Tintern Year 1	Autumn 1 Wonderful Weather
Small Villag	e, Big Horizons 2023 - 2024

Curricul	Key Knowledge	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions	Reference to Prior	Reference to Future	Process Knowledge
um				and Key Vocabulary	Knowledge (see	Knowledge (see termly	Across Curriculum
Area					termly plans)	plans)	Areas
Area Geograp hy Wonderf ul Weather	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.	Children should Know what we mean by weather, Know the names of different types of weather Know how to describe the daily weather, Know the basic weather associated with each season, know that we can tell what the weather will be like Know some of the dangerous types of weather (floods, hail. Hurricanes), Know there are some extreme climates in the world and name some (deserts, arctic/Antarctic, rainforest,) Know the effect the weather has on people (what they wear/do)	Ask geographical questions, observe and record what they see, express their own views about people, places and environments and communicate their knowledge and ideas in different ways • I ask what is this place like? • I tell others' the things I like and dislike about a place • I ask what is this place like? • I tell others' the things I like and dislike about a place 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 suggest meanings and draw conclusions from what they see APPLICATION • Considering the impact of human activities on the environment • Learning both about and also	Q1, what types of weather can you name? Q2 How are we affected by the weather? Q3 How do we forecast the weather? Q4 How can weather be dangerous? Q5 What do we know about extreme climates? Key Vocabulary Weather Seasons Local area Extreme Hot Cold arctic	None	plans) Year A term 1 EYFS Geog- local weather Year A term 3 EYFS history-castles Year A Term 6 EYFS history Britain and the world Year A term 1 KS1 Geog- local weather Year A term 3 KS1 history- castles Year A term 3 KS1 history- gritain and the world Year A term 2 Yr4/5 geog local area comparison Year B term 5 EYFS geog- local area Year B term 5 KS1 geog- local area Year B term 2 geog -local area comparison Writing (reports) Year A term 3 yr. 5/6 reports Year B term 1 yr. 4/5 reports Year B term 1 yr. 5/6 reports Year B term 1 yr. 5/6 reports Year B term 1 yr. 3 reports Year B term 1 yr. 5/6 reports Year B term 1 yr. 3/7 reports Year B term 1 yr. 5/6 reports Year B term 1 yr. 3/7 reports Year B term 1 yr. 5/6 reports Year B term 1 yr. 5/6 reports Year B term 1 yr. 5/6 reports Year B term 5 yr. 5/6 reports Year B term 5 yr. 5/6 report	Areas INVESTIGATION EXPRESSION INTERPRETATION APPLICATION
			from geography				
Science	1d1. to observe changes	Children know there are 12	they talk about what they see,	Q1 how do I order	Year A term 1 EYFS	Year A term 1 KS1 Geog-	INVESTIGATION
Seasonal	across The Four Seasons	months. Children know there	hear touch, smell or taste. They	months and seasons? Q2	Geog	weather	EXPRESSION
changes	1D2 observing describe	are Four Seasons. Children can	ask questions about what they	What are the key		Year A Term 1 KS1 science	EVALUATION
	weather associated with	relate each month to a different	see. They try to answer questions.	features of each season?		seasons	1

	1		when the second second	02.000		V	
	the seasons and how day	season. Children know the key	They know why they are trying to	Q3 How do plants		Year A term 2 Yr. 3 Geog-	
	length varies EYFS make	features of each season.	find out things. They give some	change according to		climates Vear B term 1 Vr. 2 Geog	
	observations an explain why somethings occur	Children know that plants and Flowers grow in spring. Children	reasons why things may happen. They draw pictures of what they	season Q4 How does weather		Year B term 1 Yr. 3 Geog- climates	
	and talk about changes	know that they are dormant in	see, hear, touch, smell or taste.	change from season to		Year B Term 2 EYFS	
	and talk about changes	winter. Children know that	They can put the information on a	season?		Science seasons	
		rainfall is higher in spring and	chart. They make some	Q5 How does daylight to		Year B Term 2 KS1 science	
		winter, children know it is	measurements of what they	change across the		seasons	
		hotter in summer, children	observe. (e.g., Loud, quiet, long	seasons?			
		know that there are more hours	short etc) they use the computer				
		of daylight in summer	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				
			EVALUATION - the ability to				
			evaluate a finished product and				
			scientific investigation.;				
			Distinguishing between opinion				
			and fact.				
RE	Creation	Know that God created the	Can retell the story of creation	Enquiry Questions	Year A Term 1 EYFS	Year B Term 5 Y4/5 RE:	Investigation
	What do Christians	universe.	from Genesis 1:1–2.3 simply.	Who made the world?	Science: Seasonal	Creation	Expression
	believe made the world?	Know that the Earth and	Can recognise that 'Creation' is the	What does the Creation	changes	Year B Term 3&4 Y5/6 RE:	Reflection
	To make a connection	everything in it are important to	beginning of the 'big story' of the	story tell us about what	Year A Term 2 EYFS	Creation	Application Evaluation
	between Christian ideas	God.	Bible.	God is like?	Science: Similarities	Year A Term 1 KS1 RE:	Evaluation
	of God as Creator and	Know that God has a unique	Can say what the story tells	If someone believes God	and differences in	Creation	
	the importance for	relationship with human beings	Christians about God, Creation and	made the world, what	living things	Year A Term 4 Y4/5 RE:	
	everyone (not just	as their Creator and Sustainer.	the world.	might they say about it?	Year A Term 5 EYFS	Creation	
	Christians) of being grateful for what we	Know that humans should care	Can give at least one example of	What might they say to	Topic:	Year A Term 3 Y5/6 RE:	
	have.	for the world because it belongs	what Christians do to say thank	this Creator?	Environment/Greta	Creation	
	nave.	to God. Know the story of creation from	you to God for the Creation.		Thunberg		
		Know the story of creation from Genesis 1:1–2.3	Give at least two examples of what Christians do to look after	Key Vocabulary	Year A Term 5 EYFS PSHE/RSE: Fair Trade		
		Know that 'Creation' is the	the world for God.	Creation	Year B Term 6 EYFS		
		beginning of the 'big story' of	Can think, talk and ask questions	Bible	RE: Our Beautiful		
		the Bible.	about living in an amazing world.	Genesis	World		
		Know at least one example of	INVESTIGATION	In the beginning	wond		
		what Christians do to say thank	asking relevant questions.	Light/waters/land and			
		you to God for the Creation.	knowing how to use different	sea/sun and moon/birds			
		Think, talk and ask questions	types of sources as a way of	and fish/animals and			
		about living in an amazing	gathering information.	humans; rest.			
		• •	knowing what may constitute	Harvest			
		world.		Creater			
		Know at least two examples of	evidence for understanding	Creator			
			evidence for understanding religions.	Creator			
		Know at least two examples of	evidence for understanding	Creator			

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			the ability to identify and				
			articulate matters of deep				
			conviction and concern, and to				
			respond to religious issues through				
			a variety of media.				
			REFLECTION				
			the ability to reflect on feelings,				
			relationships, experience, ultimate				
			questions, beliefs and practices.				
			the ability to use stillness, mental				
			and physical, to think 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.				
	Development of the second		Descendence interest of the state	04.14/1-0-0-0-1	N		
Art/DT	Pupils should be taught:	Children know that clay is a	Respond positively to ideas and	Q1 Who was Andy	Year B term 1 EYFS -	Year A term 2 Yr. 3 Art	INVESTIGATION
Transien	to use a range of	natural material. Children can	starting points; explore ideas and	Goldsworthy?	Art-self portraits	Monet/Picasso	EXPRESSION
t Art	materials creatively to	use clay to make a simple	collect information; describe	Q2 What did he use in	Year B term 2 EYFS	Year A term 2 yr. 4/5 Art	INTERPRETATION
	design and make	flower morel. Children know	differences and similarities and	his artwork?	Art-observational	Constable	REFLECTION
Andy	products.	that some sculptures are	make links to their own work; try	Q3 How did he	drawings	Year A term 5 Yr. 4/5 Art	APPLICATION
Goldswo	to use drawing, painting	inspired by nature, Children	different materials and methods to	represent different		portraits	DISCERNMENT
rthy	and sculpture to develop	know who Andy Goldsworthy is.	improve; use key vocabulary to	moods		Year A term 1 Yr. 5/6 Art-	ANALYSIS
	and share their ideas,	Children know some of his	demonstrate knowledge and	Q4 How did he use		Hallam	
	experiences and	transient works. Children know	understanding in this strand:			Year A term 2 yr. 5/6 Art	
	imagination;	he used natural materials;	INVESTIGATION -	natural materials?		Warhol	
	to develop a wide range	Children know how to collect	asking relevant questions.	How do I recreate his		Year B term 1 KS1 Art-self	
	of art and design	materials to make a pattern.	•knowing how to use different	work?		portraits	
	techniques in using	Children know Andy	types of sources as a way of			Year B term 2 KS1 Art-	
	colour, pattern, texture,	Goldsworthy used pattern,	gathering information.	Key Vocabulary		observational drawings	
	line, shape, form and	curves and spirals in his work.	•knowing how pieces are created	work, work of art, idea,			
	space.	Children know how to use their		starting point, observe,		Year B term 1 yr. 3 Art-	
	about the work of a	research to create their own	EXPRESSION –	focus, design, improve.:		Van Gogh	
	range of artists, craft	pattern. Children know how to		primary colours,		t an obyn	
	range of artists, trait	pattern, children know now to		secondary colours,			
			l				

	makers and designers,	work with others to create a	•the ability to explain techniques,	neutral colours, tints,		Year B term 1 yr. 4/5 Art-	
	describing the	large scale natural sculpture.	colours and use of media.	shades, warm colours,		landscapes	
	differences and		 the ability to identify and 	cool colours, *form,		Year B term 1 yr. 5/6 Art-	
	similarities between		articulate opinions on how an	curves, natural,		watercolours	
	different practices and		artist has chosen to express their	foreground, middle		Year B Term 2 yr. 5/6	
	disciplines, and making		ideas.	ground, background,		Art-pastels	
	links to their own work		INTERPRETATION –	abstract, emotion,			
			 the ability to draw meaning from 	warm, blend, mix, line,			
			pieces of art.	tone, fresco.			
			 the ability to suggest alternative 				
			meanings.				
			REFLECTION –				
			 the ability to reflect on pieces of 				
			art, including their purpose,				
			meaning, and technique.				
			 the process the artist went 				
			through to create their piece.				
			APPLICATION –				
			 making the association between 				
			the purpose, technique, media and				
			meaning behind a piece.				
			 identifying the purpose of the 				
			piece.				
			DISCERNMENT -				
			 explaining the significance of 				
			aspects of a piece of art.				
			•developing insight into				
			individuals and communities.				
			 seeing clearly for themselves how 				
			individuals might learn from the				
			artists they study.				
			ANALYSIS -:				
			 distinguishing between an artist's 				
			meaning and what others may				
			interpret.				
			•distinguishing between the				
			features of a piece of art and its				
			significance.				
Music	1.2 Number (Beat)	Number (Beat)	Number	1.2 Number	Music Express that	1.5 Machines Summer 1	INVESTIGATION -
(Music	Children will develop a	Children recognise and develop	Children identify the beat in music	Enquiry Questions?	focus on Beat	Year B	EXPRESSION
express)	sense of a steady beat	a sense of a steady beat through	and can tap along.	What is a steady beat?	1.4 Weather, Spring 1	KS1 Year A	INTERPRETATION
	through using	using voices and body		What is the tempo? How	Year B, Autumn 1	Aut 2 1.5 Machines	
	movement, body	percussion.	INVESTIGATION	do I know it has	Year A	Sum 1 2.4 Our bodies	
	percussion and		how the voice and body can be	changed?	1.5 Machines, Spring	Sum 1 1.6 Number	
	instruments.		used to make sounds		2 Year A	LVC2 Voor P	
			own feelings and emotions related to a range of musical	Kayyocab	1.8 Pattern, Spring 2	LKS2 Year B	
	KS1 NC PLay tuned and		0	Key vocab	Year B, Summer 2	Aut 1 3.2 Building Aut 2 3.6 Time	
	untuned intruments		experiences EXPRESSION	Beat	Year A 1 10 Our bodies		
	musically.		the ability to explore music as a	Tempo Dynamics	1.10 Our bodies, Autumn 1 Year B,	Spring 2 4.5 Building Summer 2 4.10 Time	
	Listen with			Dynamics	-	Juilliller 2 4.10 IIIIle	
	concentration and		medium for expressing themselves		Summer 1 Year A		
			APPLICATION- identifying key			UKS2 Year A	
	understanding to a range					Spring 1 4.5 Buildings	
	of high- quality live and		musical terminology and using it in description of music			spring 1 4.5 bunuings	
	recorded music.						

1.4 Weather (Exploring sounds) How can you use voices, movement and instruments to describe weather? 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. Mu1/1.3 Listen with concentration and understanding to a range of high- quality live and recorded music	1.4 Weather (exploring sounds) Children explore control of dynamics (volume), duration and timbre with voices, body percussion and instruments. They develop their control of voices, movement and instruments to describe the weathers.	exploring different ways music is made 1.4 Weather (exploring sounds) Children perform action songs about the wind and explore making wind sounds using voices and body percussion. Control duration and dynamics using voices, body percussion and instruments for sounds of thunder, winds and rain effects. Listen to Beethoven's depiction of a storm and respond in movement. EYFS: Learn to use voices in new songs and use body percussion and movement to respond to different sounds about the weather. INVESTIGATION how the voice and body can be used to make sounds own feelings and emotions related to a range of musical experiences EXPRESSION the ability to explore music as a medium for expressing themselves APPLICATION- identifying key musical terminology and using it in description of music exploring different ways music is made	1.4 Weather Key Questions What are dynamics in music? What actions can we use to match this piece of music or song? How can you match sounds to this music? Can you show your understanding of controlling duration and dynamics using your voice, body percussion and instruments? Can you respond to the music through movement? Key Vocabulary Duration – long/short Dynamics- loud/quiet, louder/quieter Timbre Rhythm Tempo	1.4 Weather (exploring sounds) Year B EYFS/Y1 Aut 2 1.7 Our School Aut 1 1.1 Ourselves Year A EYFS/ Y1 Sum 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather	Summer 1 5.4 Keeping Healthy 1.4 Weather (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 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys, Spring 2 6.4 Roots, Year A EYFS/Y1	INVESTIGATION EXPRESSION APPLICATION
		musical terminology and using it in description of music exploring different ways music is	Dynamics- loud/quiet, louder/quieter Timbre Rhythm		Environment, 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys, Spring 1 6.3	

						Sounds , Spring 2 4.6 Around the World Sum 1 4.3 Sounds 4.5 Building, Sum 2 4.12 Food and Drink Y4/5, Aut 1 4.2 Environment, Aut 2 4.6 Around the World Spring 1 4.5 Buildings Spring 2 5.3 Life Cycles Summer 2 5.4 Keeping Healthy, Sum 2 5.5 At the Movies Y6 Aut 1 6.4 Roots Spring 1 6.2 Journeys Spring 2 6.3 Growth	
Computi ng 1.1 comput ing systems and networ ks- technol ogy around us	Pupils should be taught to: use technology purposefully to create, organise, store, manipulate and retrieve digital content. recognise common uses of information technology beyond school. use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Children know that technology is something that helps us. Children can locate examples of technology in the classroom Children know the main parts of a computer. Children know how to switch on and log into a computer. Children know how to can use a mouse to click and drag. Children know how to use a mouse to open a program. Children know how to click and drag to make objects on a screen Children can use a mouse to create a picture. Children know that writing on a computer is called typing. Children know how to type their name on a computer Children can save and open work to a file. Children know how to use the arrow keys to move the cursor. Children know some rules for using technology responsibly	Children can: applications and devices in order to communicate ideas, work, messages and demonstrate control; save, retrieve and organise work. use key vocabulary to demonstrate knowledge and understanding in this strand: INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging. EXPRESSION the ability to explain processes, concepts and practice, rituals and practices; INTERPRETATION the ability to suggest meanings. REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve. EVALUATION the ability to evaluate how a computing system works.	Enquiry Questions Q1 What is technology? Q2 What are the parts of a computer? Q3 How does the mouse work? Q4 What does a keyboard do? Q5 How do you save your work Q6 What can you do use a mouse and keyboard on PAINT? Q7 why do we need to be careful using computers? Key Vocabulary 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	Year A term 1 EYFS- Technology around us	Year A term 1 KS1 -IT around us Year A Term 1 Yr. 3 Connecting Computers Year A term 1 Yr4-The internet Year A term 1 yr. 4/5 sharing information Year A term 1 Yr5/6 Communication Year B term 1 KS1 -IT around us Year B Term 1 Yr. 3 Connecting Computers Year B term 1 Yr4/5-The internet Year B term 1 yr. 45/6 sharing information	INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EVALUATION

PE	Pupils should be taught	children know how to move at		Enquiry Questions		Year A Term 5 EYFS -team	INVESTIGATION
Masterin	to: • master basic	pace for a length of time.	Describe how the body feels	Q1, can I run fast and		games	EXPRESSION
g basic	movements including	Children know how to change	before,	slow?		Year A term 1 yr. 3	APPLICATION
moveme	running, jumping,	direction whilst travelling.	during and after exercise.	Q2, Can I change		attacking/defending.	DISCERNEMENT
nts	throwing and catching,	children know how to bounce	Carry and place equipment safely.	direction?		Year A term 1 yr. 4/5	ANALYSIS
	as well as developing	the ball. children know how to	Use hitting skills in a game. Travel	Q3How, do I bounce the		football/hockey	
	balance, agility and co-	bounce the ball whilst moving.	with a ball in different ways.	ball? Q4How high can I		Year A term 1 yr. 5/6-	
	ordination, and begin to	Children know how to move	Travel with a ball in different	jump?		netball/tag rugby	
	apply these in a range of	with the ball in different ways.	directions (side to side, forwards	Q5 How far can I jump?		Year A term 5 KS1 -team	
	activities; • participate in	Children know how to jump for	and backwards) with control and			games	
	team games, developing	distance. Children know how to	fluency. Use different ways of			Year A term 5 Yr. 3 -	
	simple tactics for	jump for height. Children know	travelling in different directions or	Key vocabulary		defending/attacking	
	attacking and defending	how to balance. Children can	pathways.	dance run jump pace		skills.	
		throw a ball. children can catch	INVESTIGATION-	fast slow high low left		Year B term 1 KS1	
		a large ball with two hands	-asking relevant questions	right catch throw		mastering basic	
			 using different approaches to 			movements	
			determine skills and tactics			Year B term 1 Yr. 3 -	
			EXPRESSION-			throwing/catching skills.	
			 -the ability to express themselves 			Year B term 1 Yr. 4/5	
			through movement			football/hockey	
			-the ability to explain what they do			Year B term 1 Yr. 5/6	
			and how they do it			netball/tag rugby	
			Interpretation-in PE, this covers			Year B term 5 KS1 -team	
			-understanding the effects of what			games	
			they do and how this could be			Year B term 5 Yr. 3 -	
			changed to improve or maintain a			defending/attacking	
			standard			skills.	
			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				
PSHE/	Myself	Children will know the school	Manage their own basic hygiene	Enquiry Questions	Year A Term 1 EYFS	Year A Term 2 EYFS	INVESTIGATION
RSE		rules and routines and get to	and personal needs, including	Q1. How can we make	RE: Myself	PSHE/RSE: Relationships	EXPRESSION
	Being able to manage	know each other.	dressing, going to the toilet and	sure we are safe, happy		Year A Term 3 EYFS	
	my health and self-care	Know how to put on	understanding the importance of	and able to learn in		PSHE/RSE: Respect	
	needs	a jumper and coat with little	healthy food choices.	school?		Year B Term 3	
		assistance and can fasten big	Can recognise what makes them	Q2. What makes you		EYFS RE: My Special	
	What is the same and	buttons.	special.	unique?		Things	
	different about us?	Know how to take off socks and	Can recognise the ways in which			Year B Term 5	
		shoes/wellies.	we are all unique			EYFS RE: My Life	
	Children talk about how	Can get dressed and undressed	Are able to identify what they are	Key Vocabulary		Year B Term 6	
	they have similarities	for PE or Forest School learning.	good at, what they like and dislike	Rules		EYFS RE: Our beautiful	
	and differences from			Routines			
						World	

their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it	Know how to attend to most toileting needs most of the time themselves. Know how to follow basic school rules. Know what they like/dislike and are good at. Know what makes them special and how everyone has different strengths. Know how their personal features or qualities are unique to them. Know how they are similar or different to others, and what they have in common. Know how to use the correct names for the main parts of the body and that parts of bodies covered with underwear are private.	Can name the main parts of the body Can recognise that some things are private and the importance of respecting privacy; those parts of their body covered by underwear are private to recognise the ways in which they are the same and different to others. 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.	Getting dressed Unique Body parts Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.		Year B Term 1 KS1 RSE: Families and people Year B Term 2 KS1 RSE: Friendship and Community Year B Term 3 KS1 RSE: Respect Year A and Year B Term 6 Year 5/6 PSHE/RSE: Growing and Changing	
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Tintern Year 1 Autumn 2 After Dark
Small Village, Big Horizon

Curriculum	Key Knowledge	Knowledge Building Blocks	Application of	Enquiry Questions and Key	Reference to Prior	Reference to Future	Reference to
Area			Knowledge	Vocabulary	Knowledge (see	Knowledge and Skills	Application of
					termly plans)	(see termly plans)	Knowledge in all
							Curriculum areas
History		Children should:	ENQUIRY SKILL Yr. 1/2Ask	Q1 Who was Guy Fawkes?	Year B term 1 EYFS-	Year A Term 2 KS1 History	INVESTIGATION
After Dark-	Pupils should be taught	Know who Guy Fawkes was	and begin to answer	Q2 Who was responsible for	History Marvellous Me	London's Burning	EXPRESSION
Guy	about:	Know when the Gunpowder	questions about events	the Gunpowder Plot?		Year A term3 EYFS-History,	APPLICATION
Fawkes	events beyond living	Plot occurred	e.g. When? What	Q3 What were the main		castles	DISCERNMENT
	memory that are	Know how people lived at the	happened? What was it	events?		Year A term 3 KS1 History-	ANALYSIS
	•	time.	like? Why? Who was	Q4 How do we remember Guy		Castles	
	significant nationally or	Know who else was involved	involved? Understand	Fawkes now?		Year A term 4 KS1 History	
	globally	in the plot.	some ways we find out			seaside	
	Ithe lives of significant	Know some of the problems	about the past e.g., using			Year A term 4 Yr3 History	
	individuals in the past	they encountered.	artefacts, pictures, stories			Stone Age	
	who have contributed to	Know how to sequence the	and websites.			Year A term 4 Yr4/5 History	
	national and	events of the plot.				Anglo Saxons	
	international	Know how to use a range of	INVESTIGATION asking			Year A term 4 Yr. 5/6	
	achievements	sources to ask their own	relevant questions; ·			History Pilgrim fathers	
		questions about a key event.	EXPRESSION the ability			Year A term 5 KS! History-	
		Know what happened after	to recall, select and			Heroes	
		the plot was discovered.	organise information			Year A Term 5 yr3 History	
		Know how we celebrate Guy	APPLICATION making			Commonwealth	
		Fawkes in the present day.	the association between			Year A term 5 yr4/5 History	
		Know some of the features of	aspects of life in different			barricades	
		Bonfire Night celebrations	societies, DISCERNMENT;			Year A Term 5 Yr. 5/6 Crime	

		Know how to keep safe if celebrating Bonfire Night	 developing insight into people, motives, actions and consequences; ANALYSIS distinguishing between opinion, belief and fact. Ask and answer questions such as What was it like for a? What happened? How long ago? 			Year B term 1 KS1 History - Marvellous Me 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 4 EYFS 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	
Science Animals inc Humans	1.b1 Identify and Name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 1b2 identify and name a variety of common animals that are carnivores, herbivores and omnivore 1B3 describe and compare the structure of a variety of common animals(fish, amphibians, reptiles, birds and mammals) including pets	Children know that mammals give birth to live young, children know the difference between mammals and non mammals, children know about the characteristics that mammals have in common, children know about groups of animals including birds, mammals, reptiles, fish and amphibians. children know the key features of each group, children know what each of these animals, children know the term carnivore, herbivore and omnivore children Know that most animals have an internal skeleton, children know that people are animals	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	Q1 What do mammals have in common? Q2 How do I group animals into birds, mammals, reptiles, fish and amphibians Q3 What are the key features of each group? Q4 What do animals eat? Q5 What are the key features of different animal bodies? Q6 Are people animals?	None	Year A Term 1 yr3 science Animals Year A Term 2 KS1 science Animals Year A Term 2 Yr4/5 science animals Year A Term 2 yr. 5/6 science animals Year A Term 4 yr. 5/6 science Animals Year A Term 5 EYFS science Animals Year A Term 5 KS1 science animals Year A Term 5 yr3 science animals Year B Term 1 KS1 science animals Year B Term 1 Yr4/5 science animals Year B Term 2 yr3 science animals Year B Term 2 yr5/6 science animals Year B Term 3 Yr4/5 science animals Year B Term 3 Yr4/5 science animals	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION EVALUATION

Art/DT Life and work of Vann Gogh	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 making links to their own work	Children know that Vincent van Gogh was an artist. Children know that he used acrylic and oil paints. Children know two paintings by van Gogh (sunflowers and starry nights) Children know that Sunflowers and starry nights) Children know that Sunflowers showed how van Gough mixed paints to produce a range of tints of colours. Children know how to mix paints to create shades. Children know the difference between shades and tints. Children know that van Gogh used lines to create movements. Children know that this is shown in the starry night picture. Children know that this is shown in the starry night picture. Children know that van Gogh often drew the different marks they can make with a pencil. Children know that van Gogh often drew the same subject from more than one angle. Children know how to use a painting as a starting point for their own works. Children know how to use different colours and lines to create a finished piece of	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. Respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: 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; EXPRESSION – •the ability to identify and articulate opinions on how an artist has chosen to express their ideas. INTERPRETATION – •the ability to draw	Q1 Who was Van Gogh? Q2 What did he use in his paintings? Q3 What is the difference between a shade and a tint Q4 How did he use flowers? Q5 How did he use lines to show movement? Key Vocabulary work, work of art, idea, starting point, observe, focus, design, improve.: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	Year B term 1 EYFS -Art- self portraits Year B term 2 EYFS Art- observational drawings	Year B Term 4 KS1 science animals Year B Term 6 EYFS science animals Year B Term 6 KS1 science animals Year A term 2 Yr. 3 Art Monet/Picasso Year A term 2 yr. 4/5 Art Constable Year A term 2 yr. 4/5 Art portraits Year A term 1 Yr. 5/6 Art- Hallam Year A term 1 Yr. 5/6 Art Warhol Year B term 1 KS1 Art-self portraits Year B term 1 KS1 Art- observational drawings Year B term 1 yr. 3 Art-Van Gogh Year B term 1 yr. 4/5 Art- landscapes Year B term 1 yr. 5/6 Art- watercolours Year B Term 2 yr. 5/6 Art- pastels	EXPRESSION INTERPRETATION REFLECTION EMPATHY ANALYSIS SYNTHESIS
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beginning of the signed of the signed of the signed state and						Our Beautiful World		
the Bible. examples of what					sea/sun and moon/birds and			
			the Bible.	examples of what				

				<u> </u>			
		Know at least one example of	Christians do to look after	fish/animals and humans;			
		what Christians do to say	the world for God.	rest.			
		thank you to God for the	Can think, talk and ask	Harvest			
		Creation. Think, talk and ask	questions about living in	Creator			
		questions about living in an	an amazing world.				
		amazing world.	INVESTIGATION				
		Know at least two examples	asking relevant questions;				
		of what Christians do to look	knowing how to use				
		after the world	different types of sources				
		arter the world	as a way of gathering				
			information				
			EXPRESSION				
			the ability to identify and				
			articulate matters of deep				
			conviction and concern,				
			and to respond to				
			religious issues through a				
			variety of media.				
			INTERPRETATION				
			the ability to suggest				
			meanings				
			APPLICATION				
			making the association				
			between religions and				
			individual, community,				
			national and international				
			life;				
			identifying key religious				
			values and their interplay				
			with secular ones.				
Music	1.1 Ourselves (exploring	1.1 Ourselves (exploring	1.1 Ourselves (exploring	1.1 Ourselves (exploring	1.1 Ourselves (exploring	1.1 Ourselves (exploring	INVESTIGATION
(Music	sounds)	sounds)	sounds)	sounds)	sounds)	sounds)	EXPRESSION
express)	Mu1/ 1.1Using voices	Children explore ways of using	Children create and	Key Questions	Year B	Year B EYFS/ Yr. 1	APPLICATION
	expressively and creatively	their voices expressively.	respond to vocal sounds	What is pitch?	EYFS/Y1 Aut 2 1.7 Our	Spring 1 1.9 Storytime	DISCERNEMENT
	by singing songs and	They develop their knowledge	through games and	How can you create this	School	KS1 Aut 1 1.1 urselves	ANALYSIS
	speaking chants and rhymes.	of body percussion.	learning songs.	sound?	Aut 1 1.1 Ourselves	Aut 2 1.7 Our School	
	Mu1/ 1.4 Experiment with,		Children explore how	Can you perform this poem?		Spring 1 1.4 Weather, 1.9	
	create, select and combine		sounds change.	What different ways can you		Storytime Spring 2 2.3 Our	
	sounds.		Children use body actions	use your voice?	Year A	land Y2/3	
			to songs they learn.	What expressive vocal sounds	EYFS/ Y1	Aut 1 2.1 Ourselves	
			Children perform a body	can be added to the story?	Sum 1 1.9 Storytime	Aut 2 2.3 Our Land	
			percussion song.	What body percussion can be	Spring 1 1.7 Our School	Spring 1 2.9 Weather	
			They begin to explore	added to the story?	Aut 2 1.1 Ourselves	2.7 Storytime Summer 1 3.3	
			descriptive sounds.		Aut 1 1.4 Weather	Sounds Year B (has	
			INVESTIGATION			Mu2/1.5) LKS2 Aut 1 3.1	
	1				I	-,,	

		to contract of			F	1
		Investigating how the	Kan Maraka Ian		Environment 3.2 Building	
		voice and body can be	Key Vocabulary		Aut 2 3.4 Poetry Spring 2 4.3	
		used to make sounds			Sounds 4.5 Building Y4/5	
		Investigating own feelings	Pitch		Aut 1 4.2 Environment 4.4	
		and emotions related to a	Dynamics		Recycling Spring 1 4.6	
		range of musical	Тетро		Around the World 4.12	
		experiences			Food and Drink Spring 2 5.3	
		EXPRESSION			Life Cycles Sum 1 5.4	
		the ability to explore			Keeping Healthy Y6 Aut 2	
		music as a medium for			6.2 Journeys Spring 1 6.3	
		expressing themselves			Growth Spring 2 6.4 Roots	
		APPLICATION			Year A EYFS/Y1 Summer 1	
		exploring different ways			1.9 Storytime	
		music is made			KS1 Aut 1 1.4 Weather	
		DISCERNMENT			Spring 1 1.7 Our School	
		recognising that people			1.9 Storytime Spring 2 2.1	
		perceive music in a range			Ourselves 2.3 Our land Y2/3	
		of different ways			Aut 1 2.9 Weather Spring 1	
		ANALYSIS			2.3 Our Land 2.7 Storytime	
		distinguishing between			Spring 2 3.3 Sounds	
		the features of music			LKS2 (has Mu2/1.5)	
		identifying instruments			Aut 1 3.1 Environment	
		used within a			3.2 Buildings Aut 2 3.3	
					Sounds Spring 2 4.6 Around	
		composition			the World	
					Sum 1 4.3 Sounds	
					4.5 Building Sum 2 4.12	
					Food and Drink Y4/5	
					Aut 1 4.2 Environment	
					Aut 2 4.6 Around the World	
					Spring 1 4.5 Buildings Spring	
					2 5.3 Life Cycles Summer 2	
					5.4 Keeping Healthy Sum 2	
		1.3 Animals (Pitch)			5.5 At the Movies Y6	
		Children can identify pitch			Aut 1 6.4 Roots Spring 1 6.2	
		and can move their			Journeys Spring 2 6.3	
	1.3 Animals (Pitch)	bodies in relation to the	1.3 Animals (Pitch)	1.3 Animals (Pitch)	Growth	
1.3 Animals (Pitch)		changing pitch.		1.5 Aminais (Fitti)		
	Children understand pitch and	Children will be able to	Koy Questions?	Voor P Aut 21 C		
	making high and low vocal	sing a song with	Key Questions?	Year B Aut 2 1.6	1.3 Animals (Pitch)	
KS1 NC	sounds. Children are able to relate	contrasting high and low	What animal could this music	Seasons		
	Children are able to relate	melodies.	be like?	Year A Aut 2 1.3	Music Express units focusing	
Mu1/1.1 use their voices	pitch to high and low body		How can we make a high pitch	Animals	on Pitch	INVESTIGATION
•	movement.		voice?	Year A Spring 1 1.6	KS1 Year A Aut 1 1.6	EXPRESSION
expressively and creatively	Understanding pitch by	INVESTIGATION	How can we make a low pitch	Seasons	Seasons Aut 2 1.3 Animals	
by singing songs and	singing a song with	Investigating how the	voice?	Year A Summer 2 1.12	Sum 2 2.11 Water	INTERPRETATION
speaking chants and rhymes	contrasting high and low	voice and body can be	What can you tell me about	Water	LKS2 Year B Spring 1 3.7 In	
Mu1/1.4 experiment with,	melodies.	used to make sounds	the pitch in this piece of	Link to DE DE Dames	the Past	
create, select and combine	Children will explore and develop an understanding of	Investigating own feelings	music? What high nitch and low nitch	Link to PE- PE Dance	UKS2 Year A Aut 2 4.6 Around the World	
sounds using the		and emotions related to a	What high pitch and low pitch	Year A EYFS Aut 2 Dance	Around the World	
interrelated dimensions of	pitch using voice and	range of musical	sounds can you make to go	KS1 Aut 2 Dance	4.8 Singing Spanish	
music	movement.	experiences	with the music?	Year B EYFS Aut 2 Dance		
		EXPRESSION-	Key Verskyler			
		the ability to explore	Key Vocabulary			
		music as a medium for	High			
		expressing themselves	Low			

				Ditab			
			INTERPRETATION-	Pitch			
			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				
Computing	Pupils should be taught	Children know how to make	Children can:	Enquiry Questions	None	Year A term 3 EYFS	INVESTIGATION
	to:	marks on a screen and explain	add text strings, text	Q1 what do different freehand		Computing-writing	EXPRESSION
1.2		which tools are used. Children	boxes and show and hide	tools do?		Year A term 2 KS1	INTERPRETATION
creating	purposefully to create,	know how to draw lines on a	objects and images,	Q2 How do I use the shape		Computing-photography	REFLECTION
media-	organise, store,	screen and explain which	manipulating the	tool and the line tools?		Year A term 3 Ks1	EVALUATION
	manipulate and retrieve	tools are used Children can	features; use various	Q3 How can I use		Computing-music	
digital	digital content.	use the paint tools to draw a	tools, such as brushes,	PAINT/PAINTZ on my own to		Year A term 2 Yr. 3	
painting		picture. Children know how to	pens, eraser, stamps and	paint a picture		Computing-animation	
		make marks with the square	shapes, and set the size,	Q4, Can you make a painting		Year A term 3 Yr. 3	
		and line tools and can use the	colour and shape; use	that looks like a Mondrian or a		Computing-publishing Year	
		shape and line tools	applications and devices	Matisse?		A term 2 Yr. 4 Computing -	
		effectively. Children know	in order to communicate	EYFS		audio editing	
		how to use the shape and line	ideas, work, messages	Q1 Can you make marks on		Year A term 2 Yr. 4/5	
		tools to recreate the work of	and demonstrate control;	the computer using PAINTZ?		computing vector drawing	
		an artist. Children can choose	save, retrieve and	Q2, can you draw a picture on		Year A term 3 Yr. 4	
		appropriate shapes and colour	organise work.	the computer using PAINTZ?		Computing photo editing	
		choices. Children know how	use key vocabulary to			Year A term 3 Yr. 4/5	
		to create a picture in the style	demonstrate knowledge			Video-editing	
		of an artist. Children know	and understanding in this			Year B term 2 EYFS	
		that different paint tools do	strand:			Computing-painting	
		different jobs and can say	INVESTIGATIOIN			Year B term 2 KS1	
		which tools were helpful and	asking relevant questions;			Computing-painting	
		why. Children can make dots	using different			Year B term 3 Ks1	
		of colour on the page.	approaches to problem	Key Vocabulary		Computing-writing Year B	
		Children know how to change	solving, how something	paint, colour, brush, tools,		term 2 Yr. 4/5 Computing -	
		the colour and brush sizes.	can be created or works	settings, undo, redo, text,		audio editing	
		Children know how to use	and debugging.	image, size, poster, launch,		Year B term 3 Yr. 4/5	
		dots of colour to create a	EXPRESSION	application, software,		Computing photo editing	
		picture in the style of an	the ability to explain	window, minimise, restore,		2	
		artist. Children know the	processes, concepts and	size, move, screen, close, click,		Year B term 2 Yr. 3	
		differences between painting	practice, rituals and	drag, log on, log off,		Computing-animation	
		on a computer and on paper	practices;	keyboards, keys, mouse, click,		Year A term 2 Yr. 5/6	
		and can express a preference	INTERPRETATION	button, double click, drag,		Computing -3d modelling	
			the ability to suggest	present.		Year A term 3 yr. 5/6	
			meanings.			Computing -web pages	
			REFLECTION			Year B term 2	
			the ability to reflect on			Year B term 3 yr. 5/6	
			why their process may			Computing -video editing	
			not have worked and use			,	
			resilience to problem				
			solve.				
			EVALUATION				
		1		L	1	l .	1

			understand what can be done differently and what impact this may have on				
			the outcome.				
PE Dance	Pupils should be taught to: perform dances using simple movement patterns.	Children can show control as they travel, jump and spin; Children know how to identify which part of a performance may need to be improved; Children can keep to the beat of the music when performing; Children can improvise independently and adapt previous ideas to include in a dance; Children know how to • work effectively within a group to perform in canon; Children know how to combine actions to create a short motif; Children can mirror the movements of a partner; Children can copy and repeat actions in time with the music; Children can describe the sequence of a dance; Children can shape their bodies appropriately to represent an object and respond to changes of speed; Children can suggest some ways to improve their movements.	done differently and what impact this may have on the outcome. describe how the body feels before during and after exercise. Carry and place equipment safely. Copy and repeat actions. Build a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as Unison cannon and mirroring. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Perform skills with some control. INVESTIGATION- -asking relevant questions - using different approaches to determine skills and tactics EXPRESSION -the ability to express themselves through movement -the ability to explain what they do and how they do it INTERPRETATION- -understanding the effects of what they do and how this could be changed to improve or maintain a standard APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills, they have learnt in different	Enquiry Questions Q1 What is beat? Q2 How do I perform in unison? Q3 What is the difference between unison and cannon? Q4 What do we mean by sequence Key vocabulary Cannon, sequence, unison, performance, repetition	None	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	INVESTIGATION EXPRESSION APPLICATION DISCERNEMENT ANALYSIS
			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				
RSE Who is to us? Ourse people for us; familie Childr relatio includ in thei They o signifi (Famil comm are sp As par health relatio that to kind a suppo safegu consid attribu family of a co	elves and others; le who care s; groups we belong to; ies. ren's breadth of onships is widened to de people they may find eir school community. consider their own icant relationships ily, friends and school nunity) and why these becial and important. rt of the learning on hy and safe onships, children learn souch can be used in and unkind ways. This ports later work on uarding. Pupils also der their own personal butes as a friend, y member and as part ommunity and are uraged to celebrate	Know how to work and play cooperatively and take turns with others. Know positive attachments to adults and friendships with peers. Know some of their own feelings and those of others and begin to regulate their behaviour accordingly. Know that family is one of the groups they belong to, as well as, for example, school, friends, clubs. Know about the different people in their family / those that love and care for them Know what their family members, or people that are special to them, do to make them feel loved and cared for Know how families are all different but share common features – what is the same and different about them Know about different features of family life, including what families do / Enjoy together Know that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.	emiciency the next time Can express how it feels to be part of a family and to care for family members Can say what being a good friend means. Can show skills of friendship. Can identify forms of physical contact they prefer Can say no when they receive a touch, they don't like. Can praise themselves and others Can recognise some of their personal qualities Can say why they appreciate a special relationship about the roles different people (e.g., acquaintances, friends and relatives) play in our lives Can identify the people who love and care for them and what they do to help them feel cared for Can explain about different types of families including those that may be different to their own. Can identify common features of family life Understand that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried INVESTIGATION – asking relevant questions;	Enquiry Questions Who is in our family? Do any of your friends have a family that is different? What does 'being a good friend' mean? Who are you good friends? Who do you / don't you hug? Who can you ask for help at school? (In the class, in the playground, in the hall) Key Vocabulary Family Belong Same Different Friends, Friendship, Qualities: Caring, Sharing, Kind, Dislike, Help, Helpful, Self-belief Incredible Proud Celebrate Relationships Special Appreciate	Year A Term 1 EYFS PSHE/RSE: Myself Year A Term 1 EYFS RE: Myself Year A Term 2 EYFS Science: Similarities and differences in living things	Year B Term 3 EYFS RE: My Special Things Year B Term 5 EYFS RE: My Life Year B Term 6 EYFS RE: Our Beautiful World Year B Term 1 KS1 RSE: Families and people Year B Term 2 KS1 RSE: Friendship and Community Year B Term 3 KS1 RSE: Respect Year A Term	INVESTIGATION EXPRESSION

	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.	