

Tintern Year 1 Spring 1 Castles and Cathedrals

Small Village, Big Horizons

	Key Knowledge	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge and Skills (see termly plans)	Reference to Future Knowledge and Skills (see termly plans)	Reference to Application of Knowledge in all Curriculum areas
<i>Topic Castles and Cathedrals (History)</i>	<p>Pupils should be taught about: events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Children should: Know that some castles are real, and some are found in fairy stories. Know that we built castles for defence. Know who lived in a medieval castle. Know what a soldier in a medieval castle would look like Know that there were the different jobs in a medieval castle and the poor looked after the rich Know who built Tattershall Castle. Know it has changed over time</p>	<p>Ask and answer questions such as What was it like for a...? What happened? How long ago?</p> <p>INVESTIGATION – asking relevant questions, using a variety of sources to find out about events, people and changes.</p> <p>EXPRESSION – the ability to recall, select and organise information. The ability to use key historical dates and vocabulary to describe and explain different periods in history.</p>	<p>Q1 Who lives in a castle? Q2 What did people do who lived in castles? Q3 Which fairy tales are set in castles? Year 1 Q1 Why do we build castles? Q2 What was life like in castles? Q3 How have castles changed? Q4 What is Tattershall Castle like?</p> <p>Key Vocabulary Fairy story defence Castle Medieval Real roles Rich Poor</p>	<p><i>Year B term 1 EYFS- History Marvellous Me</i></p>	<p><i>Year A Term 2 KS1 History London's Burning Year A term 4 KS1 History seaside Year A term 4 Yr3 History Stone Age Year A term 4 Yr4/5 History Anglo Saxons Year A term 4 Yr. 5/6 History Pilgrim fathers Year A term 5 KS1 History- Heroes Year A Term 5 yr3 History Commonwealth Year A term 5 yr4/5 History barricades Year A Term 5 Yr. 5/6 Crime Year B term 1 KS1 History - Marvellous Me Year B Term 2 Guy Fawkes Year B term 2 yr. 4/5 History Vikings Year B term 3 EYFS History Space Year B term 3 KS1 History Space Year B term 3 Yr. 3 History Transport Year B term 3 Yr. 4/5 History Egyptians Year B term 3 Yr. 5/6 History Parliament Year B term 4EYFS History- Pirates Year B Term 4 KS1 History- Explorers Year B Term 5 Yr. 3 History - Romans Year B term 5 Yr. 5/6 Ancient Greeks Year B term 6 Yr. 4/5 History-Maya</i></p>	<p>INVESTIGATION EXPRESSION</p>

<p><i>Science Materials</i> Yr. R similarities and differences of objects and materials Yr. 1 Distinguish, / identify everyday materials</p>	<p>Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Children can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock by matching a material to its name. Children know how to describe a material using their senses Children know that materials have different properties Children can name different properties- hard/soft/permeable, impermeable/flexible /rigid/float/sink. Children know how to conduct a test. Children know how to sort objects by their properties</p>	<p>They talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g., Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p> <p>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 EVALUATION - the ability to evaluate a finished product and scientific investigation.; Distinguishing between opinion and fact.</p>	<p>Q1 what are some common items made from? Q2 What is the difference between an object and a material? Q3 How do I describe some materials? Year 1 Q1 What materials can I name and what can be made from them? Q2 What are the main properties of classroom objects (bendy/rigid, hard/soft, transparent/opaque)</p>	<p>Year B Term3 EYFS Science-materials</p>	<p>Year A term 3 KS1 Science, materials Year A term 3 Yr3 science, Rocks and soils Year A term 1 year4/5 Science, States of Matter Year A term 5 Yr5/6 science-properties and changes in materials Year B term 3 KS1 Materials Year B term 6 yr5/6 properties and changes in materials</p>	<p>INVESTIGATION EXPRESSION EVALUATION</p>
<p>RE EYFS My Special Things</p>	<p>My Special Things Understand why some things are special/precious Golden Threads</p>	<p>Show a developing respect for their own cultures and beliefs and those of other people Know some stories from religious traditions as a stimulus to reflect on their own experiences and explore them. Know about the Wise Men and Epiphany Festivals which mark important events in Jesus' life. Customs and special food. Stories about Jesus' life events i.e., birth</p>	<p>Children can identify Mary, Joseph and Jesus in Nativity role play They recognise them as a family and that the story is found in the Bible Children can show their understanding of other people in the Christmas story Can begin to explain link the celebration of the birth of Jesus to Christmas INVESTIGATION asking relevant questions. REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices EMPATHY</p>	<p>Enquiry Questions What Christmas present did you get? What is the meaning of Christmas for Christians? What things are important or precious to you? How do you get ready for a visitor coming to your home? How do you get ready to go to visit someone? I wonder what gift you might have given to baby Jesus if you had been there?</p>	<p>Year B Term 1 EYFS: All About Me Year B Term 1 EYFS Music: Ourselves Year B Term 1 EYFS PSHE/RSE: Well-being</p>	<p>Year B Term 3&4 KS1 RE: Jesus' teaching Year B Term 1 KS1 PSHE/RSE: Families and people Year B Term 2 KS1 PSHE/RSE: Friendship and community Year B Term 1 Y4/5 RE: Pilgrimage Year B Term 1 Y5/6 RE: God – Christianity Year A Term 3&4 KS1 RE: Thankfulness Year A Term 4 Y3&4 RE: The Trinity Year A Term 1 Y5/6 RE: God - Christianity</p>	<p>INVESTIGATION REFLECTION EMPATHY SYNTHESIS</p>

<p style="text-align: center;"><i>Year 1 God-Islam</i></p>	<p>God – Islam</p> <p>Beliefs about God The oneness of God (Tawhid) Creation and harmony Humans being on the straight path Muhammed and the Qur'an</p> <p>Golden Threads</p>	<p>Discuss celebrating birthdays and Christmas; similarities and differences in what families do. Discuss how Christmas story relates to feelings in their lives e.g., birth of a baby, being loved and protected, giving and receiving.</p> <p>Know that Muslims believe in one and only one God (tawhid), created the universe in harmony. Know that he created human beings to help keep the universe in harmony</p> <p>Know that Muslims believe he provided a straight path (shariah) to help keep the universe in harmony. Know that Muslims have guidance to help humans follow the straight path (Qur'an, prophets, natural world)</p> <p>Know that Muslims have 99 Names of Allah – ways in which Muslims try to understand what God is like (not 100 because you can never fully know God) Know the Qur'an is the holy book of Islam; the words of God, providing guidance for human beings</p> <p>Know that the Prophet Muhammad – the final prophet; receives guidance (i.e., the Qur'an) directly from God, lives it out in his own life and leads people</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> <p>SYNTHESIS connecting different aspects of life.</p> <p>Understand Muhammed is a special person to help Muslims make good choices Recall the story of how Muhammed received the Qur'an from Angel Jibril Understand Muslim beliefs about one God and that he created the world as he wanted it to be – in harmony Understand what the straight path is and its importance for Muslims Understand that Muslims believe God made the world exactly as he wanted it to be – creation story/harmony</p> <p>INVESTIGATION asking relevant questions. knowing how to use different types of sources as a way of gathering information. knowing what may constitute evidence for understanding religions.</p> <p>EXPRESSION the ability to 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</p>	<p>Key vocabulary Gifts Precious Important Epiphany Bethlehem Wise Men/Magi</p> <p>Enquiry Questions</p> <p>How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an Who is Muhammad? Prophet</p> <p>Key Vocabulary Islam Tawhid Qur'an Mohammed Angel Jabril Harmony Straight path Creation Allah Shariah Knight of Power</p>	<p>Year B Term 1 Crowland and Regent RE: Creation Year A Term 1 Crowland and Regent RE: Creation</p>	<p>Year A Term 3 Crowland and Regent RE: Islam – Community Year A Term 1 KS1 RE: Islam – Being Human Year A Term 2 KS1 RE: Islam – Life Journey Year A Term 3 KS1 PSHE/RSE: Respect Year A Term 2 Y3&4 RE: Islam – God Year A Term 3 Y3&4 PSHE/RSE: Respect Year A Term 2 Y4/5 RE: How do Muslim's worship? Year A Term 3 Y4/5 PSHE/RSE: Respect Year A Term 6 Y5/6 RE: Islam – Rights of passage Year A Term 2 Y3&4 RE: Islam – God Year B Term 2 /3 Y4/5 RE: How do Muslim's worship? Year B Term 6 Y5/6 RE: Islam – Life journey</p>	<p>INVESTIGATION EXPRESSION REFLECTION APPLICATION EVALUATION</p>
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		<p>along the straight path Know the story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power')</p>	<p>with clarity and care about significant events, emotions and atmospheres. APPLICATION making the association between religions and individual, community, national and international life EVALUATION the ability to debate issues of religious significance with reference to evidence and argument. weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p>				
<p><i>Art/DT</i></p> <p>Moving pictures based on traditional tales</p>	<p>Pupils should be taught to: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>Children know that some books and products have moving parts Children know what sliders are and how they make a moving element Children know what levers are. Children know how to include them in a design Children know what a wheel mechanism is and how it can move round a pivot Children can design a habitat including at least 2 moving elements Children know how to draw a design for their product Children know how to adapt their design Children know how to strengthen a material Children know how to join materials together.</p>	<p>YExplore an existing product. • Draw a simple design. • Take a picture which has at least one moving mechanism. • Start to understand what design criteria is used for. • Evaluate what they did well on their productbuild simple structures, exploring how they can be made stronger, stiffer and more stable. talk about and start to understand the simple working characteristics of materials and components. explore and create products using mechanisms, such as levers, sliders and wheels</p> <p>INVESTIGATION – asking relevant questions; carrying out investigative work to develop a better knowledge of products around us. EXPRESSION – the ability to suggest how products work in the real world. INTERPRETATION – The ability to interpret a design brief. APPLICATION –: applying new skills to making products. EVALUATION – the ability to evaluate a product.</p>	<p>Q1 What is a moving book Q2 what is a character Q3 How can I make a character slide? Yr. 1 Q1 how many different types of movement do we see in books? Q2 What is a slider? Q3 What is a lever? Q4 what is a wheel? Q5 Which of these can I put in my moving picture?</p> <p>Key Vocabulary Moving, design, product, slider, lever, wheel. Traditional tale, elements, strengthen, join</p>	<p><i>Year A term 3 EYFS Art-landscapes</i></p>	<p><i>Year A term 3 KS1 Moving pictures</i> <i>Year A term 3 Yr. 3 DT-wheels</i> <i>Year A term 4 KS1 Art-landscapes</i> <i>Year A term 3 KS1 DT-pulleys</i> <i>Year B term 2 Yr. 3 DT-revolving structures</i> <i>Year B term 3 Yr. 3 DT-Wheels</i> <i>Year B term 6 EYFS DT Moving pictures</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION EVALUATION</p>
<p><i>Music</i></p>	<p>1.6 Seasons (Pitch)</p>	<p>1.6 Seasons (Pitch)</p>	<p>1.6 Seasons (Pitch)</p>	<p>1.6 Seasons (Pitch) Key Questions</p>	<p>1.6 Seasons (Pitch) Year B Aut 2 1.6 Seasons</p>	<p>1.6 Seasons (Pitch)</p>	<p>INVESTIGATION EXPRESSION</p>

<p><i>(Music express)</i></p>	<p>Mu1/1.1 Listen with concentration and understanding to a range of high- quality live and recorded music. Mu1/1.4 Experiment with, create, select and combine sounds.</p> <p>EFYS- What happens to the music?</p> <p>1.7 Our School (Exploring sounds) Mu1/ 1.1 Using voices expressively and creatively by singing songs and speaking chants and rhymes. Mu1/1.2 Play tuned and untuned instruments musically. Mu1/ 1.4 Experiment with, create, select and combine sounds.</p> <p>EYFS- What sounds can you hear> Can you make these sounds using different equipment?</p>	<p>Children develop music vocabulary and understanding of pitch movements. Children develop listening skills and are able to identify changes in pitch. Children listen to a variety of music such as orchestral music.</p> <p>1.7 Our School (Exploring sounds) Children explore sounds around them in the classroom environment. They know that sounds come from sources and materials. Children explore the sounds of instruments. Children learn and use musical vocabulary.</p>	<p>Children explore dynamics and pitch through body movement. They learn to sing a song with vocal sound effects to explore pitch shapes. Children play listening games to identify different pitched sounds. Children relate pitch changes to graphic symbols, Children listen to orchestral music.</p> <p>INVESTIGATION: Investigating how the voice and body can be used to make sounds INTERPRETATION: the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo REFLECTION: the ability to reflect on feelings a piece of music gives, the features within it and their own opinions of a variety of music APPLICATION: identifying key musical terminology and using it in description of music exploring different ways music is made EVALUATION: the ability to form opinions about music from different genres</p> <p>1.7 Our School (Exploring sounds) Children relate classroom sounds to a classroom map. Children listen and watch a sound movie. Children make their own table-tapping music. Children explore the sounds of instruments. Children record their sounds. Children use technology to create a soundscape as part of a song performance.</p>	<p>What happens to the music you can hear? What is pitch? What are dynamics? (volume) How can we show the pitch change in drawings? Can you learn the actions to this song? What can you hear in the orchestral music?</p> <p>Key vocabulary Dynamics (loud/quiet, louder/quieter) Pitch (high/low, higher/ lower, step, leap, slide, falling/rising) Beat</p> <p>1.7 Our School (Exploring sounds)</p> <p>Key Questions What sounds can you hear in the classroom? Can you match sounds to the classroom map? What is a sound movie? What sounds do instruments make? How can we record sounds? What are contrasting sounds? What is a soundscape?</p> <p>Key Vocabulary Timbre (rustle, scrunch, tear, tap, rub) Dynamics (loud/quiet) Duration (long/short) Texture</p>	<p>Year A Aut 2 1.3 Animals Year A Spring 1 1.6 Seasons Year A Summer 2 1.12 Water</p> <p>1.7 Our School (Exploring sounds) Year B EYFS/Y1 Aut 2 1.7 Our School Aut 1 1.1 Ourselves</p> <p>Year A EYFS/ Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p>	<p>Music Express units focusing on Pitch. KS1 Year A Aut 1 1.6 Seasons Aut 2 1.3 Animals Sum 2 2.11 Water</p> <p>LKS2 Year B Spring 1 3.7 In the Past</p> <p>UKS2 Year A Aut 2 4.6 Around the World 4.8 Singing Spanish.</p> <p>1.7 Our School (Exploring sounds) Year B EYFS/ Yr. 1 Spring 1 1.9 Storytime KS1 Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather, 1.9 Storytime Spring 2 2.3 Our land Y2/3 Aut 1 2.1 Ourselves Aut 2 2.3 Our Land Spring 1 2.9 Weather 2.7 Storytime Summer 1 3.3 Sounds Year B (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World</p>	<p>APPLICATION DISCERNEMENT ANALYSIS</p>
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			<p>INVESTIGATION: Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music EXPRESSION: the ability to explore music as a medium for expressing themselves INTERPRETATION: the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo REFLECTION: the ability to consider their own performances and evaluate the effectiveness and levels of success APPLICATION: exploring different ways music is made SYNTHESIS: linking a range of musical devices together to create effective compositions EVALUATION: the ability to evaluate their own and other performances</p>			<p><i>4.12 Food and Drink</i> <i>Spring 2 5.3 Life Cycles</i> <i>Sum 1 5.4 Keeping Healthy</i> <i>Y6</i> <i>Aut 2 6.2 Journeys</i> <i>Spring 1 6.3 Growth</i> <i>Spring 2 6.4 Roots</i></p> <p><i>Year A</i> <i>EYFS/Y1 Summer 1 1.9 Storytime</i> <i>KS1 Aut 1 1.4 Weather</i> <i>Spring 1 1.7 Our School</i> <i>1.9 Storytime</i> <i>Spring 2 2.1 Ourselves</i> <i>2.3 Our land</i> <i>Y2/3</i> <i>Aut 1 2.9 Weather</i> <i>Spring 1 2.3 Our Land</i> <i>2.7 Storytime</i> <i>Spring 2 3.3 Sounds</i> <i>LKS2 (has Mu2/1.5)</i> <i>Aut 1 3.1 Environment</i> <i>3.2 Buildings</i> <i>Aut 2 3.3 Sounds</i> <i>Spring 2 4.6 Around the World</i> <i>Sum 1 4.3 Sounds</i> <i>4.5 Building</i> <i>Sum 2 4.12 Food and Drink</i> <i>Y4/5</i> <i>Aut 1 4.2 Environment</i> <i>Aut 2 4.6 Around the World</i> <i>Spring 1 4.5 Buildings</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 2 5.4 Keeping Healthy</i> <i>Sum 2 5.5 At the Movies</i> <i>Y6</i> <i>Aut 1 6.4 Roots</i> <i>Spring 1 6.2 Journeys</i> <i>Spring 2 6.3 Growth</i></p>	
<p>Computing <i>(Teach computing)</i></p>	<p>Pupils should be taught to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully, keeping personal information private</p>	<p>Children know how to open a word processor. Children can recognise keys on a keyboard Children can identify and find keys on a keyboard Children know how to enter text into a computer. Children know how to use letter, number, and space keys.</p>	<p>add text strings, text boxes and show and hide objects and images, manipulating the features. use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape. use applications and devices in order to communicate ideas, work, messages and demonstrate control.</p>	<p>How can I use a computer to write? Can I add and remove text on a computer? How do I change what my text looks like? How can I make it better?</p> <p>Key Vocabulary paint, colour, brush, tools, settings, undo, redo, text, image,</p>	<p><i>Year A term 2 EYFS Computing-painting</i> <i>Year B term 2 EYFS Computing-painting</i></p>	<p><i>Year A term 2 KS1 Computing-photography</i> <i>Year A term 3 Ks1 Computing-music</i> <i>Year A term 2 Yr. 3 Computing-animation</i> <i>Year A term 3 Yr. 3 Computing-publishing</i> <i>Year A term 2 Yr. 4 Computing-audio editing</i> <i>Year A term 2 Yr. 4/5 computing vector drawing</i> <i>Year A term 3 Yr. 4</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EVALUATION</p>

		<p>Children know how to use backspace to remove text. Children know how to type capital letters. Children can explain what the keys that they have learnt about already do. Children know the toolbar and can use bold, italic, and underline. Children can select a word by double-clicking and all of the text by clicking and dragging. Children know how to change the font Children know what tool they used to change the text. Children know if changes have improved the writing and can use 'undo' to remove changes. Children can write a message on a computer and on paper and then compare using a computer with using a pencil and paper. Children know which method they like best</p>	<p>save, retrieve and organise work. 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;</p> <p>INTERPRETATION the ability to suggest meanings.</p> <p>REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <p>EVALUATION the ability to evaluate how a computing system works.</p>	<p>size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present</p>		<p><i>Computing photo editing</i> <i>Year A term 3 Yr. 4/5</i> <i>Video-editing</i> <i>Year A term 2 Yr. 5/6</i> <i>Computing -3d modelling</i> <i>Year A term 3 yr. 5/6</i> <i>Year B term 2 KS1 Computing-painting</i> <i>Computing -web pages</i> <i>Year B term 2 Yr. 3</i> <i>Computing-animation</i> <i>Year B term 2 Yr. 4/5</i> <i>Computing -audio editing</i> <i>Year B term 3 Yr. 4/5</i> <i>Computing photo editing</i> <i>Year B term 2 Yr. 5/6</i> <i>Computing -vector drawing</i> <i>Year B term 3 yr. 5/6</i> <i>Computing -video editing</i></p>	
PE	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p>	<p>Children know how to copy balances on a range of body parts; Children can say what is good about a partner's performance; Children know how to match the actions of</p>	<p>Yr. 1/2 Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of</p>	<p>What is a balance? How do I link movements? How do I perform a roll? What is a sequence?</p>	<p><i>Year B term 3 EYFS Gym</i></p>	<p><i>Year A term 3 KS1 Gym</i> <i>Year A term 3 Yr. 3 Gym</i> <i>Year A term 3 Yr. 4/5 Gym</i> <i>Year A term 3 yr. 5/6 Gym</i> <i>Year A term 3 Yr. 3 Gym</i> <i>Year B term 3 KS1 Gym</i> <i>Year B term 3 Yr. 3 Gym</i> <i>Year B term 3 Yr. 4/5 Gym</i> <i>Year B term 3 yr. 5/6 Gym</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT EVALUATION</p>

		<p>their partner and copy a paired balance correctly; Children can perform a paired balance on a piece of apparatus; Children can demonstrate at least one type of roll correctly; • Children can show some control when they are rolling; Children can perform at least one type of jump correctly, showing a clear body shape in the air; Children know how to jump off apparatus with support and land safely; Children know how to copy, remember and perform three different movements to make a sequence; Children can describe a sequence and say what is good about it; Children can work with a partner to copy, remember and perform three different movements to make a matching sequence; • show some control</p>	<p>ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care</p> <p>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-in PE, this covers -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>ANALYSIS- -explaining what they have done to improve a skill and what can be done to improve efficiency the next time</p>	<p>Key Vocabulary.log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle standing balances Kneeling balances large body part balances. Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support</p>			
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<p>PSHE/ RSE</p>	<p>Respect Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Know some practical steps they can take in a range of different contexts to improve or support respectful relationships Know the conventions of courtesy and manners* Know the importance of self-respect and how this links to their own happiness† • Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority Know what a stereotype is, and how stereotypes can be unfair, negative or destructive Know the importance of permission-seeking and giving in relationships with friends, peers and adults Create a 'provocation box' – a small selection of toys for the class. Choose either to present the toys as one collection of 'non-stereotypical' toys or two</p>	<p>Can identify and respect the differences and similarities between people Are able to contribute to the life of the classroom and school Are able to help construct, and agree to follow, group, class and school rules and to understand how these rules help them Understand that they belong to different groups and communities such as family and school to identify and respect the differences and similarities between people 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.</p>	<p>Enquiry Questions Which toys do you like in this box – why What colours are on the toys Does it matter what colour the toy is Is it OK for us all to like different toys? Which toy would you choose for X to play with and why (another child or adult)? What do you like and how do they make you feel? Key Vocabulary Respect Manners Difference Same/similarities</p>	<p>Year B Term 1 PSHE/RSE: Well-being Year B Term 2 EYFS RE: My Friends Year B Term 1 EYFS: All About Me</p>	<p>Year B Term 3 KS1 PSHE/RSE: Respect Year A Term 3 KS1 PSHE/RSE: Respect Year B Term 5/6 KS1 RE: Thankfulness Year B Term 6 Y3&4 RE: Big Question Year B Term 5/6 Y4/5 RE: In depth study of world religions Year B Term 2 Y5/6 RE: Big Question Year A Term 6 Y3&4 RE: Big Question Year A Term 2 Y5/6 RE: Big Question</p>	<p>INVESTIGATION EXPRESSION</p>
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		<p>collections of 'girls' toys' and 'boys' toys. Ask 'do we all have the same hair?' Would it be boring if we all had the same hair? (You might want to draw or show two very simple pictures with two very simple hair styles on the board. Imagine if we all had to choose between just these two...).</p> <p>Talk about how there are so many different toys in the world for us to enjoy – there is no such thing as 'boys' things' and 'girls' things' – just as we are all different, the toys we all like are different. It's OK to like some toys instead of others – but they can always pick any toys that they like regardless of the colour, what they are made of, whether they look 'boyish' or 'girly' etc. Is it fun/interesting – is all that matters!</p>					
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	Key Knowledge	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge and Skills (see termly plans)	Reference to Future Knowledge and Skills (see termly plans)	Reference to application of Knowledge across all curriculum areas
<i>Topic Journeys-local area</i>	<p>Pupils should be taught about: Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>ELG-The Natural World. Children will explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been reading</p>	<p>Children should: Know where they live in the local area Know that my address says where I live Know what our classroom looks like Know where the school is located Know what we can find in the school grounds Know the route from home to school Know how to record their journey from home to school on a simple map of the local area. Yr1 Children should Know 3 familiar places in our local area. know the school address in the right order. Know how to say/write my own address Know what each line shows Know 3 (or more) features of our classroom. Know what 'aerial view' means. Know how to find key features on an aerial view photograph. Know 2 (or more) key features of a map. Know where home and school are on a local map Know how to create my own map of my route to school Know the four points of a simple compass Know how to follow compass directions</p>	<p>ENQUIRY SKILL Yr. 1/2Ask and begin to answer questions about events e.g., When? What happened? What was it like...? Why? Who was involved? Understand some ways we find out about the past e.g., using artefacts, pictures, stories and websites Choose and use parts of stories and other sources to show understanding of events Communicate understanding of the past in a variety of ways. INVESTIGATION asking relevant questions. · Using a variety of sources to find out about events, people and changes EXPRESSION · The ability to recall, select and organise information · The ability to use key historical dates and vocabulary to describe and explain different periods in history INTERPRETATION · The ability to draw meaning from artefacts, works of art, relics and buildings. · The ability to suggest meanings and draw conclusions from what they see</p>	<p>EYFS Q1 Where do I live (local area) Q2 What can I find in the school grounds? Q3 How do I get to school? Year 1 Q1 What 3 familiar places can I find in the local area Q2 What does school look like from the air? Q3, Can I create a map of the school area? Q4 How do I describe my route to school? Q5 How do I use 4 points of a compass</p> <p>Key Vocabulary Compass, 4-point, direction, North, East, South, West, plan, observe, aerial view, key, title. Aerial view, plan, label, key, title, fieldwork, observe, photograph, environment.</p>	<p><i>Year B term 4 EYFS Geography -Pirates</i> <i>Year A term 6 EYFS Around the world</i></p>	<p><i>Year A term 6 EYFS Geography Britain and the world</i> <i>Year A term 1 Yr3 Geography Maps of the World</i> <i>Year B Term 6 Geography Under the sea</i> <i>Year B Term 4 KS1 History Explorers</i></p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i></p>

	class. Understand some important processes and changes in the natural world around them including the seasons and changing states of matter.	Know some symbols to use on a simple map					
<i>Science Materials</i> <i>Yr. R properties of materials and scientific concepts-floating and sinking</i> <i>Yr. 1 compare/group different materials</i>	Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of materials Compare and group together a variety of everyday materials on the basis of their simple physical properties	Children know that the properties of materials can vary. Children know that some materials float and some material sink. Children know that this can be dependent upon the shape and size of the object. Children know the stages in an experiment. Children can suggest the hypothesis. Children can test the hypothesis. Children can explain what they see.	They talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g., Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out. 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 suggest meanings APPLICATION The ability to be able to apply a range of scientific knowledge and skills in a range of contexts EVALUATION The ability to evaluate a finished product and scientific investigation	Q4 What materials float and what sink? Year 1 Q3 What makes a material float or sink Q4 How do I select materials for a purpose? Q5 How can I test my material is fit for purpose?	Year B Term3 EYFS Science-materials	Year A term 3 KS1 Science, materials Year A term 3 Yr3 science, Rocks and soils Year A term 1 year4/5 Science, States of Matter Year A term 5 Yr5/6 science-properties and changes in materials Year B term 3 KS1 Materials Year B term 6 yr5/6 properties and changes in materials	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION EVALUATION
<i>RE</i>	Special Times for Me and Others Recognise and respond to key	Know about similarities and differences between themselves and others, among families, communities and traditions.	Children develop an understanding of spring and are able to find signs of new life: uncurling leaves or bracken, opening flowers, mung beans	Enquiry Questions Ask questions about religion and culture as they encounter them in everyday experiences such as during assembly, church services	Year B Term 3 EYFS RE: Special Things Year B Term 2 EYFS English: Bo, the Boston Church Mouse	Year B Term 3&4 KS1 RE: Jesus' teaching Year B Term 5&6 KS1 RE: Thankfulness	INVESTIGATION REFLECTION EMPATHY SYNTHESIS

	<p>religious events throughout the year</p> <p>Church and the Christian and Jewish community. Artefacts connected with Easter and Passover.</p> <p>Jesus as Special. Listen and respond to stories about what Jesus did.</p> <p>Signs of belonging</p> <p>Golden Threads</p>	<p>Begin to learn and become aware of their own cultures, beliefs and those of other people, experiences</p> <p>Visit places of worship, learn new words associated with these places and show respect towards them.</p> <p>Know about different religious festivals such as Passover celebrations for Jews and Easter celebrations for Christians</p> <p>Go for a dead/living walk. Observe changes in trees and plants. What is dead? What is living? Collect things for a New Life display.</p> <p>Explore things on the New Life display and talk about the new life that we see in spring: lambs, birds, chicks from eggs etc. Something marvellous and new can come from a dark place.</p> <p>Introduce the events that lead up to the Christian Easter Story. Explain that Christians believe that Jesus experienced happy and sad times which he shared with his disciples. Describe Palm Sunday: a happy time followed by the Last Supper, a sad time when Jesus was saying goodbye.</p> <p>Tell a simplified version of the Christian Easter story from Good Friday to Easter Day. Make a story map as the story unfolds.</p> <p>Emphasise that Easter Day is the most important time for Christians.</p> <p>Why are Easter eggs for sale and what do they symbolise to Christians? Explain that Easter eggs remind Christians of the Easter story: the door of the empty tomb which was rolled aside and new life through Jesus symbolised by new life from an egg.</p>	<p>sprouting. Children reflect on feelings related to new life</p> <p>Children use movement and expression to explore and describe new life</p> <p>Children can talk about the difference between sad times and happy times</p> <p>Children are able to role play or use puppets to retell a story</p> <p>Children are able to recognise Easter as the most important event in the Christian calendar</p> <p>Children recognise and develop an understanding of Christian symbols</p> <p>Children are aware that Easter is a time of sadness and celebration for Christians</p> <p>INVESTIGATION</p> <p>asking relevant questions.</p> <p>REFLECTION</p> <p>the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices</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> <p>SYNTHESIS</p> <p>connecting different aspects of life.</p>	<p>throughout the year and other religious and cultural events throughout the year such as reflecting on Chinese New Year and world religion events during Spring 2 such as Purim, Rama Navami, Passover and Easter preparations</p> <p>What does Spring mean to us? How does Spring g makes you feel? What kinds of new life can we see?</p> <p>Key vocabulary</p> <p>Easter</p> <p>Passover</p> <p>Celebration</p> <p>Worship</p> <p>New life</p> <p>Spring</p>		<p>Year B Term 2 KS1 PSHE/RSE: Friendship and communities</p> <p>Year B Term 3&4 Y3&4 RE: Incarnation</p> <p>Year B Term 5 Y3&4 RE: Salvation</p> <p>Year B Term 5/6 Y4/5 RE: In depth study of Judaism</p> <p>Year A Term 3 Y3&4 RE: Incarnation</p> <p>Year A Term 5 Y3&4 RE: Salvation</p> <p>Year A Term 5/6 Year 4/5 RE: In depth study of Judaism</p>	
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	<p>Community - Islam</p> <p>What do Muslims do to express their beliefs? Which celebrations are important to Muslims? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?</p> <p>Golden Threads</p>	<p>Visit a church-compare similarities/differences to Harvest and Christmas celebrations.</p> <p>Know about Muslim worship (ibadah) – prayer five times a day: all Muslims in the region praying at the same time = harmony; movements and words of prayer the same for everyone = harmony; always includes saying the statement of belief (Shahadah): “There is no God but God and Muhammad are his prophet”; all Muslims pray facing Makkah; preparation for prayer: washing (wudu) Know the key objects associated with prayer: prayer mat (cleanliness is important, Muslims don’t pray directly on the ground), prayer beads (subha), compass (to indicate the direction of Makkah) Know about how Muslims study the Qur’an: the madrassah (school) – studying the Qur’an to find out how to follow the straight path (shariah); learning to recite the Qur’an know about a Muslim festival: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet Ibrahim’s test of faith) – key practices, symbols, etc., and how they relate to Muslim beliefs about God, the universe and human beings</p>	<p>Are able to explain key Muslim beliefs: oneness of God; Harmony, Human beings and the straight path and understand the guidance on the natural world and what the prophet and the Qur’an say Understand why prayer is important Understand that Muslims are asked to keep on the straight path by praying five times a day and what this involves Understand the links between what Muslims do when they pray and the beliefs that underpin this (e.g., harmony – all praying at the same time of day, saying the same words, carrying out the same actions, facing the same direction, etc.) Through immersive experiences, can understand the straight path (call to prayer/rituals involved) Understand that Eid ul-Adha is a festival that celebrates the sacrifice that the Prophet Ibrahim (Abraham) was willing to make for God. God asked him to sacrifice his son, Ismail, and the Prophet (pbuh – peace be upon him) was willing to do so 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</p>	<p>Does everyone worship the same? what their favourite toy/book/food is; tell them that they are not going to be able to play with/read/eat it for the next week. How do they feel? what is prayer and why is it important? What makes a place special?</p> <p>Key Vocabulary Oneness of God (Tawhid) Harmony Qur’an Prophets Straight path Prayer mat Compass Subha beads Eid-ul-Adha</p>	<p>Year B Term 1 Crowland and Regent RE: Creation Year A Term 1 Crowland and Regent RE: Creation</p>	<p>Year A Term 3 Crowland and Regent RE: Islam – Community Year A Term 1 KS1 RE: Islam – Being Human Year A Term 2 KS1 RE: Islam – Life Journey Year A Term 3 KS1 PSHE/RSE: Respect Year A Term 2 Y3&4 RE: Islam – God Year A Term 3 Y3&4 PSHE/RSE: Respect Year A Term 2 Y4/5 RE: How do Muslim’s worship? Year A Term 3 Y4/5 PSHE/RSE: Respect Year A Term 6 Y5/6 RE: Islam – Rights of passage Year A Term 2 Y3&4 RE: Islam – God Year B Term 2 /3 Y4/5 RE: How do Muslim’s worship? Year B Term 6 Y5/6 RE: Islam – Life journey</p>	<p>INVESTIGATION EXPRESSION REFLECTION APPLICATION EVALUATION</p>
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			<p>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</p> <p>the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.</p> <p>the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.</p> <p>APPLICATION</p> <p>making the association between religions and individual, community, national and international life</p> <p>EVALUATION</p> <p>the ability to debate issues of religious significance with reference to evidence and argument.</p> <p>weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p>				
<p><i>Art/DT</i></p> <p>M</p>	<p>Pupils should be taught: to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and</p>	<p>Children know who Monet was. Children know that he painted landscapes. Children know he used colour and texture. Children know what a pastel is. Children can use a pastel to create a landscape picture off school grounds. children know who Metzinger was children know what the mosaic is. Children can describe the work of Metzinger. Children can create a mosaic collage landscape.</p>	<p>Name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding in this strand: draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips.</p> <p>INVESTIGATION – asking relevant questions. •knowing how to use different types of sources as a way of gathering information. •knowing how pieces are created</p>	<p>Q1 what can I see outside? Q2 What colours do I need in a landscape? Q3 What is a collage?</p> <p>Yr. 1 Q1 Who was Monet? Q2, Can I paint a picture of the school grounds? Q3 Who was Metzinger? Q4, Can I say how he drew landscapes Q5, Can I make a mosaic</p>	<p><i>Year A term 1 EYFS-art-transient art</i> <i>Year A term 6 EYFS Geog-around the world</i> <i>Year B term 1 EYFS-art portraits</i> <i>Year B term 2 EYFS -art-observational drawings</i></p>	<p><i>Year A term 1 KS1 transient art</i> <i>Year A term 4 KS1 Art-land and seascapes</i> <i>Year A term 1 Yr. 3 geog-maps of the world</i> <i>Year A term 2 Yr. 3 art-Picasso</i> <i>Year A term 5 Yr. 3 History-Commonwealth</i> <i>Year A term 2 yr. 4/5 Art-Constable</i> <i>Year A term 1 yr. 5/6 Art-Paula Hallam</i> <i>Year B term 4 EYFS aboriginal art</i> <i>Year B term 5 EYFS -art-Arcimboldo</i> <i>Year B term 1 KS1 art-portraits</i> <i>Year B term 2 Ks1 art-observational drawings</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION APPLICATION DISCERNMENT ANALYSIS</p>

	making links to their own work		<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>INTERPRETATION –</p> <ul style="list-style-type: none"> •the ability to draw meaning from pieces of art. •the ability to suggest alternative meanings. <p>REFLECTION –</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>APPLICATION –</p> <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. <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>ANALYSIS –:</p> <ul style="list-style-type: none"> •distinguishing between an artist’s meaning and what others may interpret. •distinguishing between the features of a piece of art and its significance. 			<p><i>Year B term 4 Ks1 Geog-Explorers</i> <i>Year B term 5 EYFS - art Arcimboldo</i> <i>Year B term 1 KS1 art-portraits</i></p> <p><i>Year B term 1 Yr. 3 art-Van Gogh</i> <i>Year B term 1 Yr. 4/5 Geog-Mountains and deserts</i> <i>Year B term 1 Yr. 4/5 art-landscapes</i> <i>Year B term 6 Yr. 4/5 Maya art</i> <i>Year B term 2 yr. 5/6 art-volcano paintings</i></p>	
<i>Music (Music express)</i>	1.5 Machines (Beat) KS1 NC Mu1/1.1 use their voices expressively and creatively by singing songs and	Machines 1.5 (Beat) Children will build on knowledge of the identifying the beat and being able to play along with a beat.	Machines 1.5 Children to learn to identify the beat in music. Children will accompany a song with a steady beat on percussion. Children will be able to play a beat at different speeds.	1.5 Machines Key Questions What is a steady beat? Can you play and maintain a steady beat? Can you play at different speeds (tempi)?	<i>Music Express that focus on Beat</i> <i>1.4 Weather, Spring 1</i> <i>Year B, Autumn 1 Year A</i> <i>1.5 Machines, Spring 2 Year A</i>	<i>KS1 Year A</i> <i>Aut 2 1.5 Machines</i> <i>Sum 1 2.4 Our bodies</i> <i>Sum 1 1.6 Number</i> <i>Year A LKS2 Aut 1 3.2 Building</i>	INVESTIGATION – EXPRESSION INTERPRETATION

	<p>speaking chants and rhymes Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>1.11 Travel (Performance)</p> <p>Mu1/ 1.1 Using voices expressively and creatively by singing songs and speaking chants and rhymes. Mu1/1.3 Listen with concentration and understanding to a range of high- quality live and recorded music</p> <p>EYFS- Can you learn these songs and sing them to an audience?</p>	<p>Using body percussion and actions children will perform a beat at different speeds. Children will work with Tempo of beat. They will play faster and slower and show increasing control of these changes in speed (tempo).</p> <p>1.11 Travel (Performance) Children combine voices, movement and instruments to perform a chant and a song. Children practise keeping a steady beat on instruments. Children perform word rhythms with movement.</p> <p>EYFS: Children learn new songs and chants. Children practise keeping a beat to music.</p>	<p>Children will be able to control changes in speed whilst playing a beat.</p> <p>INVESTIGATION Investigating how the voice and body can be used to make sounds Investigating own feelings and emotions related to a range of musical experiences</p> <p>EXPRESSION the ability to explore music as a medium for expressing themselves</p> <p>APPLICATION- identifying key musical terminology and using it in description of music exploring different ways music is made</p> <p>1.11 Travel (Performance) Children chant and step to make the sounds of different footwear. Children invent lyrics and movements to perform new versus to the chant. Children play a game that practises keeping a steady beat. Children learn to perform rhythm patterns in a song on untuned percussion.</p> <p>EYFS: Children will combine voices and body movement to match chants. Children will learn a new chant. Children will play a game to develop keeping a steady beat.</p> <p>Investigation: Investigating how the voice and body can be used to make sounds Interpretation: the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo Reflection: the ability to consider their own performances and evaluate the effectiveness and levels of success</p>	<p>Can you control changes in speed (tempo)? EYFS- Q1, can you make music with your body, voices or instrument? Q2, can you play the music faster? Q3, can you play the music slower?</p> <p>Key vocabulary Beat Rhythm Tempo (fast. slow)</p> <p>1.11 Travel Key Questions How can you combine voices, movement and instruments to perform a chant and song? What are word rhythms? What movements can you use to perform word rhythms? EYFS- Q1, can you learn these songs and sing them to an audience? Can you keep a steady beat?</p> <p>Key Vocabulary Steady Beat Dynamics Pitch Tempo Rhythm</p>	<p>1.8 Pattern, Spring 2 Year B, Summer 2 Year A 1.10 Our bodies, Autumn 1 Year B, Summer 1 Year A</p> <p>1.11 Travel (Performance) Music Express Performance Year B KS1 All previous units have elements of performance EYFS/Yr1 Summer 1 1.11 Travel Other units also cover the skills in this unit.</p> <p>Year A KS1 Summer 2 2.12 Travel KS1 All previous units have elements of performance EYFS/Y1 Spring 2 1.11 Travel Other units also cover the skills in this unit.</p>	<p>Year A Sum 1 4.5 Building Year A Y5 Spring 1 4.5 Buildings Sum 1 5.4 Keeping Healthy</p> <p>1.11 Travel (Performance) Music Express Performance Year B LKS2 Spring 1 3.4 Poetry The other units also cover elements of performance. Y4/5 Spring 1 4.12 Food and Drink Summer 2 5.6 Celebration Year 6 all units are performance related.</p> <p>Year A LKS2 Summer 2 4.12 Food and Drink The other units also cover elements of performance. Y4/5 Aut 1 4.1 Poetry The other units in Y5 also cover performance. Year 6 all units are performance related</p>	
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			<p>Application: identifying key musical terminology and using it in description of music exploring different ways music is made</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 other performances</p>				
<p>Computing (Teach computing) 1.4 Data and Information</p>	<p>Pupils should be taught to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully</p>	<p>Children can describe objects using labels Children know how to match objects to groups Children can identify the label for a group of objects Children know how to count and group objects Children can count a group of objects Children know how to describe an object using its properties Children can find objects with similar properties Children know how to group similar objects in more than one way Children can count how many objects share a property Children know to group objects and record how many objects are in a group Children know how to group objects to answer a question. Children can compare groups of objects Children know how to record and share what they have found</p>	<p>Yr. ½ Children begin to understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information.</p> <p>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;</p> <p>INTERPRETATION the ability to suggest meanings.</p> <p>REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <p>EVALUATION the ability to evaluate how a computing system works.</p>	<p>What are objects? How do I count them? How can I describe them? How can I compare them?</p> <p>Key Vocabulary Object, sort, property</p>	<p>Year A term 4 KS1 computing-pictograms Year B term 4 EYFS – computing -grouping data</p>	<p>Year A term 4 yr. 3 Computing -branching databases Year A term 4 Yr. 4 Computing-data logging Year A term 4 yr. 4/5 Computing flat file data bases Year A term 5 yr. /45 Science -classification Year B term 4 Yr. 5/6 Computing-spreadsheets Year B term 4 Yr. 4/5 Computing-data logging Year B term 4 Yr. 5/6 Science-classification Year B term 4 Yr. 5/6 Computing-flat file databases</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EVALUATION</p>
<p>PE</p>	<p>Identify positions on simple maps and diagrams of</p>	<p>Children can work in pairs or small groups to follow a trail. Children can follow</p>	<p>Know what happens to their body when they exercise, are able to explain why it's</p>	<p>What is teamwork? How do I follow directions? What is a symbol?</p>		<p>Year A term 4 KS1 Outdoor activities</p>	<p>INVESTIGATION EXPRESSION APPLICATION</p>

<p>Outdoor activities-following trails</p>	<p>familiar environments e.g., in relation to position of desk in plan of classroom Use simple maps and diagrams to follow a trail Begin to work co-operatively with others Plan and share ideas</p> <p>Discuss how to follow trails and solve problems Select appropriate equipment for the task</p>	<p>simple instructions. Children can move from one point to another in a given manner. Children can use 4 compass points on a route Children can follow signs and symbols around an outdoor course. Children can say where they went wrong and correct their course</p>	<p>important to warm up and cool down, can find their way following some simple directions, work with others on a goal, use simple symbols to help them find a route, follow a short trail, make their own trail, use 4 compass directions to assign direction</p> <p>. INVESTIGATION- -asking relevant questions - using different approaches to determine skills and tactics EXPRESSION- -the ability to express themselves through movement -the ability to explain what they do and how they do it Interpretation-in PE, this covers -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 DISCERNEMENT- -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</p>	<p>Key vocabulary Map, directions, symbol, orienteering, teamwork</p>		<p><i>Year A term 4 Yr. 3 Outdoor activities</i> <i>Year A term 4 Yr. 4/5 Outdoor activities</i> <i>Year A term 4 yr. 5/6 Outdoor activities</i> <i>Year A term 4 Yr. 3 Outdoor activities</i> <i>Year B term 4 Yr. 4/5 Outdoor activities</i> <i>Year B term 4 yr. 5/6 Outdoor activities</i></p>	<p>INTERPRETATION DISCERNEMENT ANALYSIS</p>
<p>PSHE/ RSE</p>	<p>E-Safety Managing feelings and behaviour and Understanding the World</p> <p>Children recognise that a range of</p>	<p>Children know about visiting places online in safe ways. They will learn that they need to follow certain rules to remain safe.</p> <p>Children know about personal information and</p>	<p>Can recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p>	<p>Enquiry Questions</p> <p>What do we mean by being safe online? If a stranger asked you these details, would you tell them? Why?</p>	<p><u>At the start of every Computing unit</u></p> <p>Year B Term 2 EYFS ICT: We are detectives Year A Term 4 EYFS PSHE/RSE: E-safety</p>	<p><u>At the start of every Computing unit</u></p> <p>Year B Term 4 KS1 PSHE/RSE: E-safety Year B Term 5 Y3&4 PSHE/RSE: E-safety</p>	<p>INVESTIGATION EXPRESSION</p>

<p>technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Children recognise the impact of good choices and consequences of wrong ones.</p> <p>They can select and use technology for a purpose. Children understand that they must ask an adult whether they can use a game or app.</p>	<p>what it is. They know websites may ask for names etc and how to deal with such encounters.</p> <p>Children know that information can be retrieved from computers and can tell an adult if what they see makes them feel worried.</p> <p>Children know who they can ask for help and know when they need help.</p> <p>Children know that they need to share equipment and take turns.</p>	<p>Explain the basic rules to keep safe online, including what is meant by personal information and what should be kept private.</p> <p>Understand the importance and are able to tell a trusted adult if they come across something that scares them</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>Who would you trust to share these details with?</p> <p>Key Vocabulary</p> <p>E-safety Online safety Apps Games Searches Permission Trust Private Technology</p>			<p>Year B Term 5 Y4/5 PSHE/RSE: E-safety Year B Term 4 Y5/6 PSHE/RSE: E-safety Year A Term 4 KS1 PSHE/RSE: E-safety Year A Term 4 Y3&4 PSHE/RSE: E-safety Year A Term 4 Y4/5 PSHE/RSE: E-safety Year A Term 4 5/6 PSHE/RSE: E-safety</p>	
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