

**Tintern Year 1-Spring 1                      To Infinity and Beyond**  
**Small Village, Big Horizons**

Curriculum Area	Key Knowledge Area	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Application of Knowledge Across Curriculum Areas
<b>Topic theme To Infinity and Beyond History</b>	Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally, •the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Children know what we mean by significant? Children know why we had to wait until recent times to be able to travel into space Children know why the people who lived long ago couldn't send space probes and rockets into space? Children know who Laika, Able and Baker were Children know what makes a good astronaut? Children know what the difference between Yuri Gagarin and Neil Armstrong was Children know what is in Space .Children talk about Space and what they already know Children know the problems of being in Space such as the lack of gravity, the distance from Earth Children know a timeline of events about Space Children know how to research information about Space travel Children know how to use a timeline Children know what and who went into Space	<b>ENQUIRY SKILL</b> 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 . <b>INVESTIGATION</b> asking relevant questions; · using a variety of sources to find out about events, people and changes <b>EXPRESSION</b> · 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 <b>INTERPRETATION</b> · 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	<b>ENQUIRY QUESTIONS</b> Q1 why can we travel into space now when we couldn't a long time ago? Q2 Who was involved in the space race Q3 What makes a good astronaut? Q4 Who were Yuri Gagarin and Neil Armstrong?  <b>KEY VOCABULARY</b> T · Space Station Rockets NASA Moon Gravity Space Earth Astronaut	<i>Year A Term 1 EYFS Science: Seasons and Weather Year A Term 6 EYFS Geography: Places around the world Year A Term 3 and 4 EYFS Science: Materials Year A Term 1 EYFS Instruction writing Year A Term 2 EYFS Information texts writing on health and safety Year A Term 3 EYFS recount writing</i>	<i>Year A Term 4 Year 3 Science: Forces and Magnets Year A Term 2 Year 3: Instructions writing on travel options between different places Year A Term 3 &amp; 4 Year 4 Science: Forces and Magnets, Gravity and Friction Year A Term 2 Year 5/6 Music: The Solar System Year A Term 3 Year 5/6 Science: Forces, Gravity and Air Resistance Year A Term 3 Year 5/6: Non-fiction research on environmental activists  <i>Year B Term 3 Year 3: Report writing Year B Term 2 Year 4 Music: The Planets Year B Term 1 Year 5/6: Non-chronological report Year B Term 2 Year 5/6: Information text Year B Term 3 Year 5/6: Earth and Space</i></i>	<b>INVESTIGATION EXPRESSION INTERPRETATION</b>
<b>Science</b>	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	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	Yr. ½ 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,	<b>Key Questions</b> Year 1 Q1 how many different materials can we name? ( at a minimum-wood, plastic, glass, metal, rock)	Year A 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	<b>INVESTIGATION EXPRESSION EVALUATION</b>

	<p>Describe the simple physical properties of a variety of materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Children can name different properties-hard/soft/permeable, impermeable/flexible/rigid/float/sink.</p> <p>Children know how to conduct a test. Children know how to sort objects by their properties</p>	<p>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</p> <p>EXPRESSION - the ability to explain concepts, methods and practices; the ability to identify and articulate scientific understanding</p> <p>EVALUATION - the ability to evaluate a finished product and scientific investigation.;</p> <p>Distinguishing between opinion and fact.</p>	<p>Q2 How can we describe a material using our senses?</p> <p>Q3 What properties of materials can we use to sort them ( hard/soft, permeable/impermeable,flexible/rigid, float/sink)</p> <p>Q4 How can we test a material to sort by given properties?</p> <p>Key Vocabulary object. material. hard. soft. stretchy. shiny. dull rough smooth. bendy. not bendy waterproof. not waterproof absorbent not absorbent. transparent. opaque</p>		<p>Year B term 3 KS1 Materials Year B term 6 yr5/6 properties and changes in materials</p>	
RE	<p>Understand why some things are special/precious from religious beliefs and stories</p>	<p>Show a developing respect for their own cultures and beliefs and those of other people</p> <p>Know some stories from religious traditions as a stimulus to reflect on their own experiences and explore them.</p> <p>Know about the Wise Men and Epiphany</p> <p>Festivals which mark important events in Jesus' life. Customs and special food. Stories about Jesus' life events i.e. birth</p> <p>Discuss celebrating birthdays and Christmas; similarities and differences in what families do.</p> <p>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>Children can identify Mary, Joseph and Jesus in Nativity role play</p> <p>They recognise them as a family and that the story is found in the Bible</p> <p>Children can show their understanding of other people in the Christmas story</p> <p>Can begin to explain link the celebration of the birth of Jesus to Christmas</p> <p>INVESTIGATION asking relevant questions.</p> <p>REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices</p> <p>EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.</p>	<p>Enquiry Questions</p> <p>What Christmas present did you get?</p> <p>What is the meaning of Christmas for Christians?</p> <p>What things are important or precious to you?</p> <p>How do you get ready for a visitor coming to your home?</p> <p>How do you get ready to go to visit someone?</p> <p>I wonder what gift you might have given to baby Jesus</p>	<p>Year B Term 1 EYFS: All About Me</p> <p>Year B Term 1 EYFS Music: Ourselves</p> <p>Year B Term 1 EYFS PSHE/RSE: Well-being</p>	<p>Year B Term 3&amp;4 KS1 RE: Jesus' teaching</p> <p>Year B Term 1 KS! PSHE/RSE: Families and people</p> <p>Year B Term 2 KS! PSHE/RSE: Friendship and community</p> <p>Year B Term 1 Y4/5 RE: Pilgrimage</p> <p>Year B Term 1 Y5/6 RE: God – Christianity</p> <p>Year A Term 3&amp;4 KS1 RE: Thankfulness</p> <p>Year A Term 4 Y3&amp;4 RE: The Trinity</p> <p>Year A Term 1 Y5/6 RE: God - Christianity</p>	<p>INVESTIGATION REFLECTION EMPATHY SYNTHESIS</p>

			<p>the ability to see the world through the eyes of others and to see issues from their point of view.</p> <p><b>SYNTHESIS</b> connecting different aspects of life.</p>	<p>if you had been there?</p> <p><b>Key vocabulary</b> Gifts Precious Important Epiphany Bethlehem Wise Men/Magi</p>			
<p><i>Art/DT</i></p> <p><i>Space rockets</i></p>	<p>Pupils should be taught to: design purposeful, functional, appealing products for themselves and other users based on design criteria; generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 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. explore and evaluate a range of existing products; evaluate their ideas and products against design criteria. build structures, exploring how they can be made stronger, stiffer and more stable;</p>	<p>Children know about the development of space rockets Children know the different parts of a space rocket. Children can name the different structures on a space rocket. Children know why a nose cone is pointed. Children know that air can be used to propel an object. Children know that if air passes through a narrow point it moves faster. Children know how to draw an diagram, Children know how to compile a list of components, Children know how to select tools to use Children can add features to follow a design. Children can use joining techniques to join different materials together. Children can use different materials to represent different components.</p>	<p>Use their knowledge of existing products and their own experience to help generate their ideas; design products that have a purpose and are aimed at an intended user;explain how their products will look and work through talking and simple annotated drawings;design models using simple computing software; plan and test ideas using templates and mock-ups; understand and follow simple design criteria;work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. with support,select from a range of materials, textiles and components according to their characteristics ;learn to use hand tools safely use a range of materials and components,; with help, measure and mark out;cut, shape and score materials with some accuracy; assemble, join and combine materials, components or ingredients;begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; explain positives and things to improve for existing products; explore what materials products are made from;talk about their design ideas and what they are making;as they work, start to identify strengths and possible changes they might make to refine their existing design; evaluate their products and ideas against their simple design criteria start to understand that the iterative process sometimes involves repeating different stages of the process.</p> <p><b>INVESTIGATION –</b> asking relevant questions; carrying out investigative work to develop a better knowledge of products around us.</p> <p><b>EXPRESSION –</b></p>	<p>What makes up a rocket? What are the fins for? Why is the nose cone pointed? What other features do I need to include? How do I join materials? How does my rocket fire ? What improvements do I need to make?</p> <p><b>Key vocabulary</b> Rocket, fins, nosecone,</p>	<p><i>Year A term 3 EYFS</i> <i>Moving Pictures</i> <i>Year B Term 2 EYFS Art</i> <i>vehicles</i></p>	<p><i>Year A term 3 KS1 DT</i> <i>pulleys for drawbridge</i> <i>Year A term 3  Yr 3  DT</i> <i>moving vehicle</i> <i>Year A term 1 yr 4/5</i> <i>bridge construction</i> <i>Year A term 3 Yr 5/6 DT</i> <i>model ship</i> <i>Year A term 5 yr 5/6 Key</i> <i>designers</i> <i>Year B Term 2 KS1 Art</i> <i>vehicles</i> <i>Year B term 2 Yr 3 DT</i> <i>moving model</i> <i>Year B term 2 Yr 4/5 DT</i> <i>boats</i> <i>Year B term 3 Yr 5/6 DT</i> <i>electrical components</i></p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b> <b>EVALUATION</b></p>

			<p>the ability to suggest how products work in the real world.</p> <p><b>INTERPRETATION –</b> The ability to interpret a design brief.</p> <p><b>APPLICATION –:</b> applying new skills to making products.</p> <p><b>EVALUATION –</b> the ability to evaluate a product.</p>				
<b>Music</b>	<p>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</p>	<p>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.</p>	<p>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'd depiction of a storm and respond in movement.</p> <p><b>INVESTIGATION:</b> Investigating how the voice and body can be used to make sounds <b>INTERPRETATION:</b> the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo <b>REFLECTION:</b> the ability to reflect on feelings a piece of music gives, the features within it and their own opinions of a variety of music <b>APPLICATION:</b> identifying key musical terminology and using it in description of music exploring different ways music is made <b>EVALUATION:</b> the ability to form opinions about music from different genres</p> <p>1.9 Storytime (Exploring sounds) Children learn how music can be used to tell a story. Children</p>	<p>1.4 Weather Key Questions What is 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?</p> <p>Key Vocabulary Duration – long/short Dynamics- loud/quiet, louder/quieter Timbre Rhythm Tempo</p>	<p>1.4 Weather (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>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 Buidling Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots</p> <p>Year A EYFS/Y1 Summer 1 1.9 Storytime KS1 Aut 1 1.4 Weather Spring 1 1.7 Our School 1.9 Storytime</p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>APPLICATION</b> <b>DISCERNEMENT</b> <b>ANALYSIS</b></p>

	<p>1.9 Storytime (Exploring sounds) How can music be used to tell a story? Mu1/ 1.3 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>1.9 Storytime (Exploring sounds) Children use music terms to discuss music- fast, slow, loud, quiet. Children add instruments to match music and create sound effects. Children create music to match an event in story. Children develop their use of voices and learn new songs and chants.</p>	<p>identify and start to use musical terms to describe contrasts of fast and slow, loud and quiet. Children use this knowledge to perform a musical.</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>1.9 Storytime (Exploring sounds) Key Questions How can you describe this music? Is it fast. Slow, loud or quiet? How can music tell a story? Can you add sound effects to the music? Can you play fast, slow, loud and quiet? Can you match music to the event in the story? Can you perform with others?</p> <p>Key vocabulary Tempo- fast, slow Dynamics- loud, quiet Timbre</p>	<p>1.9 Storytime (Exploring sounds) Year B EYFS/ Yr1 Spring 1 1.4 Weather 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><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>1.9 Storytime (Exploring sounds) Year B 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</p>	

						<p> <i>Aut 1 4.2 Environment</i>  <i>4.4 Recycling</i>  <i>Spring 1 4.6 Around the World</i>  <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>
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<p><b>Computing</b></p> <p><b>1.3 digital writing</b></p>	<p>Pupils should be taught to:</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>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</p> <p>Children can identify and find keys on a keyboard Children know how to enter text into a computer.</p> <p>Children know how to use letter, number, and space keys. 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.</p> <p>Children know the toolbar and can use bold, italic, and underline.</p> <p>Children can select a word by double-clicking and all of the text by clicking and dragging. Children know how to change the font</p> <p>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>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; 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>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, 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>Year A term 2 EYFS Computing-painting</i></p> <p><i>Year B term 2 EYFS Computing-painting</i></p> <p><i>Year B term 3 EYFS Computing-writing</i></p>	<p><i>Year A term 2 KS1 Computing-photography</i></p> <p><i>Year A term 3 Ks1 Computing-music</i></p> <p><i>Year A term 2 Yr 3 Computing-animation</i></p> <p><i>Year A term 3 Yr 3 Computing-publishing</i></p> <p><i>Year A term 2 Yr 4 Computing -audio editing</i></p> <p><i>Year A term 2 Yr 4/5 computing vector drawing</i></p> <p><i>Year A term 3 Yr 4 Computing photo editing</i></p> <p><i>Year A term 3 Yr 4/5 Video-editing</i></p> <p><i>Year A term 2 Yr 5/6 Computing -3d modelling</i></p> <p><i>Year A term 3 yr 5/6 Year B term 2 KS1 Computing-painting</i></p> <p><i>Computing -web pages</i></p> <p><i>Year B term 2 Yr 3 Computing-animation</i></p> <p><i>Year B term 2 Yr 4/5 Computing -audio editing</i></p> <p><i>Year B term 3 Yr 4/5 Computing photo editing</i></p> <p><i>Year B term 2 Yr 5/6 Computing -vector drawing</i></p> <p><i>Year B term 3 yr 5/6 Computing -video editing</i></p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>REFLECTION</p> <p>EVALUATION</p>
<p><b>PE</b></p> <p><b>GYM</b></p>	<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 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</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 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</p>	<p>What is a balance? How do I link movements? How do I perform a roll What is a sequence?</p> <p>Key Vocabulary. og roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll</p>	<p><i>Year A term 3 EYFS Gym</i></p>	<p><i>Year A term 3 KS1 Gym</i></p> <p><i>Year A term 3 Yr 3 Gym</i></p> <p><i>Year A term 3 Yr 4/5 Gym</i></p> <p><i>Year A term 3 yr 5/6 Gym</i></p> <p><i>Year A term 3 Yr 3 Gym</i></p> <p><i>Year B term 3 Yr 3 Gym</i></p> <p><i>Year B term 3 Yr 4/5 Gym</i></p> <p><i>Year B term 3 yr 5/6 Gym</i></p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>EVALUATION</p>

		<p>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>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>(controlled) Rocking for forward roll Crouched forward rol traight 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>			
<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</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</p> <p>INVESTIGATION –: asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p> <p>EXPRESSION –</p>	<p>Enquiry Questions</p> <p>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?</p> <p>Key Vocabulary Respect</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&amp;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&amp;4 RE: Big Question Year A Term 2 Y5/6 RE: Big Question</p>	<p>INVESTIGATION EXPRESSION</p>



		<p>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 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...)          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>	<p>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>Manners          Difference          Same/similarities</p>			
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	<h2 style="margin: 0;">Tintern Year 1 Spring 2</h2> <h2 style="margin: 0;">Pirates</h2> <h3 style="margin: 0;">Small Village, Big Horizons</h3>
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Curriculum Area	Key Knowledge Area	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Reference to the Application of Knowledge Across Curriculum Areas
Topic theme	Pupils should be taught to:	Children know who were pirates Children know who was in the crew	<b>ENQUIRY SKILL</b> Ask and begin to answer questions about events	Q1 What do we know about pirates?	<i>Year A term 4 EYFS Geography -Journeys</i>	<i>Year A term 6 EYFS Geography Britain and the world</i>	<b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b>

<p><b>Pirates Ahoy! History</b></p>	<p>Yr ½ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>•use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<p>Children know what the pirate code was</p> <p>Children know what pirates wore</p> <p>Children know what we mean by the term booty Children know why Blackbeard became famous</p> <p>Children know how Blackbeard lived. Children know if Blackbeard was a good captain? Children know what the main events of Grace O'Malley's life were. Children know wWhat happened when Grace met Elizabeth I. Children know what it was like to live at the time when Grace met Elizabeth I.</p>	<p>e.g. When? What happened? What was it like...?Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p> <p>Choose and use parts of stories and other sources to show understanding of events</p> <p>Communicate understanding of the past in a variety of ways .</p> <p>INVESTIGATION asking relevant questions;</p> <ul style="list-style-type: none"> <li>· using a variety of sources to find out about events, people and changes</li> </ul> <p>EXPRESSION</p> <ul style="list-style-type: none"> <li>· the ability to recall, select and organise information</li> <li>· the ability to use key historical dates and vocabulary to describe and explain different periods in history</li> </ul> <p>INTERPRETATION</p> <ul style="list-style-type: none"> <li>· the ability to draw meaning from artefacts, works of art, relics and buildings;</li> <li>· the ability to suggest meanings and draw conclusions from what they see</li> </ul>	<p>Q2 Why did some pirates become famous?</p> <p>Q3 What was life like as a pirate?</p> <p>Q4 Were all pirates the same?{( Blackbeard and Grace o'malley)</p> <p>Key Vocabulary</p> <p>Pirate</p> <p>Seafairing</p> <p>Crew</p> <p>Main deck</p> <p>Sailship</p> <p>Explration</p>	<p><i>Year A term 6 EYFS Around the world</i></p>	<p><i>Year A term 1 Yr3 Geography Maps of the World</i></p> <p><i>Year B Term 6 Geography Under the sea</i></p> <p><i>Year B Term 4 KS1 History Explorers</i></p>	
<p><b>Science</b></p>	<p>Yr 1: find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Children know that humans need water to drink to survive</p> <p>Children know that humans need food to survive.</p> <p>Children know that humnas need air to breathe</p> <p>Children know that food needs to be clean to eat</p> <p>Children know that germs can damage your health</p> <p>Children know that they need to exercise to keep healthy</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</p> <p>Asking relevant questions</p> <p>Knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSION</p>	<p>Key Questions</p> <p>Q1 What do we mean by diet?</p> <p>Q2 What else do you need to keep healthy?</p> <p>Q3 How can you exercise?</p> <p>Q4 Why do we need to wash our hands?</p> <p>Key Vocabulary</p> <p>Dehydrate</p> <p>Diet</p> <p>Disease</p> <p>Energy</p> <p>exercise</p> <p>Hygiene</p> <p>Germs</p> <p>nutrition</p>	<p>Year A Term2 EYFS Science-animal structure</p> <p>Year A term 5 EYFS Science animals and habitats</p> <p>Year B term 1 EYFS Science -animals and senses</p>	<p>Year A term 2 KS1 Science, animals and living/non-living</p> <p>Year A term 5 KS1 animals and senses/basic needs</p> <p>Year A term 1 Yr3 science, animals-nutrition</p> <p>Year A term5 year 3 Science , animals-skeletons</p> <p>Year A term 2 Yr4/5 science-animals and digestion</p> <p>Year A term 2 Year 5/6 Science Animals and circulation</p> <p>Year A Term 4 year 5/6 Science -animals and diet</p> <p>Year B term 1 KS1 science Animals-senses</p> <p><i>Year B Term 4 KS1 science animals and health</i></p>	<p><i>INVESTIGATION</i></p> <p><i>EXPRESSION</i></p> <p><i>INTERPRETATION</i></p> <p><i>APPLICATION</i></p> <p><i>EVALUATION</i></p>

			<p>The ability to explain concepts, methods and practices</p> <p>The ability to identify and articulate scientific understanding</p> <p>INTERPRETATION</p> <p>The ability to suggest meanings</p> <p>APPLICATION</p> <p>The ability to be able to apply a range of scientific knowledge and skills in a range of contexts</p> <p>EVALUATION</p> <p>The ability to evaluate a finished product and scientific investigation</p>			<p><i>Year B term6 KS1 science Animals</i></p> <p><i>Year B Term 2 Yr 3 Science Animals and digestion, Year B term 3 Year 4/5 science animals and life cycles</i></p> <p><i>Year B term 2 Year 5/6 science animals and nutrients</i></p>	
RE	<p>Recognise and respond to key 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>Know about similarities and differences between themselves and others, among families, communities and traditions.</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.</p> <p>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>Children develop an understanding of spring and are able to find signs of new life: uncurling leaves or bracken, opening flowers, mung beans 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 asking relevant questions.</p> <p>REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices</p> <p>EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.</p> <p>the ability to see the world through the eyes of others and to see issues from their point of view.</p> <p>SYNTHESIS connecting different aspects of life</p>	<p>Enquiry Questions</p> <p>Ask questions about religion and culture as they encounter them in everyday experiences such as during assembly, church services 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?</p> <p>How does Spring make you feel?</p> <p>What kinds of new life can we see?</p> <p><b>Key vocabulary</b></p> <p>Easter</p> <p>Passover</p> <p>Celebration</p> <p>Worship</p> <p>New life</p> <p>Spring</p>	<p>Year B Term 3 EYFS RE: Special Things</p> <p>Year B Term 2 EYFS English: Bo, the Boston Church Mouse</p>	<p>Year B Term 3&amp;4 KS1 RE: Jesus' teaching</p> <p>Year B Term 5&amp;6 KS1 RE: Thankfulness</p> <p>Year B Term 2 KS1 PSHE/RSE: Friendship and communities</p> <p>Year B Term 3&amp;4 Y3&amp;4 RE: Incarnation</p> <p>Year B Term 5 Y3&amp;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&amp;4 RE: Incarnation</p> <p>Year A Term 5 Y3&amp;4 RE: Salvation</p> <p>Year A Term 5/6 Year 4/5 RE: In depth study of Judaism</p>	<p>INVESTIGATION</p> <p>REFLECTION</p> <p>EMPATHY</p> <p>SYNTHESIS</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. Visit a church-compare similarities/differences to Harvest and Christmas celebrations.</p>					
<p><i>Art/DT</i>  <i>Aboriginal art</i></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 making links to their own work</p>	<p>Children know what crosshatching is. Children know how aboriginals use symbols in their work, Children know a dreamtime story. Children can portray a journey using symbols. Children can create pictures using cross-hatching Children know how to use dots to create a picture in a given style Children can portray animals in the Indigenous Australian style? Children know how to incorporate different styles in a boomerang design. Children know what a rainstick is and how to use symbols to decorate it.</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.  <ul style="list-style-type: none"> <li>knowing how to use different types of sources as a way of gathering information.</li> <li>knowing how pieces are created</li> </ul> </p> <p>EXPRESSION –  <ul style="list-style-type: none"> <li>the ability to explain techniques, colours and use of media.</li> <li>the ability to identify and articulate opinions on how an artist has chosen to express their ideas.</li> </ul> </p> <p>INTERPRETATION –  <ul style="list-style-type: none"> <li>the ability to draw meaning from pieces of art.</li> <li>the ability to suggest alternative meanings.</li> </ul> </p> <p>REFLECTION –  <ul style="list-style-type: none"> <li>the ability to reflect on pieces of art, including their purpose, meaning, and technique.</li> <li>the process the artist went through to create their piece.</li> </ul> </p> <p>APPLICATION –  <ul style="list-style-type: none"> <li>making the association between the purpose, technique, media and meaning behind a piece.</li> </ul> </p>	<p>What is cross hatching? What are dreamtime stories? How do aboriginals use dots? What does indigenous art mean What is ochre?</p> <p>Key vocabulary Aboriginal, cross hatching, dreamtime, symbols, dots, ochre, rock paintings, boomerang, rainstick primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint</p>	<p><i>Year A term 1 EYFS-art-transient art</i> <i>Year A Term 4 EYFS landscape collages</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 geof-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 5 EYFS -art-Arcimboldo</i> <i>Year B term 1 KS1 art-portraits</i> <i>Year B term 2 Ks1 art-observational drawings</i> <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-ladnscapes</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>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>REFLECTION</i> <i>APPLICATION</i> <i>DISCERNMENT</i> <i>ANALYSIS</i></p>

			<ul style="list-style-type: none"> <li>•identifying the purpose of the piece.</li> </ul> <p><b>DISCERNMENT –</b></p> <ul style="list-style-type: none"> <li>•explaining the significance of aspects of a piece of art.</li> <li>•developing insight into individuals and communities.</li> <li>•seeing clearly for themselves how individuals might learn from the artists they study.</li> </ul> <p><b>ANALYSIS –:</b></p> <ul style="list-style-type: none"> <li>•distinguishing between an artist’s meaning and what others may interpret.</li> <li>•distinguishing between the features of a piece of art and its significance.</li> </ul>				
<p><b>Music</b></p>	<p><b>1.8 Patterns (Beat)</b>          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</p> <p><b>1.11 Travel (Performance)</b>          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><b>1.8 Patterns (Beat)</b>          Children develop their understanding of steady beat with voices and body percussion. Children count a steady beat. Children explore different ways to emphasise the first beat in a repeating pattern or metre. Develop knowledge of beat to identify metre and recognising patterns.          Exploring sounds on instruments and finding different ways to vary sounds.</p> <p><b>1.11 Travel (Performance)</b>          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><b>1.8 Patterns (Beat)</b>          Children learn new songs and tap the beat on their knees. Children then perform song developing the knowledge of beats using voices and bodies.          Count in beats in groups. Match sounds to the beat pattern. Create snake sounds on instruments and play two, three and four beat groups.</p> <p><b>1.11 Travel (Performance)</b>          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.</p>	<p><b>1.8 Patterns Key Questions</b>          What is a metre in music?          What is a score in music?          Can you show the steady beat through counting, body percussion and reading scores?</p> <p><b>Key Vocabulary</b>          Beat          Metre (beats in patterns of 2,3,4 beats)          Pitch (higher/ lower)          Dynamics (louder/ quieter)          Duration (longer/ shorter)</p> <p><b>1.11 Travel Key Questions</b>          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?          Can you keep a steady beat?</p>	<p><b>1.8 Patterns (Beat)</b>          Year B          EYFS/ Y1          Aut 1 1.10 Our Bodies</p> <p>Year A          EYFS/ Y1          Aut 1 1.2 Number</p> <p><b>.11 Travel (Performance)</b>  <i>Music Express Performance</i>          Year B          KS1          All previous units have elements of performance          EYFS/Yr1          Summer 1 1.11 Travel</p>	<p><b>1.8 Patterns (Beat)</b>          Year B          EYFS/Y1          Sum 1 1.2 Number          1.5 Machines          Y1/2          Aut 1 1.10 Our Bodies          Aut 2 1.8 Pattern          Sum 1 1.5 Machines          Y2/3          Aut 1 2.4 Our Bodies          Aut 2 2.10 Pattern          Sum 2 3.6 Time          LKS2          Aut 1 3.2 Building          AUt 2 3.6 Time          Spring 2 4.5 Building          Sum 2 4.10 Time          Y4/5          Sum 1 5.4 Keeping Healthy          Yr6          Most units have an element of Beat</p> <p>Year A          EYFS/ Y1          Spring 1 1.1.5 Machine          Sum 1 1.10 Our Bodies          Sum 2 1.8 Pattern</p>	<p><b>INVESTIGATION –</b>  <i>EXPRESSION</i>  <i>INTERPRETATION</i>  <i>REFLECTION</i>  <i>APPLICATION</i>  <i>SYNTHESIS</i>  <i>EVALUATION</i></p>

			<p>Children learn to perform rhythm patterns in a song on untuned percussion.</p> <p><b>INVESTIGATION:</b> Investigating how the voice and body can be used to make sounds</p> <p><b>INTERPRETATION:</b> the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p><b>REFLECTION:</b> the ability to consider their own performances and evaluate the effectiveness and levels of success</p> <p><b>APPLICATION:</b> identifying key musical terminology and using it in description of music exploring different ways music is made</p> <p><b>SYNTHESIS:</b> taking inspiration from existing musical performances to compose and perform music effectively</p> <p><b>EVALUATION:</b> the ability to evaluate their own and other performances</p>	<p>Key Vocabulary Steady Beat Dynamics Pitch Tempo Rhythm</p>	<p>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>Y1/2 Aut 2 1.5 Machines Sum 1 2.4 Our Bodies 2.6 Numbers Y2/3 Aut 2 2.6 Numbers Spring 2 3.6 Time LKS2 Aut 1 3.2 Building Sum 1 4.5 Buildings Spring 1 4.5 Buildings Sum 1 5.4 Keeping Healthy Yr6 Most units have an element of Beat</p> <p>1.11 Travel (Performance) <i>Music Express Performance</i> Year B LKS2 <i>Spring 1 3.4 Poetry</i> <i>The other units also cover elements of performance.</i> Y4/5 <i>Spring 1 4.12 Food and Drink</i> <i>Summer 2 5.6 Celebration</i> <i>Year 6 all units are performance related.</i></p> <p>Year A LKS2 <i>Summer 2 4.12 Food and Drink</i> <i>The other units also cover elements of performance.</i> Y4/5 <i>Aut 1 4.1 Poetry</i> <i>The other units in Y5 also cover performance.</i> <i>Year 6 all units are performance related</i></p>	
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<p><b>Computing</b></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. 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.</p>	<p>What are objects? How do I count them? How can I describe them How can I compare them? Key Vocabulary Object, sort, property</p>	<p>Year A term 4 EYFS – computing -grouping data 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><b>PE</b></p>	<p>Identify positions on simple maps and diagrams of 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>Children can work in pairs or small groups to follow a trail. Children can follow 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>Know what happens to their body when they exercise, are able to, explain why it's 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</p>	<p>What is teamwork? How do I follow directions? What is a symbol?</p> <p>Key vocabulary Map, directions, symbol, orienteering, teamwork</p>	<p>Year A term 3 EYFS Outdoor activities</p>	<p>Year A term 3 KS1 Outdoor activities Year A term 3 Yr 3 Outdoor activities Year A term 3 Yr 4/5 Outdoor activities Year A term 3 yr 5/6 Outdoor activities Year A term 3 Yr 3 Outdoor activities Year B term 3 Yr 4/5 Outdoor activities Year B term 3 yr 5/6 Outdoor activities</p>	<p>INVESTIGATION EXPRESSION APPLICATION INTERPRETATION DISCERNEMENT ANALYSIS</p>

			<p>changed to improve or maintain a standard</p> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>- make connections between different skills in different sports and how these are interlinked</li> <li>-to apply the skills, they have learnt in different situations</li> </ul> <p><b>DISCERNEMENT-</b></p> <ul style="list-style-type: none"> <li>-understanding and responding to the tactics and games of others</li> <li>-developing insights into tactics and working as a team.</li> </ul> <p><b>ANALYSIS-</b></p> <ul style="list-style-type: none"> <li>-explaining what they have done to improve a skill and what can be done to improve efficiency the next time</li> </ul>				
<p><b>PSHE/RSE</b></p>	<p><b>E-Safety</b> Managing feelings and behaviour and Understanding the World</p> <p>Children recognise that a range of 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>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 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>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>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><b>INVESTIGATION --:</b> asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p> <p><b>EXPRESSION –</b> 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</p> <p>What do we mean by being safe online? If a stranger asked you these details, would you tell them? Why? Who would you trust to share these details with?</p> <p><b>Key Vocabulary</b> E-safety Online safety Apps Games Searches Permission Trust Private Technology</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&amp;4 PSHE/RSE: E-safety 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&amp;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>	<p><b>INVESTIGATION EXPRESSION</b></p>



	<p><b>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.</b></p>						
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