>Question 2 Which subject do you like?</p> <p>Question 3 What time is it?</p> <p>Question 4 When do you study science?</p> <p> </p> <p>Key Vocabulary</p> <p>C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique</p> <ul style="list-style-type: none"> • J'aime/Je n'aime pas + subjects • C'est bien/cool/nul • Quelle heure est-il? Il est une heure et quart/et demie/ moins le quart. Il est midi/minuit • La récré, le déjeuner, l'école commence à... heure(s) et fi nit à... 	<p><i>Time/date</i></p> <p>Unit 4.2 Year A term 2 yr 4/5</p> <p>Unit 4.3 Year A term 3 Yr 4/5</p> <p><i>Nouns</i></p> <p>Unit 3.2 Year A term 2 yr 3</p> <p>Unit 3.4 Year A term 4 yr 3</p> <p>Unit 3.5 Year A term 5 yr 3</p> <p>Unit 3.6 Year A term 6 yr 3</p> <p>Unit 4.6 Year A term 6 Yr 4/5</p>	<p><i>Time/date</i></p> <p>Unit 5.4 Year A term 4 yr 4/5</p> <p>Unit 6.3 Year B term 3 Yr 5/6</p> <p><i>Nouns</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>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNEMENT</p> <p>ANALYSIS</p> <p>EVALUATION</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 lives from the perspective of someone from another country</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>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</p> <p>Prepare a short talking task alone or with a partner and present this with reasonable pronunciation Listen to a story or poem and identify key words and phrases</p> <p>Reading: Show understanding of a short text containing familiar and unfamiliar language Retrieve information from a text To make predictions based on existing knowledge Read aloud to a partner or small group</p> <p>Writing: Write a simple poem Write short sentences in a presentation or booklet Write simple instructions accurately Write sentences on a range of topics using a model</p> <p>Language: Use agreements of adjectives Manipulate language by changing an element in a sentence</p> <p>Cultural: Look at further aspects of everyday lives from the perspective of someone from another country Know about places of interest/importance within the county studied</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</p>				
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			<p>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>SYNTHESIS linking significant features of languages together</p> <p>EVALUATION the ability to hold a conversation in French</p>				
RE	<p>How do Hindu's worship?</p> <p>To enquire into and understand the beliefs about God in Hinduism. To enquire into the concept of God in Hinduism. To research different Hindu gods, determining their qualities in Hinduism. To explore the concept of worship. To gain knowledge and understanding</p>	<p>Know the different roles we have (brother, sister, friend, son, grandson etc.) Draw out the idea that the same person can show different characteristics at different times and in different situations. Further develop the Hindu idea of God. Show pictures of some of the Hindu gods/goddesses and discuss their most important characteristics. Know that each of these gods represents the characteristics of the one God, Brahman. Know about Hindu god/goddess. Link these ideas with the Hindu belief in Brahman. Know about special places where the pupils go if they want to be quiet or think. Make links with the concept of 'worship'. Introduce the Hindu shrine as a place where a Hindu family comes to pray. Look at pictures and allow pupils to ask questions. Encourage pupils to try to find the answers to their questions. Explain the term puja and why it is important in Hindu worship. Know about the 'Aum' symbol and explain its meaning. Explore the different objects found in a home shrine including pictures of gods/goddesses/loved ones. Get the pupils to create a Hindu shrine in</p>	<p>Are able to conduct an enquiry into the nature and qualities associated with Hindu gods. Can ask and respond to questions about worship in Hinduism. Can explain the beliefs about God in Hinduism. •Can identify and explain the key features of a Hindu shrine explaining the beliefs they reflect. Can reflect and identify their personal characteristics and qualities. Can explain the concept of worship with reference to worship in Hinduism. Can demonstrate religious literacy by describing and explaining the main features of Hindu worship, using key religious terminology. Can express viewpoints and opinions relating to worship in Hinduism with reference to religion and belief. Can use appropriate religious vocabulary such as shrine, puja, Aum correctly in context. Can demonstrate knowledge and understanding of why, where, and how Hindu's worship</p>	<p>Enquiry Questions</p> <p>Q1 What is sacred to Hindu's? Q2. How is Hindu beliefs expressed in practice? Q3. Are there any similarities between a Hundi worship and a Christian place of worship? Q1. Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Q2. Is having a local Temple important to Hindus? Q3. How could Hindu beliefs help make the world a better place? Q4. What is the best way for a Hindu to show commitment to God?</p>	<p>Year A Term 5/6 KS1 RE Places of Worship Year A Term 1 Y3&4 RE: God – Hinduism Year A Term 2/3 Y4/5 RE: Hindu/Muslim worship Year B Term 1 KS1 RE: God – Hinduism Year B Term 2 KS1 RE: In depth study - Hinduism Year B Term 5 KS1 RE: Places of worship Year B Term 1 Y3&4 RE: God – Hinduism</p>	<p>Year A Term 2/3 Y4/5 RE: Hindu/Muslim worship Year A Term 5/ Y5/6 RE: Rites of passage – Hinduism Year B Term 5 Y5/6 RE: Life Journey - Hinduism</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EMPATHY APPLICATION DISCERNMENT</p>

	<p>g of where, how and why people worship in Hinduism. To be able to recognise and explain the key features of a Hindu shrine and how they reflect Hindu belief. To give pupils the opportunity to visit/view/virtual visit a Hindu place of worship.</p>	<p>the classroom, labelling and explaining the meaning behind things used.</p>	<p>.INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing what may constitute evidence for understanding religions. EXPRESSION the ability to explain concepts, rituals and practices; INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism 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; APPLICATION making the association between religions and individual, community, national and international life; DISCERNMENT explaining the significance of aspects of religious belief and practice; developing insight into people, motives, actions and consequences; seeing clearly for themselves how individuals might learn from the religions they study</p>				
<p>Art/D T Viking Longs hip</p>	<p>Pupils should be taught to: use research and develop design criteria to inform the design of innovative, functional, appealing</p>	<p>Children know that the front of the longship is the prow and the rear the stern. Children know what clinker built means. Children know the use of the keel. Children can design a longboat, children know they need to consider the purpose of their design. Cg=children can select appropriate materials for construction. Children know how to follow their design. Children can mark</p>	<p>Children can: Plan with growing confidence, carefully select from a range of tools and equipment, explaining their choices; select from a range of materials and components according to their functional properties and aesthetic qualities; place the main stages of making in a systematic order;</p>	<p>Enquiry Questions Q1 What are the key features of a longboat? Q2 What is the purpose of a keel? Q3 What is the purpose of the design? Q4 How can I join components securely? Q5 how can I test my design</p>	<p><i>Year A term 3 Yr 3 DT moving vehicle</i> <i>Year A term 3 EYFS Moving Pictures</i> <i>Year A term 3 KS1 DT pulleys for drawbridge</i> <i>Year A term 1 yr 4/5 bridge construction</i> <i>Year B Term 2 EYFS Art vehicles</i></p>	<p><i>Year A term 3 Yr 5/6 DT model ship</i> <i>Year A term 5 yr 5/6 Key designers</i> <i>Year B term 3 Yr 5/6 DT electrical components</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS EVALUATION</p>

	<p>products that are fit for purpose, aimed at particular individuals or groups; generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; select from and use a wider range of materials and components, including construction</p>	<p>and cut materials accurately. Children know how to create a waterproof hull. Children know the need for a keel. Children can securely attach a mast. Children know the correct shape for a sail. Children know how to securely attach the sail. Children can test the design of their longboat</p>	<p>Practical skills and techniques learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; with growing independence, measure and mark out to the nearest cm and millimetre; cut, shape and score materials with some degree of accuracy; assemble, join and combine material and components with some degree of accuracy; demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product; join textiles with an appropriate sewing technique; begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics. INVESTIGATION –: 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. EXPRESSION – the ability express opinions (using product knowledge.) INTERPRETATION – 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><i>Year B term 3 EYFS DT- Rockets</i> <i>Year B Term 2 KS1 Art vehicles</i> <i>Year B term 3 EKS1 DT- Rockets</i> <i>Year B term 2 Yr 3 DT moving model</i></p>		
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	materials, textiles and ingredients, according to their functional properties and aesthetic qualities		<p>APPLICATION –: applying new skills to making products. applying designing skills to suit a design brief.</p> <p>ANALYSIS – 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>EVALUATION –: the ability to evaluate a product. weighing up the respective evidence available and reach conclusions</p>				
<i>Music</i>	<p>4.7 Ancient Worlds (Structure) Mu2/1.3 Listen with attention to detail and recall sounds with increasing aural memory. Mu2/1.4 Use and understand staff and other musical notations. Mu2/1.6 Develop an understanding of the history or music.</p>	<p>4.7 Ancient Worlds (Structure) Children learn a verse and chorus song. Children learn that melodies have phrases and explore layers and layering. Children compare and contrast structure and are able to identify minimalist structure. They play in groups, combining sections of music in a layered structure. They rehearse and prepare for a performance.</p>	<p>4.7 Ancient Worlds (Structure) Children will listen and explore song structures and learn to sing the chorus of a song. They will explore the changing of dynamics by adding layers of sound. Children will be able to sing in a layered structure and recognise features of minimalism in a layered structure. Using knowledge of structure children will rehearse sections of a layered structure, combining sections of a layered structure and perform a layered structure.</p>	<p>4.7 Ancient Worlds (Structure) Key Questions What is the structure of the song? Can you learn to sing the chorus of a song? What is the phrasing of a song melody? Can you accompany the song with a drum? Can you perform a song with changes in dynamics? Can you follow a score showing the structure of a piece of music? Can you record and evaluate a song performance? What is the process of composition in minimalism? Can you combine four parts to create a layered performance? Can you follow a conductor?</p> <p>Key vocabulary Structure Verse Chorus Coda Dynamics Phrase</p>	<p>4.7 Ancient Worlds (Structure) Structure is not a direct focus prior to this. Performance and exploring sounds is a prior focus in Y1 and Y2. Year Map B EYFS Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather Spring 1 1.9 Storytime Spring 2 1.11 Performance</p> <p>KS1 Aut 1 1.2 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather Spring 1 1.9 Storytime Spring 2 2.3 Our Land Summer 2 2.21 Travel</p> <p>LKS2 Aut 1 3.1 Environment Aut 2 3.4 Poetry Spring 1 3.8 Communication Spring 2 4.3 Sounds</p> <p>4.11 In the Past (Notation) Year B</p>	<p>4.7 Ancient Worlds (Structure) <i>Year A</i> LKS2 Spring 2 4.7 Ancient Worlds Y5 Spring 1 4.7 Ancient Worlds Spring 2 5.3 Life Cycles</p> <p><i>Year B</i> Y5 Aut 2 4.7 Ancient Worlds Y5 Spring 2 5.3 Life Cycles</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS</p>

	<p>4.11 In the Past (Notation) (Notation) Mu2/1.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Mu2/1.2 Improve and compose music for a range of purposes using the interrelated dimensions of music. Mu2/1.4 Use and understand staff and other musical notations. Mu2/1.6 Develop an understanding of the history or music.</p>	<p>4.11 In the Past (Notation) (Notation) Children will learn to play a Renaissance dance from notations. Children will be able to compose a fanfare. Children will understand simple musical structures. Children will learn a dance and play music used for celebration. Children will develop an understanding of history of music through learning a 1960s pop song. Children will create a performance.</p>	<p>4.11 In the Past (Notation) (Notation) Children will use a variety of notations to build performances from different periods and styles. Children will develop an understanding of the history of music through listening and learning a Renaissance dance, Wagner’s Bridal March and the Mashed Potato. INVESTIGATION Investigating how the voice and body can be used to make sounds. Exploring a range of tuned and untuned instruments to compose music. EXPRESSION the ability to recognise how composers express themselves through their music. INTERPRETATION the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo. APPLICATION – identifying key musical terminology and using it in description of music exploring different ways music is made. DISCERNMENT explaining the significance of music in different settings recognising that people perceive music in a range of different ways. ANALYSIS distinguishing between the features of music identifying instruments used within a composition. SYNTHESIS</p>	<p>Crescendo Diminuendo Outro Ostinato/ Ostinati Graphic score Texture</p> <p>4.11 In the Past (Notation) (Notation) Key Questions Can you play a Renaissance dance from notation? Can you compose a fanfare? What are the musical structures in this piece of music? Can you learn a dance and playing music used for celebration? What dance moves are from the 1960s? Can you learn a 1960s pop song?</p>	<p>LKS2 Sum 2 4.10 Time Sum 1 4.7 Ancient Worlds Spring 1 3.8 Communication Spring 1 3.7 In the Past Aut 2 3.6 Time KS1- doesn’t have notation, so MU1 / 1.4 Sum 2 2.12 Travel Sum 1 2.5 Animals Sum 1 1.5 Machines Spring 2 2.8 Seasons Spring 2 2.3 Our Land Spring 1 1.9 Storytime Spring 1 1.4 Weather Aut 2 1.8 Pattern Aut 2 1.7 Our School Aut 1 1.10 Our Bodies Aut 1 1.1 Ourselves EYFS/ Yr 1 Sum 2 1.12 Water Sum 2 1.3 Animals Sum 1 1.5 Machines Spring 2 1.8 Patterns Spring 1 1.9 Storytime Spring 1 1.4 Weather Aut 2 1.7 Our Schools Aut 2 1.6 Seasons Aut 1 1.10 Our Bodies Aut 1 1.1 Ourselves</p> <p>Year A LKS2 Sum 2 4.11 In the Past Spring 2 4.7 Ancient Structures Aut 2 3.7 In the Past KS1- doesn’t have notation, so MU1 / 1.4 Sum 2 2.12 Travel Sum 1 2.6 Numbers Spring 2 2.3 Our Land Spring 2 2.1 Ourselves Spring 1 1.9 Storytime Spring 1 1.7 Our School</p>	<p>4.11 In the Past (Notation) (Notation) Year B Y4/5 Aut 2 4.11 In the Past Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 1 6.1 World Unite Spring 1 6.3 Growth Summer 2 6/6 Moving On</p> <p>Year A Y4/5 Aut 2 4.6 Around the World Spring 1 4.7 Ancient Worlds Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Sum 2 5.5 At the movies Y6 Aut 2 6.1 World Unite Spring 2 6.3 Growth Sum 2 6.6 Moving On</p>	
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			<p>linking a range of musical devices together to create effective compositions.</p> <p>taking inspiration from existing musical performances to compose and perform music effectively.</p> <p>EVALUATION</p> <p>the ability to evaluate their own and other performances</p>	<p>Can you create a performance?</p> <p>Key Vocabulary</p> <p>Temary form</p> <p>Fanfare</p> <p>Rhythm ostinato</p> <p>Coda</p> <p>Beat</p> <p>Tempo</p> <p>Chord</p> <p>Riff</p> <p>Break</p> <p>Instrumental link</p>	<p>Aut 2 1.5 Machines</p> <p>Aut 2 1.3 Animals</p> <p>Aut 1 1.6 Seasons</p> <p>Aut 1 1.4 Weather</p> <p>EYFS/ Y1</p> <p>Sum 2 1.12 Water</p> <p>1.8 Pattern</p> <p>Summer 1 1.9 Stroytime</p> <p>1.10 Our Bodies</p>		
<p>Computing</p> <p>4.2</p> <p>audio-editing</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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,</p>	<p>Children can identify digital devices that can record sound and play it back.</p> <p>Children know the inputs and outputs required to play audio or record sound</p> <p>Children can recognise the range of sounds that can be recorded</p> <p>Children can use a device to record audio and play back sound•Children can plan and write the content for a podcast</p> <p>Children know why it is useful to be able to save digital recordings. Children know how to save a digital recording as a file.</p> <p>Children know how to open a digital recording from a file. Children know ways in which audio recordings can be altered. Children know how to edit sections of of an audio recording.</p> <p>Children know how to use editing tools to arrange sections of audio Children know that digital recordings need to be exported to share them</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; 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</p> <p>asking relevant questions;</p> <p>INTERPRETATION</p> <p>the ability to understand computing theories;</p> <p>the ability to suggest meanings.</p> <p>EVALUATION</p> <p>the ability to evaluate how a computing system works.</p>	<p>Enquiry Questions</p> <p>Q1 how can sound can be digitally recorded?</p> <p>Q2 How are recordings stored?:</p> <p>Q3 How do we change an audio?</p> <p>Q4 How can different types of audio be combined and played together?:</p> <p>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 EYFS</p> <p>Computing-painting</p> <p>Year A term 3 EYFS</p> <p>Computing-writing</p> <p>Year A term 2 KS1</p> <p>Computing-photography</p> <p>Year A term 3 Ks1</p> <p>Computing-music</p> <p>Year A term 2 Yr 3</p> <p>Computing-animation</p> <p>Year A term 3 Yr 3</p> <p>Computing-publishing</p> <p>Year A term 2 Yr 4</p> <p>Computing -audio editing</p> <p>Year A term 2 Yr 4/5</p> <p>computing vector drawing</p> <p>Year A term 3 Yr 4</p> <p>Computing photo editing</p> <p>Year A term 3 Yr 4/5</p> <p>Video-editing</p> <p>Year B term 2 EYFS</p> <p>Computing-painting</p> <p>Year B term 3 EYFS</p> <p>Computing-writing</p> <p>Year B term 2 KS1</p> <p>Computing-painting</p> <p>Year B term 3 Ks1</p> <p>Computing-writing</p> <p>Year B term 3 Yr 4/5</p> <p>Computing photo editing</p>	<p>Year A term 2 Yr 5/6</p> <p>Computing -3d modelling</p> <p>Year A term 3 yr 5/6</p> <p>Computing -web pages</p> <p>Year B term 2</p> <p>Year B term 3 yr 5/6</p> <p>Computing -video editing</p>	<p>INVESTIGATION</p> <p>INTERPRETATION</p> <p>EVALUATION</p>

	<p>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><i>Year B term 2 Yr 3 Computing-animation</i></p>		
<p>PE</p>	<p>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 the skill of improvisation by responding to stimuli. Children know how to change their movements according to different stimuli. Children can combine and link a small number of movement phrases and patterns. Children can demonstrate a range of dance techniques such as Unison canon and repetition. Children can combine and link an increasing number of movement phrases and patterns. Children know how to incorporate a range of dance techniques into a dance motif. Children know how to develop dance motifs by adapting original ideas to vary the levels, direction, speed, order or repeat. add dynamics and changed the focus. Children know how to take responsibility for their own skill progression.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.</p> <p>INVESTIGATION- -asking relevant questions - using different approaches to determine skills and tactics</p> <p>EXPRESSION-</p>	<p>Enquiry Questions Q1 how can I respond to stimuli? Q 2 what dance techniques can I use? Q 3 how can I work in a group? Q4 can I represent objects and actions through dance q 5 how do I put a range of movements together? Question 6 how do I make it better</p>	<p><i>Year A term 2 EYFS Dance Year A term 2 KS1 Dance Year A term 2 Yr 3 Dance Year A term 2 Yr 4/5 Dance Year A term 2 Yr 3 Dance Year B term 2 EYFS Dance Year B term 2 KS1 Dance Year B term 2 Yr 4/5 Dance</i></p>	<p><i>Year A term 2 yr 5/6 Dance Year B term 2 Yr 5/6 Dance</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS</p>

			<p>-the ability to explain what they do and how they do it</p> <p>INTERPRETATION- -understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p>APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills they have learnt in different situations</p> <p>DISCERNMENT- -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team.</p> <p>ANALYSIS- -explaining what they have done to improve a skill and what can be done to improve efficiency the next time</p> <p>SYNTHESIS -linking learning from one skill to another -transfer of skills across an increasingly wide range of sports</p>				
PSHE/RSE	Why should we keep active	<p>Know how regular physical activity benefits bodies and feelings.</p> <p>Know how to be active on a daily and weekly basis - how to balance time online with other activities.</p> <p>Know how to make choices about physical activity, including what and who influences decisions.</p> <p>Know how the lack of physical activity can affect health and wellbeing.</p>	<p>Understand how to make informed decisions about health.</p> <p>Can explain about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>Understand how to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>Understand about what good physical health means; how to recognise early signs of physical illness.</p> <p>Understand how regular (daily/weekly) exercise benefits</p>	<p>Enquiry Question</p> <p>How does your body feel after exercise?</p> <p>Do you know the recommended amount of exercise per day?</p> <p>Can exercise improve how we feel?</p> <p>Key Vocabulary</p> <p>Exercise Cardiovascular Heart rate Pulse</p>	<p><u>Links to all PE lessons</u> <i>Year B Term 3&4 EYFS</i> <i>PSHE/RSE: Health and Protection</i> <i>Year B Term 3 EYFS</i> <i>Science: Animals Inc Humans</i> <i>Year B Term 1 KS1</i> <i>Science: Animals Inc Humans</i> <i>Year B Term 2 Y3&4</i> <i>PSHE/RSE: Well-being</i> <i>Year A Term 2& 5 EYFS</i> <i>Science: Animals Inc Humans</i></p>	<p><u>Links to all PE lessons</u> <i>Year B Term 3 Y5/6</i> <i>PSHE/RSE: Health Prevention</i> <i>Year A Term 2 Y5/6</i> <i>Science: Circulatory System</i> <i>Year A Term 5 Y5/6</i> <i>Science: Animals Inc Humans – diet, exercise and healthy lifestyle</i> <i>Year A Term 2 Y5/6</i> <i>English: Explanation text</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EMPATHY</p>

			<p>mental and physical health (e.g. walking or cycling to school, daily active mile).</p> <p>Are able to recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</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;</p>	<p><i>Year A Term 2 EYFS</i> <i>English: Information texts – health and safety</i> <i>Year A Term 5 EYFS DT: Healthy Eating</i> <i>Year A Term 5 KS1</i> <i>Science: Human body</i> <i>Year B Term 2 Y4/5</i> <i>PSHE/RSE: Well-being</i> <i>Year B Term 3&4 Y4/5</i> <i>PSHE/RSE: Health prevention</i> <i>Year B Term 3 Y4/5</i> <i>Science: Humans – birth to old age</i></p>		
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			<p>the ability to think with clarity and care about significant events, emotions and change.</p> <p>EMPATHY –:</p> <p>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>				
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