

Key Stage2 Curriculum Map Year B Autumn

	<b>Fountains/Central- Autumn 1</b>	<b>Climates and Biomes</b>
<b>Small Village, Big Horizons</b>		

Curriculum area	Key Knowledge Area	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Reference to the Application of Knowledge Across All Curriculum Areas
<b>Climates and Biomes</b>  <b>Geography</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>•describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>☐physical geography, including: climate zones, biomes and vegetation belts,</li> </ul> </li> <li>Pupils should be taught to:                             <ul style="list-style-type: none"> <li>•use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> </li> </ul>	Children can locate continents around the world. Children know some of the major countries in these continents. Children can explain why different vegetation types are found there. Children know what biomes are. Children know major biomes around the world Children know that plants can grow in different places around the world. Children know the main climate zones. Children know there are both hot and cold deserts. Children know these are the most extreme climates in the world. Children know of adaptations that enable plants to survive in extreme environments. Children know the staple foods in our diet that come from plants, Children know what agriculture is. Children know why some crops grow better in different parts of the world than others, Children understand how plants get from the fields to our tables. Children know about	<ul style="list-style-type: none"> <li>• I ask, “Which PHYSICAL features does this place have?”</li> <li>• I ask, “Which HUMAN features does this place have?”</li> <li>• I give reasons for why some of those features are where they are.</li> <li>• I describe different points of view on an environmental issue affecting a locality.***</li> <li>• I find out about places and the features in those places by either going to that place to observe or by looking at information sources.</li> <li>• I use my writing skills to communicate what I know.</li> <li>• I use my maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc.)</li> <li>• I use my ICT skills to help me find out information and present what I have found out.</li> </ul> INVESTIGATION – <ul style="list-style-type: none"> <li>· asking relevant questions;</li> <li>· using a variety of sources to find out about events, people, processes and changes</li> <li>· carrying out fieldwork and observational skills to develop a greater place knowledge</li> </ul> EXPRESSION	Key Questions <ul style="list-style-type: none"> <li>Question 1 Where are the plants found?</li> <li>Question 2 What is a biome?</li> <li>Question 3 How do plants survive in extreme climates?</li> <li>Question 4 Which plants do we eat?</li> <li>Question 5 How else do humans use plants</li> <li>Question 6 What do we mean by mega-diverse?</li> </ul> Key Vocabulary <ul style="list-style-type: none"> <li>Continent</li> <li>Country</li> <li>Vegetation</li> <li>Biome</li> <li>Climate zone</li> <li>Deserts</li> <li>Adaptations</li> <li>Agriculture</li> <li>Cultivation</li> <li>Biodiversity</li> </ul>	<i>Year A Term 4  EYFS - journeys</i> <i>Year A term6 EYFS geog-around the world</i> <i>Year A term 6 EYFS science=plants</i> <i>Year A Term 6 KS1 Britain and the World</i> <i>Year A term 6 KS1 science Plants</i> <i>Year A Term 1 Year 3 Maps of the World</i> <i>Year B Term 2 KS1 Local Area</i> <i>Year B Term 5 KS1 geog-Food glorious food</i>	<i>Year A Term 5 Year 4/5 Walls and Barricades</i> <i>Year A Term 1 Year 5/6 Land Use</i> <i>Year B term 5 year4/5 geog-worlds kitchen</i> <i>Year B Term 1 year 5/6 Minerals and Mining</i>	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT

		<p>objects made from plant material including for wood, paper, medicine, fabrics, rubber and cosmetics. Children know about the impact of over cultivation on the environment . Children know some plants are found in mega diverse countries' Children know what biodiversity' is and find out what a mega-diverse country is. Children know the 17 mega-diverse countries in the world and can locate them on a map.</p>	<ul style="list-style-type: none"> <li>· the ability to recall, select and organise information</li> <li>· the ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography</li> </ul> <p><b>INTERPRETATION</b></p> <ul style="list-style-type: none"> <li>· the ability to draw meaning from maps, atlases, globes, and data collected through fieldwork;</li> <li>· the ability to suggest meanings and draw conclusions from what they see</li> </ul> <p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>· making the association between aspects of life in different countries,</li> <li>· considering the impact of human activities on the environment</li> <li>· learning both about and also from geography</li> </ul> <p><b>DISCERNMENT</b></p> <ul style="list-style-type: none"> <li>· explaining the importance of significant geographical events ( earthquakes, erosion studies) ;</li> <li>· developing insight into people, motives, actions and consequences;</li> <li>· seeing clearly for themselves how individuals might learn from the study of geographical issues.</li> </ul>	megadiversity			
<p><i>Science</i></p> <p><i>Living things and habitats</i></p>	<p>4a1: recognise that living things can be grouped in a variety of ways</p> <p>4a2: explore and use classification keys to help group, identify and name a variety of living things in their local</p>	<p>Children know about different groups of animals - fish, amphibians, reptiles, bird, and mammals - and how we can identify them from their body features, behaviour, and life cycles Children know that animals can be classified as vertebrates (having a spine) or invertebrates (lacking a spine) Children know that a dichotomous key (a branching classification key in which each question has exactly two answers) can be used to identify organisms Children can use a dichotomous classification key to identify different types of</p>	<p>They recognize why it is important to collect data to answer questions. They act on suggestions and put forward their own ideas about how to find the answer to a question. With help they can carry out a fair test and explain why it was fair. They predict what might happen before they carry out any tests. They measure length, mass, time and temperatures using suitable equipment. They use scientific vocabulary to describe their observations. They record observations, comparisons and measurements using tables, charts, text and labelled diagrams. They give reasons for observations.</p>	<p>Key Questions</p> <p>Question 1 How can we classify animals</p> <p>Question 2 What is a vertebrae?</p> <p>Question 3 What do we mean by dichotomous?</p> <p>Question 4 How can we classify invertebrates?</p> <p>Vocabulary</p> <p>measurements using tables, charts, text and labelled diagrams.</p> <p>They give reasons for observations.</p> <p>vertebrates</p>	<p>Year A Term2 EYFS Science-animals</p> <p>Year A term 5 KS1 Science animals</p> <p>Year A Term1 Year 3 Science-animals-nutrition</p> <p>Year B Term 6 EYFS Science animals</p> <p>Year B Term 6 KS1 science -animals</p>	<p>Year A term 5 yr 3 Science, animals/skeletons</p> <p>Year A term2 yr 4/5 science animals/digestion</p> <p>Year A term5 yr 4/5 science living things/classification</p> <p>Year A term 1 yr 5/6science evolution</p> <p>Year A term2 Yr 5/6 science animals/circulation</p> <p>Year A term 4 yr 5/6 science animals/diet</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>ANALYSIS</p> <p>EVALUATION</p>

	and wider environment 4a3: recognise that environments can change and that this can sometimes pose dangers to living things	invertebrate (centipede, slug, worm, snail, ant, beetle, woodlouse, spider and millipede)	They look for patterns in their data and try to explain them. They suggest how they can make the improvements to their work <b>INVESTIGATION</b> asking relevant questions; knowing how to use different types of sources as a way of gathering information <b>EXPRESSION</b> the ability to explain concepts, methods and practices; the ability to identify and articulate scientific understanding <b>INTERPRETATION</b> the ability to draw meaning from scientific theories, theories and studies <b>APPLICATION</b> making the association in science between chemistry, biology and physics; The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts. <b>ANALYSIS</b> distinguishing between the feature's methods of different investigations <b>EVALUATION</b> the ability to evaluate a finished product and scientific investigation	invertebrates specimen species. Characteristics dichotomous		Year B term 2 yr 3 science, lanimals/digestion Year B term 1 Year 4/5 science living things/foodchains Year B term 4 yr 4/5 science-living things/life cycles Year B term6 yr 4/5 science living things/environments Year B term 4 yr 5/6 science living things classification	
<b>MFL</b>  <b>4.1</b> <b>Enco</b> <b>re</b>	O4.1 Memorise and present a short spoken text O4.2 Listen for specific words and phrases O4.3 Listen for sounds, rhyme and rhythm	Children know how to describe people, using avoir and être Phrases. Children know how to describe people's nationality. Children can use a variety of avoir phrases. Children know how to use être phrases with adjectives. Children can recognise and the use third person singular (il/elle) with both avoir and être. Children know different adjective endings	<b>Oracy:</b> Respond to simple questions with support from a spoken model or visual clue. Respond to spoken instructions. Recognise numbers 1–20 Discriminate sounds and identify meaning when items are repeated several times. Greet others with confidence and reply to the questions. Know a well-known children's song in language studied. Sing a song from memory, with clear pronunciation. Identify common nouns Begin to know	Key Questions Question 1 Can you describe someone? Question 2 Which country do you come from?  Key Vocabulary descriptive vocabulary: il/elle a (he/she has)... les cheveux courts/longs (short/long hair), les yeux bleus, etc. (blue	Adjectives Unit 3.3 Year A Term 3 yr 3 Unit 3.4 Year A Term 4 yr 3	Adjectives Unit 4.5 Year A term 5 yr4/5 Unit 4.6 Year A term 6 yr 4/5 Unit 6.2 Year B term 2 Yr 5/6 Unit 6.6 Year B Term 6 yr 5/6	<b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b> <b>DISCERNMENT</b> <b>ANALYSIS</b>

	<p>O4.4 Ask and answer questions on several topics</p> <p>L4.1 Read and understand a range of familiar written phrases</p> <p>L4.2 Follow a short familiar text, listening and reading at the same time</p> <p>L4.3 Read some familiar words and phrases aloud and pronounce them accurately</p> <p>L4.4 Write simple words and phrases using a model and some words from memory</p> <p>IU4.4 Learn about ways of travelling to the country/countries</p>		<p>some key vocabulary e.g. body parts, colours.</p> <p><b>Reading:</b> Sequence written instructions Recognise some familiar words in written form Recognise and read known sounds within words Read some key vocabulary</p> <p><b>Writing:</b> Write some of the numbers to 20 from memory Experiment with writing simple words . Copy accurately in writing some key words Copy or label using single words or short phrases</p> <p><b>Language:</b> Understand and start to use some basic core structures</p> <p><b>Cultural:</b> Start to understand cultural similarities and differences and how festivals are celebrated. Understand the differences in social conventions when people greet each other</p> <p><b>INVESTIGATION</b> asking relevant questions about the language; broaden cultural experiences and investigate a new way of speaking</p> <p><b>EXPRESSION</b> the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; the ability to present ideas and information orally to a range of audiences</p> <p><b>INTERPRETATION</b> the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material the ability to suggest meanings</p> <p><b>APPLICATION</b> making the association between English and French</p> <p><b>DISCERNMENT</b></p>	<p>eyes, etc.), un chien (a dog), un frère/une sœur (brother/sister); il/elle a sept ans (he/she is seven years old), nationalities: français(e) (French), canadien(ne) (Canadian), britannique (British)</p> <p>character adjectives: intelligent(e) (clever), sportif/sportive (sporty), sévère (strict)</p>			
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			<p>explaining the significance of a new culture and the importance of understanding a language correctly</p> <p><b>ANALYSIS</b> distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p>				
<b>RE</b>	<p>God Hinduism</p> <p>How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?</p>	<p>Hinduism as an umbrella term for a collection of religious expressions. Some Hindus describe it as Sanatana Dharma (the 'eternal duty') Hinduism is a monotheistic religion (belief in one ultimate reality) Brahman, the ultimate reality, the life force in all things . Trimurti – Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – representing the cycle of life (helping Hindus worship Brahman, the ultimate reality). The symbol of the lotus flower and its association with Brahma, Vishnu and the story of creation. Other deities as a means of understanding more about Brahman, the ultimate reality, e.g. Lakshmi, Hanuman, Ganesh. Atman (the soul) – the bit of the ultimate reality in all living things. The atman travels continuously through the cycle of life: samsara (birth, life, death, reincarnation) The goal is for the atman to break free from this cycle of life (moksha). Human beings can achieve moksha through fulfilling their dharma (duty) - the actions (karma) they carry out help them do this; good</p>	<p>Can explain how are deities and key figures described in Hindu sacred texts and stories? Can explain what might Hindus understand about the Divine through these stories? Can explain what is the purpose of visual symbols in the mandir? Understand stories from the Ramayana, Bhagavad Gita, Mahabharata, e.g. the story of Rama and Sita in the Ramayana – a story about doing – or not doing – your duty (dharma), the story of Arjuna and Krishna in the Mahabharata – a story about doing your duty (dharma), even when it is challenging to do so; the ways in which this links with the idea of Brahman, the ultimate reality, and the cycle of life</p> <p><b>INVESTIGATION</b> asking relevant questions; knowing how to use different types of sources as a way of gathering information <b>EXPRESSION</b> the ability to explain concepts, rituals and practices; <b>INTERPRETATION</b> the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to suggest meanings <b>REFLECTION</b></p>	<p>Enquiry Questions Q1. Who are you and what do you mean to different people? Q2. What do Hindus believe about God? Q3. What do Hindus say that God is like? Q4. How can God (Brahman) be everywhere and in everything? Q5 How can God look like so many things?</p> <p><b>Key Vocabulary</b> Trimurti Sanatana Dharma Brahman Brahma Lakshi Hanuman Ganesh Atman Cycle of Life Samsara Moshka Karma</p>	<p>Year A and Year B:, Term 5&amp;6 EYFS RE: Our Special Places and our Beautiful World Year A Term 3 KS1 RE: Thankfulness</p>	<p>Year B Term 6 Y3&amp;4 RE: Big Questions Year B Term 2/3 Y4/5 RE: Hindu worship Year B Term 5 Y5/6 RE: Hindu Rites of Passage Year A Term 2/3 Y4/5 RE: How do Hindu's worship? Year A Term 5 Y5/6 RE: Hindu Rites of Passage</p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>REFLECTION</b> <b>EMPATHY</b></p>

		<p>action (karma) help humans fulfil their dharma (duty) and achieve moksha, bad action (karma) prevent humans from fulfilling their dharma (duty) and achieving moksha</p>	<p>the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices; EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others and to see issues from their point of view.</p>				
<p><i>Art/DT</i>  <i>Van Gogh</i></p>	<p>Pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques,</p>	<p>Children know that Van Gogh was a famous artist, Children know some of his works ( Sunflowers, Starry Night, At Eternity's Gate, self portraits) Children can identify techniques that Van Gogh used in his paintings. Children Can use acrylic or oil paints effectively. Children know how to use line and colour in their paintings to create depth Children can mix paints to create shades Children can mix paints to create tints. Children know how to use paints to make shades and textures.. Children know how to use a variety of different lines in their sketches Children can recognise examples of Van Gogh's style in his portraits. Children know how to separate images into sections to help them judge proportion</p>	<p>Children can: use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; use key vocabulary to demonstrate knowledge and understanding in this strand: Children can use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; . INVESTIGATION – •asking relevant questions; •knowing how to use different types of sources as a way of gathering information; •knowing how pieces are created EXPRESSION –: •the ability to explain techniques, colours and use of media; •the ability to identify and articulate opinions on how an artist has chosen to express their ideas. REFLECTION – •the ability to reflect on pieces of art, including their purpose, meaning, and technique. •the process the artist went through to create their piece.</p>	<p>Q1 What do we know about the life of Van Gogh? Q2 What are some of his most important paintings? Q3 What techniques did he use in his paintings? Q4 How do we create depth? Q5 How do we make shades and tints?</p> <p>Key Vocabulary colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco</p>	<p><i>Year A term 2 EYFS Art-van Gogh</i> <i>Year A term 5 EYFS Ary-landscapes</i> <i>Year A term4 KS1 Art-landscapes</i> <i>Year A term 6 KS1 Art-west indian art</i> <i>Year A term 2 yr 3 Art-Monet</i> <i>Year B Term 1 EYFS Art-portraits</i> <i>Year B term 2 EYFS Art-observational drawings</i> <i>Year B term 2 EYFS Art-aboriginal</i> <i>Year B Term 1 KS1 Art-portraits</i> <i>Year B term 2 KS1 Art-observational drawings</i> <i>Year B term 2 KS1 Art-aboriginal</i></p>	<p><i>Year A term 2 yr4/5 Art-Constable</i> <i>Year A term 1 yr 5/6 Art-Pastels</i> <i>Year B term1 Yr 4/5 Art-landscapes</i> <i>Year B term 2 Yr 5/6 Art-watercolours</i></p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>REFLECTION</i> <i>APPLICATION</i> <i>EVALUATION</i></p>

	including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history		<p>APPLICATION –:</p> <ul style="list-style-type: none"> <li>•making the association between the purpose, technique, media and meaning behind a piece;</li> <li>•identifying the purpose of the piece.</li> </ul> <p>EVALUATION –</p> <ul style="list-style-type: none"> <li>•the ability to debate the purpose behind a piece of art and the final outcome;</li> <li>•the ability to debate the use of a certain type of media for a purpose.</li> </ul>				
Music	<p>3.1 Environment (Composition)</p> <p>Mu2/1.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Mu2/1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music. Mu2/1.5 Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great</p>	<p>3.1 Environment (Composition)</p> <p>Children select descriptive sounds to accompany a poem. Children will create a musical re-telling of a poem. Children will sing in two part harmony. Children will accompany a song with a melodic ostinato. Children will explore timbre to create a descriptive piece of music. Children will learn about ternary form. Children will sing a song with expression. Children will develop lyrics of a song. Children will choose timbre to make an accompaniment. Children will combine chants and sound pictures in a class performance in rondo structure.</p>	<p>3.1 Environment (Composition)</p> <p>Children will add sounds to the Sound Collector poem. Children will learn to sing a song in two voice parts. Children will learn ostinato accompaniment to a song using tuned percussion. Children will learn to sing a song with expression to reflect the lyrics. Children will create descriptive music for each verse Under the bridge. Children will perform Under the bridge with compositions in a ternary structure. Children will compose a new verse for a song. Children will compose a soundscape that depicts the local environment. Children will perform Our place rondo with voices and instruments.</p>	<p>3.1 Environment (Composition)</p> <p>Key Questions</p> <p>What sounds could accompany the poem?</p> <p>Can you create a musical re- telling of a poem?</p> <p>Can you learn to sing a song in two voice parts?</p> <p>Can you use tuned percussion to accompany the song?</p> <p>How is expression used in this song?</p> <p>What is ternary form?</p> <p>Can you perform a song with compositions in a ternary structure?</p> <p>What lyrics can be used for the new verse?</p> <p>What is a soundscape?</p> <p>Can you create a soundscape to depict the local environment?</p> <p>Can you perform Our place rondo with voices and instruments?</p> <p>Key vocabulary</p> <p>Timbre</p> <p>Ostinato</p> <p>Pitch</p>	<p>3.1 Environment (Composition)</p> <p>Music Express Composition Year B</p> <p>LKS2</p> <p>Aut 1 3.1 Environment</p> <p>KS1 Sum 2 2.21 Travel</p> <p>EYFS Spring 2 1.11 Travel</p> <p>Year A</p> <p>LKS2 Summer 2 4.12 Food and Drink</p> <p>Aut 1 3.1 Environment</p> <p>KS1 sum 2 2.12 Travel</p> <p>EYFS Spring 2 1.11 Travel</p>	<p>3.1 Environment (Composition)</p> <p>Music Express Composition Year B</p> <p>Y5 Aut 1 4.2 Environment</p> <p>Spring 1 4.12 Food and Drink (performance)</p> <p>Summer 2 5.6 Celebration (performance)</p> <p>Y6 Summer 1 6.5 Class Awards</p> <p>Year A</p> <p>LKS2 Summer 2 4.12 Food and Drink</p> <p>Y5 Aut 1 4.1 Poetry</p> <p>Aut 1 4.2 Environment</p> <p>Summer 2 5.5 At the movies</p> <p>Y6 Summer 1 6.5 Class Awards</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>REFLECTION</p> <p>APPLICATION</p> <p>ANALYSIS</p> <p>SYNTHESIS</p>

	<p>composers and musicians.</p> <p><b>3.2 Building (Beat)</b>          Mu2/1.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.          Mu2/1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music.          Mu2/1.5 Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p><b>3.2 Building (Beat)</b>          Children will understand how music can be organised in sequences.          Children will use voices and actions to perform simple rhythms within a steady beat.          Children will understand how music can be organised in layers.          Children will combine rhythms in layers.          Children will create their music using their ideas.          Children will make choices about musical structure.</p>	<p><b>3.2 Building (Beat)</b>          Children will watch, listen and discuss the sights and sounds of a building site.          Children will learn a cumulative song with vocal rhythms and actions.          Children will perform a song in four groups.          Children will play a game to layer rhythms using voices and actions.          Children will work in groups and add instruments to a song.          Children will layer rhythms using instruments.          Children will play a game to sequence and layer rhythms.          Children will compose new rhythms and decide on a musical structure.          Children will create a class performance comprising of a song and composition.</p> <p><b>INVESTIGATION-</b>          Investigating how the voice and body can be used to make sounds          Exploring a range of tuned and untuned instruments to compose music  <b>EXPRESSION-</b>          the ability to explore music as a medium for expressing themselves  <b>REFLECTION-</b> the ability to consider their own performances and evaluate the effectiveness and levels of success  <b>EMPATHY-</b>          the ability to consider the thoughts, feelings, experiences,</p>	<p>Drone          Tempo          Dynamics          Expression          Ternary          Rondo          Chorus          Verse          Rhythm          Phrase          Soundscape</p> <p><b>3.2 Building (Beat)</b>          What sounds can you see, hear on the building site?          Can you learn a song with vocal rhythms and actions?          Can you perform a song in four groups?          What is a layer rhythm?          Can you add instruments to a song?          Can you work in a group?          Can you layer rhythms using instruments?          Can you sequence and layer rhythms?          Can you compose new rhythms?          Can you decide on musical structure for your composition?          Can you create a performance comprising of a song and composition?</p> <p>Key vocabulary          Beat          Rhythm          Ostinato/ ostinato          Sequence          Layer          Score</p>	<p><b>3.2 Building (Beat)</b>          Year B          Y2/3          Sum 2 3.6 Time          Aut 2 2.10 Pattern          Aut 1 2.4 Our Bodies          KS1          Sum 1 1.5 Machines          Aut 2 1.8 Pattern          Aut 1 1.10 Our Bodies          EYFS/Y1          Sum 1          1.2 Number          1.5 Machines          Spring 2 1.8 Patterns          Aut 1 1.10 Our Bodies</p> <p>Year A          LKS2          Sum 1 4.5 Buildings          Aut 1 3.2 Buildings          KS1          Sum 1 2.6 Numbers          Sum 1 2.4 Our Bodies          Aut 2 1.5 Machines          EYFS/ Y1          Sum 2 1.8 Pattern          Sum 1 1.10 Our Bodies          Spring 2 1.5 Machines          Aut 1 1.2 Number</p>	<p><b>3.2 Building (Beat)</b>          Year B          LKS2          Aut 2 3.6 Time          Y4/5 Summer 1 5.4 Keeping Healthy          Y6          Elements of          1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan.</p> <p>Year A          Y4/5 Spring 1 4.5 Buildings          Sum 1 5.4 Keeping Healthy          Y6          Elements of          1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan.</p>	
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			<p>attitudes, opinions and values of others;</p> <p><b>APPLICATION-</b>  identifying how music is used for a variety of reasons, for religion, relaxation, communication etc  Identifying key musical terminology and using it in description of music  Exploring different ways music is made</p> <p><b>ANALYSIS</b>  - distinguishing between the features of music  Identifying instruments used within a composition</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 others performances</p>				
<p><b>Computing</b>  <b>3.1</b>  <b>Connecting Computers</b></p>	<p>Pupils should be taught:  Use sequence, selection, and repetition in programs; work with variables and various forms of input and output  Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities</p>	<p>Children know that digital devices accept inputs. Children know that digital devices produce outputs  Children can follow a process.  Children can classify input and output devices. Children know how to model a simple process  Children know how to design a digital device. Children know how to use digital devices for different activities, Children can recognise similarities between using digital devices and non-digital tools.  Children can suggest differences between using digital devices and non-digital tools. Children can recognise different connections.  Children know how messages are passed through multiple connections. Children know why we need a network switch.  Children know that a computer network is made up of a number of devices. Children know how information can be passed</p>	<p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration;  <b>INVESTIGATION</b>  asking relevant questions; using different approaches to problem solving, how something can be created or works debugging.  <b>EXPRESSION</b> the ability to explain processes, concepts and practice, rituals and practices;  the ability to identify and articulate computational thinking.  <b>INTERPRETATION</b>  the ability to understand computing theories;  the ability to suggest meanings.  <b>APPLICATION</b></p>	<p>Enquiry Questions  Q1 What is a digital device?  Q2 What are input and output devices?  Q3 How can digital devices change the way we work?  Q4 How does a computer network share information?  Q5 How do we connect digital devices?  Q6 What are the physical components of a network?</p> <p>Key Vocabulary  Input, output, process, connections, networks, switch</p>	<p><i>Year A term 1 EYFS Computing-technology around us</i>  <i>Year A term 1 Ks1 Computing-It around us</i></p>	<p><i>Year A term 1 Yr 4 Computing-the internet,</i>  <i>Year A term 1 yr 4/5 Computing-sharing information</i>  <i>Year A term 1 Yr5/6 Computing sharing information</i>  <i>Year B term 1 EYFS Computing_ technology around us</i>  <i>Year B term 1 KS1 Computing - technology around us</i>  <i>Year B term 1 Yr 3 Connecting computers</i>  <i>Year B term 1 Yr 4/5 Computing -the internet</i>  <i>Year A term 1 yr 5/6 Computing-communication</i></p>	<p><b>INVESTIGATION</b>  <b>EXPRESSION</b>  <b>INTERPRETATION</b>  <b>APPLICATION</b>  <b>DISCERNMENT</b>  <b>SYNTHESIS</b>  <b>EVALUATION</b></p>

	<p>they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>between devices. Children know the role of a switch, server, and wireless access point in a network. Children can identify how devices in a network are connected with one another. Children can identify networked devices around me. Children know what the benefits of computer networks are</p>	<p>the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects.  <b>DISCERNMENT</b>  seeing clearly for themselves how they use computing in their daily lives and in future employment.  <b>SYNTHESIS</b>  linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes.  <b>EVALUATION</b>  the ability to evaluate how a computing system works.</p>				
<p><b>PE</b> <i>Throwing and catching</i></p>	<p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball,</p>	<p>Children know how to catch with accuracy. Children know how to use an overarm throw to hit a target with accuracy. Children know how to strike a ball in an intended direction. Children can work cooperatively to field a ball. Children know how to use striking and fielding skills in a game. Children can design and play games that use striking and fielding skills. Children know how to stop a ball using a range of techniques;</p>	<p>Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down. Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. hrow and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching</p>	<p>Enquiry Skills  Q1 What do I need to do to catch accurately?  Q2 How does a ball go in the intended direction?  Q3 How can I stop a ball?  Q4 What tactics do I need for my game?</p> <p>Vocabulary</p> <p>Strike, throw, underarm, overarm, direction,</p>	<p><i>Year A term 1 yr 3 attacking/defending</i>  <i>Year A Term 5 EYFS - team games</i>  <i>Year A term 5 KS1 - team games</i>  <i>Year B Term 5 EYFS - team games</i></p>	<p><i>Year A term 5 Yr 3 - defending/attacking skills</i>  <i>Year B term 5 Yr 3 - defending/attacking skills</i>  <i>Year B term 5 KS1 - team games</i>  <i>Year A term 1 yr 4/5 football/hockey</i>  <i>Year A term 1 yr 5/6-netball/tag rugby</i>  <i>Year B term 1 Yr 4/5 football/hockey</i></p>	<p><b>INVESTIGATION</b>  <b>EXPRESSION</b>  <b>INTERPRETATION</b>  <b>APPLICATION</b>  <b>DISCERNMENT</b></p>

	<p>rounders and tennis], and apply basic principles suitable for attacking and defending;</p>	<p>Children can play cooperatively with teammates, making decisions about when to run for points and when to not; Children know how to choose and use a range of simple tactics and strategies when striking and fielding; Children can</p> <ul style="list-style-type: none"> <li>• invent rules for striking and fielding games</li> </ul>	<p>and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</p> <p><b>INVESTIGATION-</b></p> <ul style="list-style-type: none"> <li>-asking relevant questions</li> <li>- using different approaches to determine skills and tactics</li> </ul> <p><b>EXPRESSION-</b></p> <ul style="list-style-type: none"> <li>-the ability to express themselves through movement</li> <li>-the ability to explain what they do and how they do it</li> </ul> <p><b>INTERPRETATION-</b></p> <ul style="list-style-type: none"> <li>-understanding the effects of what they do and how this could be changed to improve or maintain a standard</li> </ul> <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>gathering, one handed, two handed,</p>			
<p><b>PSHE/ RSE</b></p>	<p>Emotional Wellbeing</p> <p>How can we be a good friend?</p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p>	<p>Know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</p> <p>Know how to recognise if others are feeling lonely and excluded and strategies to include them</p> <p>Know how to build good friendships, including identifying qualities that contribute to positive friendships</p> <p>Know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between</p>	<p>Can explain about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>Can explain what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p>	<p>Enquiry Questions</p> <p>Q1. What are the qualities of a good friend?</p> <p>Q2. What kind of things causes us to fall out with our friends?</p> <p>Q3. Is conflict always bad? How do you know when you are angry?</p> <p>Q4. What does seeing something from someone else's point of view mean?</p> <p><b>Key Vocabulary</b></p> <p>Friendship Compliment Kindness</p>	<p>Year B Term 1 EYFS PSHE/RSE: Emotional well-being Year A Term 2 KS1 PSHE/RSE: Friendship and community Year A Term 5/6 KS1 RE: Thankfulness</p>	<p>Year B Term 1 Y4/5 PSHE/RSE: Emotional well-being Year B Term 1 Y5/6 PSHE/RSE: Emotional well-being Year A Term 2 Y4/5 PSHE/RSE: Friendship and community Year A Term 2 Y5/6 PSHE/RSE: Friendship and community</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION INVESTIGATION REFLECTION</p>

		<p>friends, resolve disputes and reconcile differences</p> <p>Know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</p>	<p>Able to recognise what it means to 'know someone online' and how this differs</p> <p>from knowing someone face-to-face; risks of communicating online with others</p> <p>not known face-to-face</p> <p>Understand the importance of seeking support if feeling lonely or excluded</p> <p>Explain that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>Understand the strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>Recognise how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>Understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>Able to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>INVESTIGATION –:</p> <p>asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p> <p>EXPRESSION –</p> <p>the ability to explain patterns of behaviour, beliefs, feelings and practices;</p> <p>the ability to identify and articulate matters of deep conviction and</p>	<p>Listening</p> <p>Sharing</p> <p>Respect</p> <p>Cooperation</p> <p>Argument</p> <p>Conflict</p> <p>Problem-solving</p> <p>Point of view</p> <p>Making up</p>			
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			<p>concern, and to respond to PSHE and RSHE issues through a variety of media.</p> <p><b>INTERPRETATION –</b>  the ability to draw meaning from different viewpoints, world events and societal change;  the ability to know that we are all different and we live in a diverse world;  the ability to use health information to be informed on issues pertaining to health and safety;  the ability to be informed on physiological and emotional changes;  the ability to be informed on good and bad choices and how to respond to different situations;  the ability to know where to seek help and advice.</p> <p><b>REFLECTION –</b>  the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices;  the ability to think with clarity and care about significant events, emotions and change.</p>				
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	<b>Fountains/Central- Autumn 2      Sutterton/ Swineshead and London</b>  <b>Small Village, Big Horizons</b>
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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 All Curriculum Areas
Swineshead V London Geography	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>Children know how to locate London on a world and UK map</p> <ul style="list-style-type: none"> <li>Children know that London is the capital city of the UK. Children know how to travel from Swineshead to London. Children know what landmarks are. Children know some key facts about a range of landmarks</li> <li>Children know how to use aerial photographs to identify landmarks. Children know about the London Underground. Children know how to use an underground map to navigate between two landmarks</li> <li>Children know about the River Thames from source to Mouth</li> <li>Children know how to travel to London. Children know how to travel between landmarks. Children know how to cost a trip and keep within a budget</li> <li>Children know the difference between rural and built up. Children know how to compare human and physical features of a place</li> </ul>	<ul style="list-style-type: none"> <li>I ask, "Which PHYSICAL features does this place have?"</li> <li>I ask, "Which HUMAN features does this place have?"</li> <li>I give reasons for why some of those features are where they are.</li> <li>I describe different points of view on an environmental issue affecting a locality.</li> <li>I find out about places and the features in those places by either going to that place to observe or by looking at information sources.</li> </ul> <p>INVESTIGATION –</p> <ul style="list-style-type: none"> <li>asking relevant questions;</li> <li>using a variety of sources to find out about events, people, processes and changes</li> <li>carrying out fieldwork and observational skills to develop a greater place knowledge</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 geographical vocabulary, data to describe and explain different aspects of human and physical geography</li> </ul> <p>INTERPRETATION</p> <ul style="list-style-type: none"> <li>the ability to draw meaning from maps, atlases, globes, and data collected through fieldwork;</li> <li>the ability to suggest meanings and draw conclusions from what they see</li> </ul> <p>APPLICATION</p>	<p>Key Questions</p> <p>Question 1 Where is London?</p> <p>Question 2 What are some important landmarks?</p> <p>Question 3 How to navigate between different landmarks</p> <p>Question 4 What are the main physical geographical features in London</p> <p>Question 5 What would you do on a day trip to London?</p> <p>Question 6 How do Swineshead and London compare?</p> <p>Key Vocabulary</p> <p>Continent</p> <p>Country</p> <p>capital</p> <p>landmarks</p> <p>underground</p>	<p>Year A Term 4   EYFS - journeys</p> <p>Year A term6 EYFS geog-around the world</p> <p>Year A Term 6 KS1 Britain and the World</p> <p>Year A Term 1 Year 3 Maps of the World</p> <p>Year B Term 2 KS1 Local Area</p> <p>Year B Term 5 KS1 geog-Food glorious food</p>	<p>Year A term 1 yr 4/5 Geog-Rivers</p> <p>Year A term2 yr 4/5 Geog swinesheadv Europe</p> <p>Year A Term 5 Year 4/5 Walls and Barricades</p> <p>Year A Term 1 Year 5/6 Land Use</p> <p>Year B term 5 year4/5 geog-worlds kitchen</p> <p>Year B Term 1 year 5/6 Minerals and Mining</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p>

			<ul style="list-style-type: none"> <li>· making the association between aspects of life in different countries,</li> <li>· considering the impact of human activities on the environment</li> <li>· learning both about and also from geography</li> </ul> <p><b>DISCERNMENT</b></p> <ul style="list-style-type: none"> <li>· explaining the importance of significant geographical events ( earthquakes, erosion studies) ;</li> <li>· developing insight into people, motives, actions and consequences;</li> <li>· seeing clearly for themselves how individuals might learn from the study of geographical issues.</li> </ul> <p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>· distinguishing between opinion, belief and fact;</li> <li>· using data to draw conclusions or suggest hypotheses</li> <li>· distinguishing between the features of both human and physical geography nationally and internationally by comparing and contrasting locations</li> </ul>				
<p><i>Science</i></p> <p><i>Animals and Human Nutrition</i></p>	<p>3b1: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	<p>Children know about the 5 food groups - bread, cereals and potatoes (carbohydrates), meat and fish, fruit and vegetables, milk and dairy, and fats and sugars. Children know some foods which belong to each of these groups. Children know how many portions of each food group they should eat in per day. Children know that animals can be classified as herbivores, carnivores or omnivores based on their diet. Children know that all living things ultimately get their energy from the Sun, either directly as a producer (plant) or indirectly as a consumer</p>	<p>They recognize why it is important to collect data to answer questions. They act on suggestions and put forward their own ideas about how to find the answer to a question. With help they can carry out a fair test and explain why it was fair. They predict what might happen before they carry out any tests. They measure length, mass, time and temperatures using suitable equipment. They use scientific vocabulary to describe their observations. They record observations, comparisons and measurements using tables, charts, text and labelled diagrams. They give reasons for observations. They look for patterns in their data and try to explain them. They</p>	<p><b>Key Questions</b>  Question 1 How do living things obtain food?  Question 2 What are the 5 food groups and what does each group provide  Question 3 Which foods belong to which groups  Question 4 Why do humans need the right type of nutrients  Question 5 How can we identify the similarities and differences between animals based on their diets.  Question 6 What is a food web?</p> <p><b>Vocabulary</b>  Carbohydrates</p>	<p>Year A Term2 EYFS Science-animals  Year A term 5 KS1 Science animals  Year A Term1 Year 3 Science-animals-nutrition</p> <p>Year B Term 6 EYFS Science animals  Year B Term 6 KS1 science - animals</p>	<p>Year A term 5 yr 3 Science, animals/skeletons  Year A term2 yr 4/5 science animals/digestion  Year A term5 yr 4/5 science living things/classification  Year A term 1 yr 5/6science evolution  Year A term2 Yr 5/6 science animals/circulation</p>	<p><b>INVESTIGATION</b>  <b>EXPRESSION</b>  <b>INTERPRETATION</b>  <b>APPLICATION</b>  <b>DISCERNMENT</b>  <b>ANALYSIS</b>  <b>EVALUATION</b></p>

		(animal). Children know that the arrows on food chain and food web diagrams indicate the energy flow through an ecosystem.	<p>suggest how they can make the improvements to their work</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>EXPRESSEION</b> the ability to identify and articulate scientific understanding</p> <p><b>INTERPRETATION</b> the ability to draw meaning from scientific theories, theories and studies; the ability to suggest meanings</p> <p><b>APPLICATION</b> The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p> <p><b>DISCERNMENT</b> Explaining the significance of scientific studies and investigations.</p> <p><b>ANALYSIS</b> distinguishing between the feature's methods of different investigations</p> <p><b>EVALUATION</b> the ability to evaluate a finished product and scientific investigation; Distinguishing between opinion and fact.</p>	<p>Protein</p> <p>Fats</p> <p>Sugars</p> <p>Vegetables</p> <p>Food web</p> <p>Carnivores</p> <p>omnivores</p>		<p>Year A term 4</p> <p>yr 5/6 science animals/diet</p> <p>Year B term 1</p> <p>Year 4/5 science living things/foodchains</p> <p>Year B term 4</p> <p>yr 4/5 science-eliving things/life cycles</p> <p>Year B term6 yr 4/5 science living things/environments</p> <p>Year B term 4</p> <p>yr 5/6 science living things classification</p>	
<p><b>MFL</b></p> <p><b>4.3</b></p> <p><b>Quelle</b></p> <p><b>heure</b></p>	<p>O4.1 Memorise and present a short spoken text</p> <p>O4.2 Listen for specific words and phrases</p> <p>O4.3 Listen for sounds, rhyme and rhythm</p> <p>O4.4 Ask and answer questions on several topics</p>	<p>Children know how to talk about free-time activities. Children can tell the time/ Children know how to say what activities you do at certain times Children can use several present tense verbs to describe activities</p>	<p><b>Oracy:</b> Respond to simple questions with support from a spoken model or visual clue. Respond to spoken instructions. Recognise numbers 1–20 Discriminate sounds and identify meaning when items are repeated several times. Greet others with confidence and reply to the questions. Know a well-known children's song in</p>	<p>Key Questions recognise and repeat various activities learn to tell the time in a simple phrase (Il est cinq heures, etc.)</p> <p>Key Vocabulary activities: je regarde (I am watching)... la télé (TV), un DVD (a DVD); j'écoute (I am listening to)...</p>	<p>Time/dates</p> <p>Unit 3.6 Year A Term 6</p> <p>Yr 3</p> <p>Unit 4.2 Year A term 2</p> <p>yr 4/5</p> <p>Numbers</p> <p>Unit 3.1 Year A term 1</p> <p>yr 3</p>	<p>Time/dates</p> <p>Unit 5.2 Year A Term 2 yr 4/5</p> <p>Unit 5.4 Year A term 4 yr 4/5</p> <p>Unit 6.3 Year B term 3 Yr 5/6</p> <p>Numbers</p> <p>Unit 6.2 Year B term 2 yr 5/6</p>	<p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>INTERPRETATION</b></p> <p><b>APPLICATION</b></p> <p><b>DISCERNMENT</b></p> <p><b>ANALYSIS</b></p>



<p><i>est-il?</i></p>	<p>L4.1 Read and understand a range of familiar written phrases  L4.2 Follow a short familiar text, listening and reading at the same time  L4.3 Read some familiar words and phrases aloud and pronounce them accurately  L4.4 Write simple words and phrases using a model and some words from memory  IU4.2 Know about some aspects of everyday life and compare them to their own</p>		<p>language studied. Sing a song from memory, with clear pronunciation. Identify common nouns Begin to know some key vocabulary e.g. body parts, colours.  <b>Reading:</b> Sequence written instructions Recognise some familiar words in written form  Recognise and read known sounds within words Read some key vocabulary  <b>Writing;</b> Write some of the numbers to 20 from memory Experiment with writing simple words . Copy accurately in writing some key words Copy or label using single words or short phrases  <b>Language:</b> Understand and start to use some basic core structures  <b>Cultural:</b>Start to understand cultural similarities and differences and how festivals are celebrated. Understand the differences in social conventions when people greet each other  <b>INVESTIGATION</b>  asking relevant questions about the language;  broaden cultural experiences and investigate a new way of speaking  <b>EXPRESSION</b>  the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;  the ability to present ideas and information orally to a range of audiences  <b>INTERPRETATION</b>  the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material  the ability to suggest meanings  <b>APPLICATION</b></p>	<p>mes CD (my CDs), la radio (the radio); je joue (I'm playing)... au football (football), au tennis (tennis)  telling the time: il est... heure(s)  activities at certain times:  Je regarde la télé à cinq heures, etc.</p>	<p>Unit 3.4 Year A term 4 yr 3  Unit 3.6 Year A term 6 yr 3  Unit 4.2 Year B Term 2 Yr 3</p>		
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			<p>making the association between English and French</p> <p><b>DISCERNMENT</b> explaining the significance of a new culture and the importance of understanding a language correctly</p> <p><b>ANALYSIS</b> distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p>				
<b>RE</b>	<p>God - Islam</p> <p>What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?</p>	<p>The oneness of God (tawhid) and its reflection in the shahadah (statement of faith) God as creator who has created the universe to be in harmony (muslim – literally, ‘in submission’ to the will of God); has created human beings to be ‘abd (servant) and khalifa (regent) to help him keep things in harmony; has set out a straight path (shariah) to help maintain this harmony and offered guidance (the natural world, the Qur’an and the prophets) to help humans follow this path. The connection between iman (faith/beliefs) and ibadah (worship/practice) – the ways in which key practices express Muslim beliefs: Five Pillars: 1. Shahadah (statement of belief): “There is no God but God, and Muhammad is his prophet”; expresses beliefs about God and the prophets</p>	<p>Can explain what faith means and give examples of how Muslims follow their faith and belief and the meaning of 99 names of Allah Can use religious words to explain the importance of Allah to Muslims Understand that Muslims do not draw Allah or the Prophet.</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 concepts, rituals and practices;</p> <p><b>INTERPRETATION</b> the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to suggest meanings</p> <p><b>REFLECTION</b> the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices;</p> <p><b>EMPATHY</b> the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;</p>	<p>Q1. Why do people believe in God? Q2. How does believing in God shape a Muslim’s life? Q3. What is the best way for a Muslim to show commitment to God?</p> <p><b>Key Vocabulary</b> Allah Muhammed Qu’ran Mighty, Wise, Everlasting, Compassionate... Prophet</p>	<p>Year A KS1 Term 3 KS1 RE: God – Islam Year A Term 2 Y3&amp;4 RE: God – Islam Year B Term 3 KS1 RE: God - Islam Year B Term 5 KS1 RE: Islam – Community</p>	<p>Year A Term 2/3 Y4/5 RE: How do Muslim’s worship? Year A Term 6 Y5/6 RE: Rites of Passage – Islam Year B Term 2/3 Y4/5 RE: How do Muslim’s worship? Year B Term 6 Y5/6 RE: Islam – Rites of Passage</p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>REFLECTION</b> <b>EMPATHY</b></p>

	<p>2. Salat (prayer five times a day): incorporates the Shahadah, involves all Muslims praying together in harmony</p> <p>3. Zakat (charitable giving): 2.5% of disposable income annually; purpose is to bring about harmony in a world in which some people have more than they need and some people don't have enough</p> <p>4. Sawm (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; the fast as a way to remind Muslims of their commitment to the one God and as a way of helping them experience what it is like go without, which is what life is like every day for some people in the world – this should prompt them to try to address this disharmony and bring about more harmony in the world</p> <p>5. Hajj (pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime; Muslims all travel to Makkah at the same time, perform the same prayers, speaking the same words, at the same time, Carry out the same actions at the same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the ummah) and their belief in one God</p>	<p>the ability to see the world through the eyes of others and to see issues from their point of view.</p>				
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		<p>The masjid (mosque) as a 'place of prostration' – the role of the mosque in Muslim belief and practice; key features (e.g. qibla, minaret, minbar, prayer mats, facilities for wudu); ways in which mosques engage with the local community, e.g. #VisitMyMosque day, foodbanks, etc.</p>					
<p><b>DT</b> <i>Computer aided design</i></p>	<p>Pupils should be taught to: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p>Children know what CAD is. Children know that 3D printers create 3D objects from plans. Children know that the plans can be hand drawn or can use computer software including draw tools. Children know that software can be used to create 3D designs from 2D plans. Children know how to create a 2d design for a keyring Children know that they need a clear design Children know that the 3D printer uses the design to create a 3d model Children know that the model is recreated using the printer software. Children know the limitations of the 3d design. Children know how to design for a purpose. Children know how to evaluate their product</p>	<p>identify the design features of their products that will appeal to intended customers; use their knowledge of a broad range of existing products to help generate their ideas; design innovative and appealing products that have a clear purpose and are aimed at a specific user. explain how particular parts of their products work; use annotated sketches and cross-sectional drawings to develop and communicate their ideas; when designing, explore different initial ideas before coming up with a final design; when planning, start to explain their choice of materials and components including function and aesthetics; test ideas out through using prototypes; use computer-aided design to develop and communicate their ideas , develop and follow simple design criteria; work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment. with growing confidence, <b>INVESTIGATION –:</b> using a variety of sources to find out about events, people, processes and changes.</p>	<p>Q1. What is the difference between 2d and 3d models? Q2 What is CAD design? Q3 How are CAD designs created? Q4 What are the limits of CAD design?</p> <p>Key Vocabulary Design Computer aided, 3 dimensional, program</p>	<p><i>Year A term 4  Yr. 3  DT moving vehicle</i> <i>Year A term 3 EYFS Moving Pictures</i> <i>Year A term 3 KS1 DT pulleys for drawbridge</i> <i>Year B Term 2 EYFS Art vehicles</i> <i>Year B term 3 EYFS DT-Rockets</i> <i>Year B Term 2 KS1 Art vehicles</i> <i>Year B term 3 EKS1 DT-Rockets</i> <i>Year B term 2 Yr. 3 DT moving model</i> <i>Yr A term 4 Ks1 Computing - pictograms</i></p>	<p><i>Year A term 1 yr. 4/5 bridge construction</i> <i>Year A term 3 Yr. 5/6 3d model ship</i> <i>Year A term 5 yr. 5/6 Key designers</i> <i>Year B term 2 Yr. 4/5 DT boats</i> <i>Year B term 3 Yr. 5/6 DT electrical components</i> <i>Yr A term 5 Yr 4/5 Computing -repetition in shapes</i></p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b> <b>ANALYSIS</b> <b>EVALUATION</b></p>

			<p>carrying out investigative work to develop a better knowledge of products around us.</p> <p><b>EXPRESSION</b> – the ability express opinions (using product knowledge.)</p> <p><b>INTERPRETATION</b> – the ability to use technical vocabulary to describe and explain different products and talk about their purpose in making the world a better place.</p> <p>The ability to interpret a design brief.</p> <p><b>APPLICATION</b> –: applying new skills to making products.</p> <p>applying designing skills to suit a design brief.</p> <p><b>ANALYSIS</b> – distinguishing between the need of the product and the benefit of it. understanding the purpose of a design brief and how to best achieve it.</p> <p><b>EVALUATION</b> –: the ability to evaluate a product. weighing up the respective evidence available and reach conclusions</p>				
<b>Music</b>	<p><b>3.4 Poetry (Performance)</b>  <b>MU2/1.2</b> Improvise and compose music for a range of purposes using the interrelated dimensions of music.  <b>Mu2/1.3</b> Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><b>3.4 Poetry (Performance)</b>  Children will enhance and extend the performance of a poem using vocal patterns. Children will create a piece of ‘playground music’ out of layered vocal patterns as part of a performance piece. Children will explore contrasting moods and effects as part of a performance. Children will combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece.</p>	<p><b>3.4 Poetry (Performance)</b>  Children will learn the poem Playground Song. Children will practise saying word patterns to perform as interludes in a poem. Children will create a structured performance of the poem with musical interludes and layered finale. Children will listen to a poem and focus on contrasting description sounds. Children will chant the verses rhythmically to learn a poem.</p>	<p><b>3.4 Poetry (Performance)</b>  <b>Key Questions</b>  How can we learn the poem?  Can you use your voice expressively and rhythmically to recite a poem?  What are word patterns?  Can you perform words patterns in groups?  Can you layer expressive word patterns in three groups?  Can you respond to a conductor’s start and stop signals?</p>	<p><b>3.4 Poetry (Performance)</b>  <b>Music Express Performance</b>  Year B  KS1  All previous units have elements of performance  EYFS/Yr1  Summer 1 1.11 Travel  Other units also cover the skills in this unit.</p> <p>Year A  KS1  Summer 2 2.12 Travel  KS1</p>	<p><b>3.4 Poetry (Performance)</b>  <b>Music Express Performance</b>  Year B  <b>LKS2</b>  <i>The other units also cover elements of performance.</i>  <b>Y4/5 Spring 1 4.12 Food and Drink</b>  <b>Summer 2 5.6 Celebration</b>  <b>Year 6 all units are</b></p>	<p><b>INVESTIGATION</b>  <b>EXPRESSION</b>  <b>INTERPRETATION</b>  <b>APPLICATION</b>  <b>ANALYSIS</b></p>

	<p><b>3.6 Time (Beat)</b>  <b>Mu2/1.1</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  <b>Mu2/1.2</b> Improvise and compose music for a range of purposes using the interrelated dimensions of music.  <b>Mu2/1.3</b> Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><b>3.6 Time (Beat)</b>  Children will identify the metre in a piece of music.  Children will play independent parts in more than one metre simultaneously.  Children will identify and performing an ostinato.  Children will improvise to an ostinato accompaniment.  Children will perform rhythmic ostinato individually and in combination.  Children will layer rhythms.</p>	<p>Children will use voices and body percussion to improvise sounds described in a poem.  Children will be able to perform a poem with expressive vocal and body percussion sounds.  Children will perform a poem in groups, combining chant with vocal and body percussion sounds and movement.  Children will perform a poem in two groups as call and response.  Children listen to a poem performed with instruments and identify the rhythms.  Children will read rhythm notation to perform using untuned percussion in two groups.  Children will use rhythmic chant, body percussion and instruments to perform a poem in groups.  Children will prepare an ending (coda).  Children will perform to an audience.</p> <p><b>3.6 Time (Beat)</b>  Children will watch a movie and copy groupings of beats on body percussion to understand metre.  Children will identify the metre of music in groupings of 2,3 and 4 beats.  Children will learn a song with chanted sections.  Children will accompany a song with body percussion in a metre of 2, 3 and 4.  Children will play a singing game to identify the metre.</p>	<p>Can you structure and prepare a performance?  Can you chant the verses rhythmically to learn a poem?  Can you use your voice and body percussion to improvise sounds described in a poem?  Can you perform a poem in a group?  Can you identify the steady beat in the poem?  Can you identify the rhythms in the poem?  Can you read the rhythm notation?  Can you prepare an ending (coda)?  Can you add movement to the performance?</p> <p>Key vocabulary  Texture  Tempo  Pitch  Dynamics  Interlude  Coda  Rhythm  Beat  Duration  Call and response</p> <p><b>3.6 Time (Beat)</b>  Key Questions  Can you copy the groupings of beats on body percussion?  What is the metre?  Can you combine instrumental parts in different metres?</p>	<p>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><b>3.6 Time (Beat)</b>  Year B  Y2/3  Sum 2 3.6 Time  Aut 2 2.10 Pattern  Aut 1 2.4 Our Bodies  KS1  Sum 1 1.5 Machines  Aut 2 1.8 Pattern  Aut 1 1.10 Our Bodies  EYFS/Y1  Sum 1  1.2 Number</p>	<p><i>performance related.</i></p> <p><i>Year A  LKS2  Summer 2 4.12 Food and Drink  The other units also cover elements of performance.  Y4/5 Aut 1 4.1 Poetry  The other units in Y5 also cover performance.  Year 6 all units are performance related.</i></p> <p><b>3.6 Time (Beat)</b>  Year B  Y4/5 Summer 1  5.4 Keeping Healthy  Y6  Elements of 1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan.  Year A</p>	
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	<p>Mu2/1.4 Use and understand staff and other musical notations. Mu2/1.6 Develop an understanding of the history or music.</p>	<p>Children will recognise rhythm patterns in staff notation.</p>	<p>Children will combine body percussion in two metres at the same time. Children will play tuned percussion to mark combined metres of two and three. Children will listen to music, identify and describe a repeating bell pattern. Children will identify the metre of a piece of music. Children will sing a repeating melodic pattern. Children will perform a repeating melodic pattern as soloists and improvise melodies on tuned percussion. Children will identify word rhythms associated with movement? Children will copy rhythmical actions in a song. Children will perform rhythms on untuned percussion. Children will read rhythm notation to identify and perform word rhythms. Children will record, evaluate and refine a performance. <b>INVESTIGATION</b> Exploring a range of tuned and untuned instruments to compose music <b>EXPRESSION</b> the ability to recognise how composers express themselves through their music <b>INTERPRETATION</b> the ability to draw meaning from a range of different musical pieces from a range of genres the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo <b>APPLICATION</b></p>	<p>Can you identify the repeating bell pattern? Can you identify the metre of a piece of music? Can you sing a repeating melodic pattern? Can you perform a repeating melodic pattern? Can you improvise melodies on tuned percussion? Can you identify word rhythms? Can you learn a song with chanted sections? Can you read rhythm notation to identify and perform word rhythms? Can you combine word rhythms with a steady beat? Can you perform rhythms on untuned percussion? Can you record, evaluate and refine a performance?</p> <p>Key vocabulary Beat Metre Ostinato/ ostinato Carillon Dynamics Pitch Rhythm</p>	<p>1.5 Machines Spring 2 1.8 Patterns Aut 1 1.10 Our Bodies</p> <p>Year A LKS2 Sum 1 4.5 Buildings Aut 1 3.2 Buildings KS1 Sum 1 2.6 Numbers Sum 1 2.4 Our Bodies Aut 2 1.5 Machines EYFS/ Y1 Sum 2 1.8 Pattern Sum 1 1.10 Our Bodies Spring 2 1.5 Machines Aut 1 1.2 Number</p>	<p>Y4/5 Spring 1 4.5 Buildings Sum 1 5.4 Keeping Healthy Y6 Elements of 1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan.</p>	
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			<p>identifying how music is used for a variety of reasons, for religion, relaxation, communication etc</p> <p>identifying key musical terminology and using it in description of music</p> <p>exploring different ways music is made</p>				
<p><b>Computing</b></p> <p><b>3.2 Creating media-animation</b></p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Children can draw a sequence of pictures</p> <p>Children can create an effective flip book—style animation. Children know how an animation/flip book works. Children can predict what an animation will look like. Children know why little changes are needed for each frame</p> <p>Children can create an effective stop-frame animation. Children know how to break down a story into settings, characters and events</p> <p>Children can describe an animation that is achievable on screen</p> <p>Children know how to create a storyboard . Children know how to use onion skinning to make small changes between frames. Children know how to review a sequence of frames to check work</p> <p>Children can add other media to an animation</p>	<p>Children can:use software to record, create and edit sounds and capture still images;</p> <p>change recorded sounds, volume, duration and pauses;</p> <p>use software to capture video for a purpose;</p> <p>crop and arrange clips to create a short film;</p> <p>plan an animation and move items within each animation for playback;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand:.</p> <p><b>INVESTIGATION</b></p> <p>asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p><b>EXPRESSION</b></p> <p>the ability to explain processes, concepts and practice, rituals and practices;</p> <p>the ability to identify and articulate computational thinking.</p> <p><b>REFLECTION</b></p> <p>the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <p><b>APPLICATION</b></p> <p>the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects.</p> <p><b>DISCERNMENT</b></p> <p>seeing clearly for themselves how they use computing in their daily lives and in future employment.</p>	<p>Enquiry Questions</p> <p>Q1 What is animation?</p> <p>Q2 What is stop frame?</p> <p>Q4 What are the key features of an animation</p> <p>Q5 How can I add other media to my finished work</p> <p>Key Vocabulary</p> <p>audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame</p>	<p><i>Year A term 2 EYFS Computing-painting</i></p> <p><i>Year A 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 B term 2 EYFS Computing-painting</i></p> <p><i>Year B term 3 EYFS Computing-writing</i></p> <p><i>Year B term 2 KS1 Computing-painting</i></p> <p><i>Year B term 3 Ks1 Computing-writing</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 Computing - web pages</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 3 yr 5/6 Computing - video editing</i></p>	<p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>REFLECTION</b></p> <p><b>APPLICATION</b></p> <p><b>DISCERNMENT</b></p> <p><b>EVALUATION</b></p>



			<p><b>EVALUATION</b> understand what can be done differently and what impact this may have on the outcome.</p>				
<p><b>PE</b> <b>Dance</b></p>	<p>Pupils should be taught to: perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Children know how to use movements to tell a narrative; Children can combine and link an increasing number of movement phrases and patterns; Children know how to create fluent movements, using precision and control; Children can show an awareness of other's movements, responding accordingly with their own movements; Children know how to evaluate their own performance and suggest ways to improve it. Children can develop dance motifs by adapting original ideas to vary the levels, methods of travel, speed, repeating movements and experimenting with different dynamics;</p>	<p>Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool downBegin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression</p> <p><b>INVESTIGATION-</b> -asking relevant questions - using different approaches to determine skills and tactics <b>EXPRESSION-</b> -the ability to express themselves through movement -the ability to explain what they do and how they do it <b>INTERPRETATION-</b></p>	<p>Enquiry Questions Q1 What do we mean by narrative? Q2 How can we link movements ? Q3 How can we evaluate a performance? Q4 How do we link dance motifs into a sequence&gt;+?</p> <p>Key Vocabulary Narrative, performance, movements, phrases, patterns, evaluate, effectiveness, dynamics</p>	<p><i>Year A term 2 EYFS Dance</i> <i>Year A term 2 KS1 Dance</i> <i>Year A term 2 Yr 3 Dance</i> <i>Year B term 2 EYFS Dance</i> <i>Year B term 2 KS1 Dance</i></p>	<p><i>Year A term 2 Yr 4/5 Dance</i> <i>Year A term 2 yr 5/6 Dance</i> <i>Year A term 2 Yr 3 Dance</i> <i>Year B term 2 Yr 4/5 Dance</i></p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b> <b>DISCERNMENT</b></p>

			<p>-understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p><b>APPLICATION</b></p> <p>- make connections between different skills in different sports and how these are interlinked</p> <p>-to apply the skills, they have learnt in different situations</p> <p><b>DISCERNEMENT-</b></p> <p>-understanding and responding to the tactics and games of others</p> <p>-developing insights into tactics and working as a team.</p>				
PSHE/ RSE	<p>Physical Well-being</p> <p>What keeps us Safe?</p> <p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p>	<p>Know how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</p> <p>Know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</p> <p>Know that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</p> <p>Know how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</p> <p>Know how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the</p>	<p>Understand that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>Understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>Understand about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>Understand about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>Understand about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information</p> <p>or images of themselves and others; what to do if frightened or worried by</p>	<p>Enquiry Questions</p> <p>Q1. How can I look after myself?</p> <p>Q2. How can I keep clean?</p> <p>Q3. Why is it important to wear seatbelts/safety helmets/fluorescent clothing when it is dark?</p> <p>Q4. How do we take medicines safely?</p> <p>Q5. Can products within the home be dangerous?</p> <p><b>Key Vocabulary</b></p> <p>Safety</p> <p>Prescription</p> <p>Medicine</p> <p>Bacteria</p> <p>Virus</p> <p>Hygiene</p> <p>Responsibility</p> <p>Danger</p> <p>Protection</p>	<p>Year B Term 2 EYFS</p> <p>PSHE/RSE: Physical wellbeing</p> <p>Year B Term 5 KS1</p> <p>PSHE/RSE: Being Safe</p> <p>Year A Term 1 EYFS</p> <p>PSHE/RSE: Myself</p> <p>Year B Term 5 KS1</p> <p>PSHE/RSE: being safe</p>	<p>Year B Term 3&amp;4 Y3&amp;4</p> <p>PSHE/RSE: Health prevention</p> <p>Year B Term 3&amp;4 Y4/5</p> <p>PSHE/RSE: Health prevention</p> <p>Year B Term 2 Y5/6 RSE/PSHE: Physical well being</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>REFLECTION</p>

		<p>use of medicines, such as for allergies and asthma, and other household products, responsibly)</p>	<p>something seen or read online and how to report concerns, inappropriate content and contact          Are able to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact          Understand about seeking and giving permission (consent) in different situations          Understand how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this          Can explain where to get advice and report concerns if worried about their own or someone else's personal safety (including online)  <b>INVESTIGATION –</b>          asking relevant questions; knowing how to use different types of sources as a way of gathering information.  <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.  <b>INTERPRETATION –</b>          the ability to draw meaning from different viewpoints, world events and societal change;          the ability to know that we are all different and we live in a diverse world;          the ability to use health information to be informed on issues pertaining to health and safety;</p>				
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			<p>the ability to be informed on physiological and emotional changes;</p> <p>the ability to be informed on good and bad choices and how to respond to different situations;</p> <p>the ability to know where to seek help and advice.</p> <p><b>REFLECTION</b></p> <p>the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices;</p> <p>the ability to think with clarity and care about significant events, emotions and change</p>				
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