

Kelso/Ramsey/Hyde-Autumn 1 Resources and the Environment
Small Village, Big Horizons

Curriculum Area	Key Knowledge Area	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Reference to the Application of Knowledge Across All Curriculum Areas
<p><i>Resources and the environment</i></p> <p><i>Geography</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 	<p>Children know land is an important natural resource in the UK</p> <p>Children know the many ways land is used, Children know how it has changed and the factors limiting the ways in which it can be used.</p> <p>Children know how fossil fuels are produced</p> <p>Children know they can be used to produce electricity. Children know how this power is distributed across the UK via the National Grid.</p> <p>Children know some of the problems associated with burning coal and gas.</p> <p>Children know some alternative sources of energy production to coal and gas</p> <p>Children know about clean renewables (wind, solar and Hydroelectric)</p> <p>Children know the pros and cons of their use.</p> <p>Children know some of the major wood-producing countries around the world</p> <p>Children know why Britain imports so many wood products from other countries.</p>	<ul style="list-style-type: none"> I ask, “Which PHYSICAL and HUMAN features does this place have and compare with other locations?” I give detailed reasons for those features using geographical language. I ask, “What may this place be like in the future?” and describe the possibilities, giving reasons that I back up with evidence based on current knowledge. I provide a balanced view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons. <p>INVESTIGATION –</p> <ul style="list-style-type: none"> asking relevant questions; using a variety of sources to find out about events, people, processes and changes carrying out fieldwork and observational skills to develop a greater place knowledge <p>EXPRESSION</p> <ul style="list-style-type: none"> the ability to recall, select and organise information the ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography <p>INTERPRETATION</p> <ul style="list-style-type: none"> the ability to draw meaning from maps, atlases, globes, and data collected through fieldwork; the ability to suggest meanings and draw conclusions from what they see 	<p>Enquiry Questions</p> <p>Year 5</p> <p>Q1 What natural resources can be found in Britain and how are they used?</p> <p>Q2 How are natural resources used to produce energy?</p> <p>Q3 How is electricity produced?</p> <p>Q4 Where in the world is wood produced?</p> <p>Q5 How is steel produced?</p> <p>Q6 How are glass and concrete made?</p> <p>Q7 What is the impact on the environment of overexploitation of natural resources</p> <p>Year 6</p> <p>Q1 What do we mean by abundant natural resources and where can they be found in Britain?</p> <p>Q2 How do we use fossil fuels to produce electricity and what alternatives are there?</p> <p>Q3 why and from where are wood products imported, what do we mean by sustainable?</p>	<p><i>Year A term 6 EYFS Around the World</i></p> <p><i>Year A term 6 Geography Britain and the World</i></p> <p><i>Year A term 3 KS1 science materials</i></p> <p><i>Year A Term 1 Year 3 Geography-Maps of the World</i></p> <p><i>Year A term 1 year 4/5 Geography =Rivers</i></p> <p><i>Year B Term 5 EYFS geography-local area</i></p> <p><i>Year B term 3 KS1 science materials</i></p> <p><i>Year B term3 Yr 3 Science electricity</i></p> <p><i>Year B term 2 yr 4/5 science electricity</i></p>	<p><i>Year B 1 Yr 5/6 science Electricity</i></p>	<p><i>INVESTIGATION</i></p> <p><i>EXPRESSION</i></p> <p><i>INTERPRETATION</i></p> <p><i>APPLICATION</i></p> <p><i>DISCERNMENT</i></p> <p><i>ANALYSIS</i></p> <p><i>SYNTHESIS</i></p> <p><i>EVALUATION</i></p>

		<p>☒ Children know different ways in which wood is used . ☒ Children know some of the problems associated with wood production. Children know the process of how steel is produced. Children know some of the uses of steel ☒ Children know how it is used and traded around the world☒ Children know how glass and concrete are produced Children know the natural resources used in their production. ☒Children know what the meaning of ‘abundant’ resources is ☒ Children know some of the benefits and drawbacks of exploiting natural resources Children know how to research an environmental concern ☒ Children know how to present their findings</p>	<p>APPLICATION · making the association between aspects of life in different countries, · considering the impact of human activities on the environment · learning both about and also from geography DISCERNMENT · explaining the importance of significant geographical events (earthquakes, erosion studies) · developing insight into people, motives, actions and consequences; · seeing clearly for themselves how individuals might learn from the study of geographical issues. ANALYSIS · distinguishing between opinion, belief and fact; · using data to draw conclusions or suggest hypotheses · distinguishing between the features of both human and physical geography nationally and internationally by comparing and contrasting locations SYNTHESIS · understanding the interdependence of both human and physical aspects of the world · connecting different aspects of life for people across different locations. EVALUATION – · the ability to evaluate an event or process of significance with reference to evidence and argument; · weighing up the respective evidence available and reach conclusion</p>	<p>Q4 What environmental impact does iron ore production have on the landscape? Q5 What are the principal natural resources for glass and concrete and what is the environmental impact of extraction? Q6 What happens to the human and physical aspects of geography due to overexploitation of resources</p> <p>Key Vocabulary Land use Resource Fossil fuels Renewables Abundant overexploitation</p>			
<p><i>Science</i> <i>Electricity</i></p>	<p>6e1: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 6e2: compare and give reasons for</p>	<p>Children know the main circuit symbols and use these to draw circuit diagrams; Children know how major discoveries led to the widespread use of electricity; Children can explain the effect of increasing or</p>	<p>Children describe how experimental evidence and creative thinking have been combined to provide a scientific explanation Children find an appropriate approach when trying to answer a question. Children select from a range of sources of information. When investigation involves a fair test,</p>	<p>Key Questions Year 5 Q 1 How can we represent a circuit Q 2 How was electricity first discovered? Q 3 How does changing the voltage affect a circuit</p>	<p><i>Year A term 1 EYFS science-seasonal changes</i> <i>Year A term 1 KS1 3 Science -seasonal changes</i> <i>Year A term3 yr 3 science electricity</i></p>	<p><i>Year A term 6 Yr5/6 science - electricity</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION DISCERNMENT SYNTHESIS EVALUATION</p>

	<p>variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>6e3: use recognised symbols when representing a simple circuit in a diagram</p>	<p>decreasing the voltage on different parts of a circuit; Children know how our understanding of electricity has changed over time; Children know how to draw circuit diagrams using the correct symbols and label the voltage</p> <p>Children know how to represent circuits using symbols in a diagram. Children know about two of the most important scientific inventors in the field of electricity – Thomas Edison and Nikola Tesla. Children know what electricity is and how to measure it.</p>	<p>Children find the key factors to be considered. Children make predictions based on scientific knowledge and understanding. Children select apparatus and plan to use it effectively. Children make a series of observations, comparisons or measurements with precision. Children use the computer to collect data (data logging.) Children record observations and measurements systematically. Children can present (where appropriate) data as line graphs. Children use appropriate scientific language and conventions to communicate quantitative and qualitative data. They repeat observations and measurements and offer explanations for any differences. Children draw conclusions that are consistent with the evidence and relate these to scientific knowledge. Children make practical suggestions about how working methods can be improved.</p> <p>INVESTIGATION</p> <p>asking relevant questions; knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSEION</p> <p>the ability to identify and articulate scientific understanding</p> <p>INTERPRETATION</p> <p>the ability to draw meaning from scientific theories, theories and studies.</p> <p>DISCERNMENT</p> <p>Explaining the significance of scientific studies and investigations.</p> <p>SYNTHESIS</p>	<p>Q 4 What do the symbols in a diagram represent</p> <p>Q5 Why were Tesla and Edison important</p> <p>Year 6</p> <p>Q1 What are current and voltage?</p> <p>Q2 How is electricity produced in a cell?</p> <p>Q3 What are the key components of electrical circuits (switches, bells, buzzers, bulbs)</p> <p>Q3 How are these represented in circuits?</p> <p>Q4 How can we use electricity in the classroom for a purpose?</p> <p>Q5 Why do some circuits not work and how can we correct this?</p> <p>Q6 What were some of the key points in the domestic use of electricity?</p> <p>Vocabulary</p> <p>circuit</p> <p>symbol.</p> <p>cell/battery</p> <p>current.</p> <p>amps.</p> <p>voltage</p> <p>resistance.</p> <p>electrons</p>	<p><i>Year A term 6 yr 3 Light</i></p> <p><i>Year a term 2 yr 4/5 science electricity</i></p> <p><i>Year B term 6 Year 3 Science-Light Year B</i></p>		
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			<p>linking significant features of history and Science together in a coherent pattern.</p> <p>EVALUATION the ability to evaluate a finished product and scientific investigation; Distinguishing between opinion and fact</p>				
<p>MFL</p> <p>6.1 <i>Le Week-end</i></p>	<p>O6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <p>O6.2 Perform to an audience</p> <p>O6.3 Understand longer and more complex phrases or sentences</p> <p>O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <p>L6.1 Read and understand the main points and some detail from a short written passage</p> <p>L6.2 Identify different text types and read short, authentic texts for enjoyment or information</p> <p>L6.3 Match sound to sentences and paragraphs</p> <p>L6.4 Write sentences on a range of topics using a model</p>	<p>Children know how to ask and talk about regular activities Children can say what they don't do Children know how to ask and say what other people do Children know how to talk about what you like/dislike doing</p>	<p>Yr 5</p> <p>Oracy: Understand numbers in multiples of 10 up to 100 Understand and give simple directions Say that Children don't understand and ask for something to be repeated Give information Use short sentences when asking and answering questions Prepare a short talking task alone or with a partner and present this with reasonable pronunciation Listen to a story or poem and identify key words and phrases</p> <p>Reading: Show understanding of a short text containing familiar and unfamiliar language Retrieve information from a text To make predictions based on existing knowledge Read aloud to a partner or small group</p> <p>Writing: Write a simple poem Write short sentences in a presentation or booklet Write simple instructions accurately Write sentences on a range of topics using a model</p> <p>Language: Use agreements of adjectives Manipulate language by changing an element in a sentence</p> <p>Cultural: Look at further aspects of everyday lives from the perspective of someone from another country Know about places of interest/importance within the county studied</p> <p>Year 6</p> <p>Oracy: Follow short descriptions in order to find specific information</p>	<p>Key Questions</p> <p>Question 1 What did you do during the week?</p> <p>Question 2 What dont you do?</p> <p>Question 3 Do you like+</p> <p>Key Vocabulary</p> <p>Qu'est-ce que tu fais [le mercredi/le samedi]?</p> <p>Le lundi... j'écoute de la musique, je joue (au basket), je mange [du gâteau], je regarde [la télé], je bois [du chocolat chaud], je fais du vélo, je fais du roller</p> <p>Tu fais... ? joues... ? regardes... ?</p> <p>● Je n'écoute pas... Je ne regarde pas... Je ne joue pas ...</p> <p>Je ne bois pas de... Je ne mange pas de... Je ne fais pas de... (+ activities from Lesson 1 + negatives)</p> <p>● Qu'est-ce qu'il/elle fait le week-end? ... le lundi matin/après-midi/soir?</p> <p>Le lundi matin, il/elle... fait [du sport/du vélo], écoute [la radio/des CD], mange [un sandwich], boit [du jus d'orange], regarde (la télé), joue [au tennis/au foot]</p> <p>● Est-ce que tu aimes faire/écouter/jouer/regarder ... ?</p>	<p><i>Nouns</i></p> <p>Unit 3.2 Year A term 2 yr 3</p> <p>Unit 3.4 Year A term 4 yr 3</p> <p>Unit 3.5 Year A term 5 yr 3</p> <p>Unit 3.6 Year A term 6 yr 3</p> <p>Unit 4.6 Year A term 6 Yr 4/5</p> <p>Unit 5.</p>	<p><i>Nouns</i></p> <p>Unit 6.2 Year B term 2 yr 5/6</p> <p>Unit 6.6 Year B term 6 yr 5/6</p>	<p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>SYNTHESIS</p> <p>EVALUATION</p>

	<p>IU6.1 Compare attitudes towards aspects of everyday life</p> <p>IU6.2 Recognise and understand some of the differences between people</p>		<p>Devise and perform a short sketch in role play situation Demonstrate creativity and imagination in using known language in new contexts Listen attentively and understand more complex phrases and sentences Understand longer and more complex phrases or sentences Use spoken language confidently to initiate and sustain conversations and to tell stories Prepare a short presentation on a familiar topic Be understood when speaking in a different language</p> <p>Reading : Use knowledge of word order and sentence construction to support the understanding of written text Read and understand the main points and some detail from a short written passage. Read aloud with confidence</p> <p>Writing: Write sentences using some Description Apply a range of linguistic knowledge to create simple, written pieces that can be understood Use dictionaries to support writing</p> <p>Language: Understand and use negatives. Recognise patterns in the foreign language</p> <p>Cultural: Present information about an aspect of culture Compare and contrast countries where language is spoken with this country Investigate famous people / events from the chosen country to be studied Investigate cultural differences</p> <p>INTERPRETATION</p> <p>the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material</p> <p>the ability to suggest meanings</p> <p>APPLICATION</p> <p>making the association between English and French</p> <p>DISCERNMENT</p>	<p>J'aime, Je n'aime pas, J'adore, Je déteste... faire du vélo, écouter des CD/la radio, regarder la télé, jouer au football/tennis, faire du sport</p>			

			<p>explaining the significance of a new culture and the importance of understanding a language correctly</p> <p>ANALYSIS distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p> <p>SYNTHESIS linking significant features of languages together</p> <p>EVALUATION the ability to hold a conversation in French</p>				
RE	<p>God – Christianity</p> <p>UC 2b.1 (core) What does it mean if God is loving and holy?</p>	<p>Know that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>Know that Christians believe God is both holy and loving. Know Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</p> <p>Know that Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.</p>	<p>Can identify some different types of biblical texts, using technical terms accurately.</p> <p>Can explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Can make clear connections between Bible texts studied about God and how Christians put these beliefs into practice; for example, through calling for justice, promoting forgiveness and so on.</p> <p>Can show how Christians put their beliefs about God into practice in worship: for example, through confession.</p> <p>Can weigh up how biblical ideas about love, holiness or forgiveness relates to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.</p> <p>INVESTIGATION: asking relevant questions;</p>	<p>Enquiry Questions</p> <p>Q1. What words might you use to describe a being who could be 'God'?</p> <p>Q2. What does omnipotent mean?</p> <p>Q3. Think about God being just holy and not loving – what is the difference?</p> <p>Q4 What do you love about the world today?</p> <p>Q5. What do you not like?</p> <p>Q6. What did Jesus say about the people who nailed him to a cross?</p> <p>Key Vocabulary Omnipotent omniscient Eternal Injustice Angered The Fall Loving Forgiving</p>	<p>Year A Term 5 EYFS RE: My Life</p> <p>Year A Term 2 KS1 RE: God – Christianity</p> <p>Year A Term 3&4 KS1 RE: Thankfulness</p> <p>Year A Term 6 KS1 RE: Inspirational Christians</p> <p>Year A Term 3 Y3&4 RE: God – Incarnation</p> <p>Year B Term 3&4 KS1 RE: Jesus' teaching</p> <p>Year B Term 3&4 Y3&4 RE: God – Incarnation</p> <p>Year B Term 5 Y4/5 RE: Creation</p>	<p>Year A Term 1 Y5/6 RE: God-Christianity</p> <p>Year A Term 3 Y5/6 RE: Creation</p> <p>Year B Term 1 Y5/6 RE: God – Christianity</p> <p>Year B Term 3&4 Y5/6 RE: Creation</p>	<p>Investigation</p> <p>Reflection</p> <p>Empathy</p> <p>Discernment</p> <p>Evaluation</p>

			<p>knowing how to use different types of sources as a way of gathering information</p> <p>REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices; the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.</p> <p>EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to see the world through the eyes of others and to see issues from their point of view.</p> <p>DISCERNMENT explaining the significance of aspects of religious belief and practice; developing insight into people, motives, actions and consequences; seeing clearly for themselves how individuals might learn from the religions they study.</p> <p>EVALUATION the ability to debate issues of religious significance with reference to evidence and argument; weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p>				
<p><i>Art/DT</i></p> <p><i>Agate watercolour slices</i></p>	<p>Pupils should be taught: to develop their techniques, including their control and their use of materials, with</p>	<p>Children know what agate is. Children know that agate has a ring structure. Children know that watercolour is generally translucent. Children know how to create light and dark shades of the</p>	<p>review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and</p>	<p>Enquiry Questions Q1. What is agate? Q2. What are the characteristics of watercolours? Q3. How do you create shades?</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></p>	<p><i>Year A term 1 yr 5/6 Art-Pastels</i> <i>Year B term 2 Yr 5/6 Art-oil pastels</i></p>	<p>INVESTIGATION – EXPRESSION – REFLECTION – EMPATHY –: APPLICATION – DISCERNMENT –: EVALUATION –:</p>

	<p>creativity, experimentation and an increasing awareness of different kinds of art, craft and design; to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history</p>	<p>same colour. Children know what concentric means Children can vary shades of concentric rings. Children can blend shades, Children can use a brush effectively to give rings of different widths Children can add sugar for texture. Children can compare their watercolours with those of other artists and evaluate their efforts</p>	<p>understanding in this strand: create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: INVESTIGATION – <ul style="list-style-type: none"> •asking relevant questions; •knowing how to use different types of sources as a way of gathering information; •knowing how pieces are created EXPRESSION – <ul style="list-style-type: none"> •the ability to explain techniques, colours and use of media; •the ability to identify and articulate opinions on how an artist has chosen to express their ideas. REFLECTION – in Art and Design this includes: <ul style="list-style-type: none"> •the ability to reflect on pieces of art, including their purpose, meaning, and technique. •the process the artist went through to create their piece. EMPATHY –: <ul style="list-style-type: none"> •the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; •developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; •the ability to see the world through the eyes of others and to see pieces of art from their point of view. APPLICATION – <ul style="list-style-type: none"> •making the association between the purpose, technique, media and meaning behind a piece; •identifying the purpose of the piece. DISCERNMENT –: <ul style="list-style-type: none"> •explaining the significance of aspects of a piece of art; </p>	<p>Q4 what are concentric rings? Q% how do you add texture</p> <p>sketchbook, develop, refine, texture, shape, form, pattern, structure blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>	<p><i>Year A term 6 KS1 Art-west indian art Year A term 2 yr 3 Art-Monet Year A term 2 yr4/5 Art-Constable Year B Term 1 EYFS Art-portraits Year B term 2 EYFS Art-observational drawings Year B term 2 EYFS Art-aboriginal Year B Term 1 KS1 Art-portraits Year B term 2 KS1 Art-observational drawings Year B term 2 KS1 Art-aboriginal Year B term 1 Yr 3 Art-van Gogh Year B term1 Yr 4/5 Art-landscapes</i></p>		
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			<ul style="list-style-type: none"> •developing insight into individuals and communities; •seeing clearly for themselves how individuals might learn from the artists they study <p>EVALUATION –:</p> <ul style="list-style-type: none"> the ability to debate the purpose behind a piece of art and the final outcome; the ability to debate the use of a certain type of media for a purpose 				
Music	<p>6.1 World Unite (Step dance performance) NC 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. Mu 2/ 1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.4 use and understand staff and other musical notations</p>	<p>6.1 World Unite (Step dance performance) Children will explore beat and syncopation through song and body percussion. Children will develop co-ordination and rhythm skills. Children will perform a rhythmic sequence to a place of music. Children will develop the idea of pitch shape and relating it to movement. Children will understand pitch through movement and notation. Children will create rhythm patterns. Children will arrange different musical sections to build a larger scale performance. Children will explore rhythm through dance. Children will combine different rhythms. Children will explore ways of combining and structuring rhythms through dance.</p>	<p>6.1 World Unite (Step dance performance) Children keep a steady beat to a complex piece of music. Children sing the song and accompany it with body beat pattern, highlighting the syncopation of the melody. Children will arrange body beat patterns in unison and together. Learn and perform the World Cup passing game. Children will perform three melodies as patterns of higher and lower movements. Children will improvise scat sounds for melodies. Children will revise and rehearse in preparation for a performance. Children will learn a rhythmic dance sequence. Children will combine different rhythm sequences. Children will improvise and develop a dance sequence. INVESTIGATION Exploring a range of tuned and untuned instruments to compose music. Knowing how to use a range of sources to research music, composers and its history. EXPRESSION</p>	<p>6.1 World Unite (Step dance performance) Key Questions What is the steady beat in the music? Can you sing the song and accompany it with a body beat pattern? Can you arrange body beat patterns in unison and together? Can you learn and perform the World Cup passing game? Can you create a new cup passing beat patterns? Can you perform melodies as patterns of higher and lower movements? Can you combine a rhythm sequence with others? What is the structure of the dance rhythms? Can you improvise and develop a dance sequence?</p>	<p>6.1 World Unite (Step dance performance) <i>Prior knowledge performance, composing</i> <i>Year B</i> Y4/5 Sum 2 5.6 Performance Spring 1 4.12 Food and Drink Aut 2 4.11 In the Past Aut 1 4.2 Environment LKS2 Sum 2 4.11 In the Past Sum 1 4.9 Communication Spring 1 3.8 Communication Aut 2 3.4 Poetry Aut 1 3.1 Environment KS1 Sum 2 2.12 Travel EYFS/ Y1 Spring 2 1.11 Travel <i>Year A</i> Y6 Spring 2 World Unite Y4/5 Sum 2 5.5 At the Movies</p>	<p>6.1 World Unite (Step dance performance) <i>Year B</i> Spring 2 6.4 Roots Summer 2 6.6 Moving On <i>Year A</i> Summer 2 6.6 Moving On</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</p>

			<p>the ability to recognise how composers express themselves through their music.</p> <p>INTERPRETATION 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.</p> <p>APPLICATION identifying key musical terminology and using it in description of music exploring different ways music is made.</p> <p>DISCERNMENT recognising that people perceive music in a range of different ways. seeing how the great composers have influenced modern music.</p> <p>ANALYSIS distinguishing between genres of music distinguishing between the features of music identifying instruments used within a composition.</p> <p>SYNTHESIS – in music this includes: linking a range of musical devices together to create effective compositions. taking inspiration from existing musical performances to compose and perform music effectively.</p> <p>EVALUATION the ability to evaluate their own and other performances. the ability to form opinions about music from different genres.</p>		<p><i>Aut 1 4.1 Poetry</i> <i>Aut 1 4.2 Environment</i> <i>LKS2 Sum 2 4.12 Food and Drink</i> <i>Sum 2 4.11 In the Past</i> <i>Aut 1 3.1 Environment</i> <i>KS1 Sum 2 2.21 Travel</i> <i>EYFS/ KS1 Spring 2 1.11 Performance</i></p>		
Computing	Pupils should be taught: Design, write and debug programs that	Children know that systems are built using a number of parts. Children know that a computer system features	use the skills already developed to create content using unfamiliar technology;select, use and combine the appropriate technology tools to	Q1 What are systems? Q2 How do we use the internet?	<i>Year A term 1 EYFS Computing-technology around us</i>	<i>Year A term 1 yr 5/6 Computing-communication</i>	INVESTIGATION EXPRESSION INTERPRETATION SYNTHESIS

<p>5.1 <i>Computing system s and network s - sharin g info</i></p>	<p>accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 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 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 Use technology safely, respectfully and responsibly;</p>	<p>inputs, processes, and outputs. Children know that computer systems communicate with other devices Children know some tasks that are managed by computer systems Children know the human elements of a computer system Children can explain the benefits of a given computer system Children know that data is transferred using agreed methods Children know that networked digital devices have unique addresses. Children know that data is transferred over networks in packets Children know that connected digital devices can allow us to access shared files stored online. Children know how to send information over the internet in different ways. Children know that the internet allows different media to be shared Children know some strategies to ensure successful group work. Children can make thoughtful suggestions on my group's work Children can compare working online with working offline. Children can identify different ways of working together online Children know that working together on the internet can be public or private. Children can explain how the internet enables effective collaboration</p>	<p>create effect; review and improve their own work and support others to improve their work; save, retrieve and evaluate their work, making amendments; insert a picture/text/graph/hyperlink from the internet or personal file search for information using appropriate websites and advanced search functions within Google; use strategies to check the reliability of information (cross-check with another source such as books); talk about the way search results are selected and ranked; check the reliability of a website, including the photos on site; tell you about copyright and acknowledge the sources of information; 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 understand computing theories; the ability to suggest meanings.</p> <p>SYNTHESIS linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes.</p> <p>EVALUATION the ability to evaluate how a computing system works.</p>	<p>Q3 How can we share information? Q4 How can we collaborate on a project></p> <p>Key Vocabulary world wide web, search, search engine, advanced search, results, Google, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, website, browser, address bar.</p>	<p><i>Year A term 1 Ks1 Computing-It around us</i> <i>Year A term 1 Yr 3 Computing - connecting computers</i> <i>Year A term 1 Yr 4 Computing-the internet,</i> <i>Year A term 1 yr 4/5 Computing-sharing information</i> <i>Year B term 1 EYFS Computing_ technology around us</i> <i>Year B term 1 KS1 Computing - technology around us</i> <i>Year B term 1 Yr 3 Connecting computers</i> <i>Year B term 1 Yr 4/5 Computing -the internet</i></p>		<p>EVALUATION</p>
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		<p>evaluate their own and other's performance and suggest improvements with support.</p> <p>Rugby help lead and take part in warm-ups and cool-downs safely; • move with the ball using the correct technique with increasing speed and control, including changing direction; • pass and receive the ball using the correct technique with some control and accuracy; • begin linking together different skills in a game with some fluency and success; • begin demonstrating an awareness of space in a game; • create rules to play a new game successfully, with support; • follow more complex rules to play a new game, with support; • demonstrate knowledge of and begin to use some skills and techniques for attacking and defending in a game situation, with some success; • evaluate their own and others' work and suggest improvements with support.</p>	<p>- 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- -understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p>APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills, they have learnt in different situations</p> <p>DISCERNMENT- -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team.</p> <p>ANALYSIS- -explaining what they have done to improve a skill and what can be done to improve efficiency the next time</p> <p>SYNTHESIS -linking learning from one skill to another -transfer of skills across an increasingly wide range of sports</p> <p>EVALUATION -evaluate what is good in a performance -understanding what can be done differently and what impact this may have on the outcome</p>				
<p>PSHE/ RSE</p>	<p>Emotional Wellbeing</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p>	<p>Know how mental and physical health are linked.</p> <p>Know how positive friendships and being involved in activities such as clubs, school and community groups support wellbeing.</p>	<p>Can recognise warning signs about wellbeing and how to seek support for themselves and others.</p> <p>Understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p>	<p>Enquiry Questions</p> <p>Q1. Can you devise a class charter?</p> <p>Q2. How can you contribute to the life of the school?</p>	<p><i>Year A Term 1 EYFS PSHE/RSE: Myself Year A Term 2 EYFS PSHE/RSE: Health and Safety Year A Term 5 KS1 PSHE/RSE: Being Safe</i></p>	<p><i>Year A Term 5 Y5/6 PSHE/RSE: Being Safe Year B Term 2 Y5/6 PSHE/RSE: Physical Wellbeing Year B Term 6Y5/6</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</p>

	<p>Know how to manage the influence of friends and family on health choices. know how to manage and contribute to situations involving them.</p> <p>Know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school.</p> <p>Know that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on.</p> <p>Know that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else.</p>	<p>Understand about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>Understand how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>Understand about what good physical health means; how to recognise early signs of physical illness.</p> <p>Understand that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³.</p> <p>INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p> <p>EXPRESSION – the ability to explain patterns of behaviour, beliefs, feelings and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.</p> <p>INTERPRETATION –: the ability to draw meaning from different viewpoints, world events and societal change; the ability to know that we are all different and we live in a diverse world; the ability to use health information to be informed on issues pertaining to health and safety; the ability to be informed on physiological and emotional changes; the ability to be informed on good and bad choices and how to respond to different situations;</p>	<p>Q3. What makes an effective school councillor/Mini Police/Eco Champion etc?</p> <p>Q4. Can you plan a healthy meal?</p> <p>Q5 How do you stay physically and emotionally healthy?</p> <p>Q6. Can you change/break unhealthy behaviours/habits?</p> <p>Q7. How do we respond if something is against our human rights?</p>	<p><i>Year A Term 5 Y3&4 PSHE/RSE: Being Safe</i></p> <p><i>Year A Term 5 Y4/5 PSHE/RSE: Being Safe</i></p> <p><i>Year B Term 2 EYFS PSHE/RSE: Physical Wellbeing</i></p> <p><i>Year B Term 2 Y3&4 PSHE/RSE: Physical Wellbeing</i></p> <p><i>Year B Term 2 Y4/5 PSHE/RSE: Physical Wellbeing</i></p>	<p><i>PSHE/RSE: Growing and Changing</i></p>
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			<p>the ability to know where to seek help and advice.</p> <p>REFLECTION –: the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices; the ability to think with clarity and care about significant events, emotions and change.</p> <p>EMPATHY – the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others and to see issues from their point of view. om their point of view.</p> <p>APPLICATION – making the association between personal experiences and those of others; making the association between individual, groups, community, national and international life.</p> <p>DISCERNMENT-: developing insight into people, motives, actions and consequences; the ability to understand emotional and physical wellbeing; the ability to understand different types of families and relationships; seeing clearly for themselves how individuals might learn from PSHE and RSHE in regards to health and safety.</p> <p>ANALYSIS distinguishing between opinion, belief and fact.</p> <p>SYNTHESIS – linking significant features of emotional, behavioural, physiological, sociological, societal and health and safety awareness together in a coherent pattern; connecting different aspects of life</p> <p>EVALUATION –</p>				
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			<p>the ability to debate issues of significance with reference to evidence and argument; weighing up the respective claims of self-interest, consideration for others, personal preferences and individual conscience.</p>				
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	<p>Kelso/Ramsey/Hyde-Autumn 2 Volcanoes and Earthquakes Small Village , Big Horizons</p>
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<i>Curriculum Areas</i>	Key Knowledge	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
<i>Volcanoes</i>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe and understand key aspects of: 	<p>Children know the structure of the earth. Children know what the layers are called Children know the</p>	<ul style="list-style-type: none"> I ask, "Which PHYSICAL and HUMAN features does this place have and compare with other locations?" I give detailed reasons for those features using geographical language. 	<p>Enquiry Questions Q1 What is the structure of the earth? Q2 What is the structure of the volcano?</p>	<p><i>Year A term 6 EYFS Around the World</i> <i>Year A term 6 Geography Britain and the World</i></p>	<p><i>Year B 1 Yr 5/6 science Electricity</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT</p>

<p><i>and earthquakes</i></p> <p>Geography</p>	<p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p>	<p>functions of each layer</p> <p>Children know the features of a volcano. Children can name the features (chimney, throat, ash cloud, gas, molten rock, crater, main vent, secondary vent, laval flow, volcanic bomb, magma chamber, fumarole)</p> <p>Children know the difference between active and dormant volcanoes</p> <p>Children know what active and extinct mean</p> <p>Children know how to find some volcanoes on a map</p> <p>Children know the link between volcano location and tectonic plates</p> <p>Children know what happens when a volcano explodes</p> <p>Children know what the outcomes of an explosion are</p> <p>Children know what the terms Volcanic ash, Lava flow Volcanic bombs Pyroclastic flow Mud flow (or 'lahar') mean</p> <p>Children know what happened when Souffriere exploded</p> <p>Children know that people live near volcanoes. Children know that there are agricultural benefits to volcanoes</p>	<p>I ask, "What may this place be like in the future?" and describe the possibilities, giving reasons that I back up with evidence based on current Children knowledge.</p> <ul style="list-style-type: none"> I map land use of a location and devise my own range of criteria. I provide a balanced view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons. <p>INVESTIGATION –</p> <ul style="list-style-type: none"> asking relevant questions; using a variety of sources to find out about events, people, processes and changes carrying out fieldwork and observational skills to develop a greater place knowledge <p>EXPRESSION</p> <ul style="list-style-type: none"> the ability to recall, select and organise information the ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography <p>INTERPRETATION</p> <ul style="list-style-type: none"> the ability to draw meaning from maps, atlases, globes, and data collected through fieldwork; the ability to suggest meanings and draw conclusions from what they see <p>APPLICATION</p> <ul style="list-style-type: none"> making the association between aspects of life in different countries, considering the impact of human activities on the environment learning both about and also from geography <p>DISCERNMENT</p> <ul style="list-style-type: none"> explaining the importance of significant geographical events (earthquakes, erosion studies) ; developing insight into people, motives, actions and consequences; seeing clearly for themselves how individuals might learn from the study of geographical issues. 	<p>Q3 Where are volcanoes located?</p> <p>Q4 What are the dangerous features of volcanoes?</p> <p>Q5 What impact do volcanoes have on people?</p> <p>Q6 How are volcanoes and earthquakes linked?</p> <p>Q7 What are the dangerous features of earthquakes?</p> <p>Q8 How can we locate epicentres on a map?</p> <p>Year 6</p> <p>Q1 What are the key layers of the earths structure called and what role do they play?</p> <p>Q2 What are the key features of a volcano and how do they occur?</p> <p>Q3 Where are active and dormant volcanoes found and what causes the difference?</p> <p>Q4 What are the physical and human characteristics of living in a volcano area</p> <p>Q5 What features cause earthquakes and how are these linked to volcanoes</p> <p>Q6 How can we use latitude and longitude to track earthquakes?</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> core, inner core, outer core, mantle crust chimney, throat, ash cloud gas, molten rock, crater, main vent, secondary vent, lava flow 	<p><i>Year A term 3 KS1 science materials</i></p> <p><i>Year A Term 1 Year 3 Geography-Maps of the World</i></p> <p><i>Year A term 1 year 4/5 Geography =Rivers</i></p> <p><i>Year B Term 5 EYFS geography-local area</i></p> <p><i>Year B term 3 KS1 science materials</i></p> <p><i>Year B term3 Yr 3 Science electricity</i></p> <p><i>Year B term 2 yr 4/5 science electricity</i></p>	<p>ANALYSIS</p> <p>SYNTHESIS</p> <p>EVALUATION</p>
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		<p>☒Children know that there are some tourist benefits to volcanoes Children know where earthquakes occur Children know what the impact of tectonic plates has Children know why earthquakes and volcanoes are linked Children know what happens when an earthquake happens ☒ Children know what the outcomes are Children know what the terms Ground shaking, Tsunamis ,Landslides, Raising or lowering of land,Liquefaction ☒ Children know what we mean by latitude and longitude Children know how to use these to identify a location</p>	<p>ANALYSIS</p> <ul style="list-style-type: none"> · distinguishing between opinion, belief and fact; · using data to draw conclusions or suggest hypotheses · distinguishing between the features of both human and physical geography nationally and internationally by comparing and contrasting locations <p>SYNTHESIS</p> <ul style="list-style-type: none"> · understanding the interdependence of both human and physical aspects of the world · connecting different aspects of life for people across different locations. <p>EVALUATION –</p> <ul style="list-style-type: none"> · the ability to evaluate an event or process of significance with reference to evidence and argument; · weighing up the respective evidence available and reach conclusion 	<p>volcanic bomb, magma chamber fumarole ,dormant, active, extinct • crust, core, mantle, tectonic plate, fault line, boundary line, Ring of Fire •, eruption, avalanche, scorching hot, ombs, volcanic ash, lava flow, volcanic bombs, pyroclastic flow, mud flow (or ‘lahar’) avalanche, shaking, tsunami, landslide, raising/lowering of land, liquefaction</p>			
<p>Science</p> <p>Animal s inc Human s=nutrition</p>	<p>6b2: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>6b3: describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Children know that the human circulatory system is composed of 2 parts - the systemic circulation and the pulmonary circulation. Children know about the role of the heart, blood vessels, and the components of blood such as red and white blood cells, platelets and plasma. Children know that the human heart is a vital organ.</p>	<p>Children describe how experimental evidence and creative thinking have been combined to provide a scientific explanation Children find an appropriate approach when trying to answer a question. Children select from a range of sources of information. When investigation involves a fair test, Children find the key factors to be considered. Children make predictions based on scientific knowledge and understanding. Children select apparatus and plan to use it effectively. Children make a series of observations, comparisons or measurements with precision.</p>	<p>Enquiry Questions</p> <p>Year 5</p> <p>Q1 What does the human circulatory system consist of</p> <p>Q2 What is the role of the different components of blood</p> <p>Q3 How does the heart work.</p> <p>Q 4 What is the role of blood in the body</p> <p>Q 5 What effect does alcohol have on the body?</p> <p>Year 6</p>	<p>Year A term 1EYFS science- animals/names</p> <p>Year A term 5 ks1 science - animals/senses</p> <p>Year A term1 yr 3 science animals/nutrition</p> <p>Year A term 5 yr 3 animals/skeletons</p> <p>yearA term 2 yr 4/4 science animals/digestion</p> <p>Year a term 2 yr 4/5 science electricity</p>	<p>Year A term 4 Yr5/6 science -animals/diet</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>EVALUATION</p>

	<p>Children know how blood flows through its double pumps system to the lungs and all around the body, supplying oxygen and removing waste products</p> <p>Children know about the active ingredient in alcoholic drinks (alcohol or ethanol), and that the strength of a beverage can be measured as the percentage alcohol by volume (% ABV).</p> <p>Children know about the short and long-term effects of alcohol consumption.</p>	<p>Children use the computer to collect data (data logging.) Children record observations and measurements systematically. Children can present (where appropriate) data as line graphs. Children use appropriate scientific language and conventions to communicate quantitative and qualitative data.</p> <p>They repeat observations and measurements and offer explanations for any differences. Children draw conclusions that are consistent with the evidence and relate these to scientific knowledge. Children make practical suggestions about how working methods can be improved.</p> <p>INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSEION the ability to identify and articulate scientific understanding</p> <p>INTERPRETATION the ability to draw meaning from scientific theories, theories and studies; the ability to suggest meanings</p> <p>APPLICATION The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p> <p>DISCERNMENT Explaining the significance of scientific studies and investigations.</p> <p>ANALYSIS distinguishing between the feature's methods of different investigations</p> <p>EVALUATION the ability to evaluate a finished product and scientific investigation; Distinguishing between opinion and fact.</p>	<p>Q1 What are pulmonary and systemic circulation?</p> <p>Q2 How do the components of blood support the circulatory system? (cells, platelets and plasma)</p> <p>Q3 What is the function of the heart in supplying oxygen and removing waste products?</p> <p>Q4 How does heart rate change over time?</p> <p>Q5 how can we maintain a healthy heart?</p> <p>Vocabulary Circulation Pulmonary Systemic Platelets Cells Plasma Oxygenated Alcohol consumption</p>	<p><i>Year B term 1 EYFS science senses</i></p> <p><i>Year B term 4 ks1 science animals/exercise</i></p> <p><i>Year B term 2 Year 3 Science-animals digestion</i></p> <p><i>Year B term 3 yr 4/5 science animals/changes</i></p>		
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<p>MFL</p> <p>6.2 Le Weekend</p>	<p>O6.1 Understand the main points and simple opinions in a spoken story, song or passage</p> <p>O6.2 Perform to an audience</p> <p>O6.3 Understand longer and more complex phrases or sentences</p> <p>O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <p>L6.1 Read and understand the main points and some detail from a short written passage</p> <p>L6.2 Identify different text types and read short, authentic texts for enjoyment or information</p> <p>L6.3 Match sound to sentences and paragraphs</p> <p>L6.4 Write sentences on a range of topics using a model</p> <p>IU6.1 Compare attitudes towards aspects of everyday life</p> <p>IU6.2 Recognise and understand</p>	<p>Children know how to ask and say what clothes they'd like.</p> <p>Children know how to give opinions about clothes. Children know how to say what clothes you wear.</p> <p>Children can ask and talk about prices (including numbers 60-80)</p>	<p>Yr 5</p> <p>Oracy: Understand numbers in multiples of 10 up to 100 Understand and give simple directions Say that Children don't understand and ask for something to be repeated Give information Use short sentences when asking and answering questions Prepare a short talking task alone or with a partner and present this with reasonable pronunciation Listen to a story or poem and identify key words and phrases</p> <p>Reading: Show understanding of a short text containing familiar and unfamiliar language Retrieve information from a text To make predictions based on existing knowledge Read aloud to a partner or small group</p> <p>Writing: Write a simple poem Write short sentences in a presentation or booklet Write simple instructions accurately Write sentences on a range of topics using a model</p> <p>Language: Use agreements of adjectives Manipulate language by changing an element in a sentence</p> <p>Cultural: Look at further aspects of everyday lives from the perspective of someone from another country Know about places of interest/importance within the county studied</p> <p>Year 6</p> <p>Oracy: Follow short descriptions in order to find specific information Devise and perform a short sketch in role play situation Demonstrate creativity and imagination in using known language in new contexts Listen attentively and understand more complex phrases and sentences Understand longer and more complex phrases or sentences Use spoken language confidently to initiate and sustain conversations and to tell stories Prepare a</p>	<p>Key Questions</p> <p>Question 1 What do you want to buy?</p> <p>Question 2 What is it like</p> <p>Question 3 What colour do you want?</p> <p>Question 4 How much!</p> <p>Key Vocabulary</p> <p>Qu'est-ce que tu veux? Tu veux... ? Je voudrais un t-shirt, un pantalon, un chapeau, une veste, une jupe, une chemise, des chaussures, des lunettes de soleil + et</p> <p>C'est comment? C'est moche, beau, trop grand, trop petit, trop cher... et/mais... Je porte... un pantalon, un chapeau, un t-shirt, une veste, une chemise, une jupe, des chaussures, des lunettes de soleil... rose, orange, marron, rouge(s) jaune(s), vert(e)(s), bleu(e)(s), noir(e)(s), blanc(s), blanche(s)</p> <p>C'est combien? Ça coûte [soixantedouze] euros</p> <p>Numbers 60 to 80</p>	<p>Numbers</p> <p>Unit 3.1 Year A term 1 yr 3</p> <p>Unit 3.4 Year A term 4 yr 3</p> <p>Unit 3.6 Year A term 6 yr 3</p> <p>Unit 4.2 Year A term 2 Yr 4/5</p> <p>Unit 4.3 Year A term 3 yr 4/5</p> <p>Nouns</p> <p>Unit 3.2 Year A term 2 yr 3</p> <p>Unit 3.4 Year A term 4 yr 3</p> <p>Unit 3.5 Year A term 5 yr 3</p> <p>Unit 3.6 Year A term 6 yr 3</p> <p>Unit 4.6 Year A term 6 Yr 4/5</p> <p>Unit 5.</p>	<p>None</p> <p>Nouns</p> <p>Unit 6.6 Year B term 6 yr 5/6</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>SYNTHESIS</p> <p>EVALUATION</p>
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	some of the differences between people		<p>short presentation on a familiar topic Be understood when speaking in a different language</p> <p>Reading : Use knowledge of word order and sentence construction to support the understanding of written text Read and understand the main points and some detail from a short written passage. Read aloud with confidence</p> <p>Writing: Write sentences using some Description Apply a range of linguistic knowledge to create simple, written pieces that can be understood Use dictionaries to support writing</p> <p>Language: Understand and use negatives. Recognise patterns in the foreign language</p> <p>Cultural: Present information about an aspect of culture Compare and contrast countries where language is spoken with this country Investigate famous people / events from the chosen country to be studied Investigate cultural differences</p> <p>INVESTIGATION asking relevant questions about the language; broaden cultural experiences and investigate a new way of speaking</p> <p>EXPRESSION the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; the ability to present ideas and information orally to a range of audiences</p> <p>INTERPRETATION the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material the ability to suggest meanings</p> <p>APPLICATION making the association between English and French</p> <p>DISCERNMENT</p>				

			<p>explaining the significance of a new culture and the importance of understanding a language correctly</p> <p>ANALYSIS distinguishing between opinion, belief, and fact</p> <p>distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p> <p>SYNTHESIS linking significant features of languages together</p> <p>EVALUATION the ability to hold a conversation in French</p>				
RE	<p>Big Question -</p> <p>Do you have to be believe in God to be good?</p> <p>Opportunity to study Humanism and explore beliefs such as social justice and the The Golden Rule</p>	<p>Know about accepting individual responsibility to reason about our actions</p> <p>Know the Humanist view on the importance of reason, empathy, compassion, and respect for the dignity of all persons when deciding how to act</p> <p>Know about the absence of sacred texts, divine rules, or unquestionable authorities to follow</p> <p>Know about reward and punishment as insufficient motivations to do good; consideration of the consequences of our actions on others and the outcome if everyone</p>	<p>Understand that humanists believe the Golden Rule is so universal because it evolved naturally from the fact our species has long lived together in communities.</p> <p>Understand that Humanists believe those who care about others and act on it usually have better relationships and more fulfilling lives: they are happier.</p> <p>Understand that Humansists believe the Golden Rule can be worked out by anyone, anywhere, through experience. It does not need to be given by a god or gods.</p> <p>Understand that Humanists believe it is a basic principle based on our common humanity and which grew from a natural capacity for reason and empathy.</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, rituals and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media</p> <p>REFLECTION</p>	<p>Enquiry Questions</p> <p>Q1. Is Humanism a belief system or an attitude to life?</p> <p>Q2. What do Humanists believe?</p> <p>Q3. How do Humanists decide what is right and wrong?</p> <p>Q4. How do Humanists try to make the world a better place?</p> <p>Q5. What difference does being a Humanist make to people?</p> <p>Q6. Do humanists have any rules? When might they think it is OK to break them? If it's OK to break rules, does that make them pointless?</p> <p>Q7. Is the Golden Rule enough on its own? Can it go wrong?</p> <p>Q8. What practical action do humanists take to work for justice and equality?</p>	<p><i>Year A Term 1 EYFS</i> <i>RE: Myself</i> <i>Year A Term 6 Y3&4</i> <i>RE: Big Question – what is a good life?</i> <i>Year A Term 2 Y5/6</i> <i>RE: Big Question – Humanism</i> <i>Year A Term 3 EYFS</i> <i>RSE/PSHE: Respect</i> <i>Year A Term 3 KS1</i> <i>RSE/PSHE: Respect</i> <i>Year A Term 3 Y3/4</i> <i>RSE/PSHE: Respect</i> <i>Year A Term 3 Y4/5</i> <i>RSE/PSHE: Respect</i> <i>Year B Term 6 Y3&4</i> <i>RE: Gig Question – Who Am I?</i> <i>Year B Term 5/6 Y4/5</i> <i>RE: In depth study</i></p>	<p>Year A Term 4 Y5/6 RE: Creation and science</p> <p>Year A Term 3 Y5/6 RSE/PSHE: Respect</p> <p>Year B Term 2 Y5/6 RE: Big Question - Humanism</p>	<p>Investigation</p> <p>Expression</p> <p>Reflection</p> <p>Empathy</p> <p>Application</p> <p>Discernment</p> <p>Evaluation</p>

		<p>were to act in the same way Know the value of general moral principles but the need for flexibility and the opportunity to question rules Know that The Golden Rule as a naturally evolved ethical principle, present in a wide variety of cultures throughout history Know the importance of practical action for humanists; judging not what people say but what they do</p>	<p>the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices; the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres. EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to see the world through the eyes of others and to see issues from their point of view. APPLICATION making the association between religions and individual, community, national and international life; identifying key religious values and their interplay with secular ones. DISCERNMENT explaining the significance of aspects of religious belief and practice; developing insight into people, motives, actions and consequences EVALUATION the ability to debate issues of religious significance with reference to evidence and argument; weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p>	<p>Q9. Can you be a humanist if you don't always try to be good?</p> <p>Key Vocabulary Humanist Humanism Humanity Atheism Agnosticism Science Evidence Curiosity Reason Empathy Compassion Respect Dignity The Golden Rule Responsibility Human rights Happy Human Flourishing Celebrant</p>			
<p>Art Drawing people in action</p>	<p>Pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation</p>	<p>Children can visualise and demonstrate a sequence of actions. Children can record from first-hand observation. Children can comment on how artists use form and figures in movement</p>	<p>review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: create a colour palette, demonstrating mixing</p>	<p>Enquiry Questions Q1. What do we mean by action? Q2. How can we show an emotion? Q3. How can we create the illusion of movement?</p>	<p><i>Year A term 2 EYFS</i> <i>Art-van Gogh</i> <i>Year A term 5 EYFS</i> <i>Ary-landscapes</i> <i>Year A term4 KS1 Art-landscapes</i> <i>Year A term 6 KS1</i> <i>Art-west indian art</i></p>	<p><i>Year A term 1</i> <i>yr 5/6 Art-Pastels</i></p>	<p>INVESTIGATION EXPRESSION EMPATHY INTERPRETATION APPLICATION ANALYSIS SYNTHESIS</p>

	<p>and an increasing awareness of different kinds of art, craft and design; to create sketch books to record their observations and use them to review and revisit ideas; to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history</p>	<p>art. Children can identify how facial features alter when engaged in physical activity. Children can record from experience and imagination. Children can use colours to reflect an idea or emotion. Children know something of the work of different artists who portray movement in their work, including Muybridge, Boccioni and Delaunay, and look at different techniques used to create the illusion of movement. Children can experiment with different techniques. Children can annotate their work. Children understand how they can adapt the style of artists for their own purposes. Children know what a montage is and look at some examples. Children can experiment with different methods and techniques . Children can arrange images to produce the illusion of movement. Children can describe what they think and feel about their own artwork and the work of others. Children</p>	<p>techniques;use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>INVESTIGATION –</p> <ul style="list-style-type: none"> •asking relevant questions; •knowing how to use different types of sources as a way of gathering information; •knowing how pieces are created <p>EXPRESSION –</p> <ul style="list-style-type: none"> •the ability to explain techniques, colours and use of media; •the ability to identify and articulate opinions on how an artist has chosen to express their ideas. <p>EMPATHY –:</p> <ul style="list-style-type: none"> •the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; •developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; •the ability to see the world through the eyes of others and to see pieces of art from their point of view. <p>APPLICATION –:</p> <ul style="list-style-type: none"> •making the association between the purpose, technique, media and meaning behind a piece; •identifying the purpose of the piece. <p>ANALYSIS –:</p> <ul style="list-style-type: none"> •distinguishing between an artist’s meaning and what others may interpret; •distinguishing between the features of a piece of art and its significance. <p>SYNTHESIS –</p> <ul style="list-style-type: none"> •linking the style of artists together; •connecting technique to a period of art. 	<p>Q5how do Muybridge, Boccioni and Delauney show movement</p> <p>Key Vocabulary</p> <p>Action, layering, printing, montage,</p>	<p><i>Year A term 2 yr 3 Art-Monet Year A term 2 yr4/5 Art-Constable Year B Term 1 EYFS Art-portraits Year B term 2 EYFS Art-observational drawings Year B term 2 EYFS Art-aboriginal Year B Term 1 KS1 Art-portraits Year B term 2 KS1 Art-observational drawings Year B term 2 KS1 Art-aboriginal Year B term 1 Yr 3 Art-van Gogh Year B term1 Yr 4/5 Art-landscapes Year B term 2 Yr 5/6 Art-watercolours</i></p>		
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		<p>canuse a press print to create a similar piece of artwork, considering how they can create the illusion of movement. • Children can experiment with different methods and techniques. Children can arrange images to create the illusion of movemen • Children can discuss their own work and the work of others. Children can select ideas to use in their work. Children can apply their knowledge of materials and processes to create their own artwork? • Children can compare their work with others as part of the process of evaluation? •</p>					
<p><i>Music</i></p>	<p>6.2 Journeys (Song cycle performance) NC 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. Mu2/1.5 Appreciate and</p>	<p>6.2 Journeys (Song cycle performance) Children will learn to sing in a three part harmony. Children will explore expressive singing in a part- song with echoes. Children will develop song cycles for a performance. Children stage a performance with awareness of audience.</p>	<p>6.2 Journeys (Song cycle performance) Children will learn to sing sections of a song and feel the three beat metre using body movements, Children will learn to sing the unison sections of a song. Children will combine three parts and perform the whole song. Children will learn to sing two versions of a chorus. Children will learn the echo sections of a song. Children prepare a performance of two songs. Children will learn a melody and explore the structure of a song.</p>	<p>6.2 Journeys (Song cycle performance) Key Questions What is the three beat metre in the song? Can you match body movements to the three beat metre? Can you combine three parts and perform the whole song? Can you sing the verses in unison? Can you prepare a performance? What is the melody and structure of the song?</p>	<p>6.2 Journeys (Song cycle performance) Year B Y6 Spring 1 6.3 Growth Y4/5 Aut 2 4.11 In the Past LKS2 Summer 2 4.11 In the past Summer 2 4.10 Time Aut 2 3.6 Time KS1 Summer 2 2.12 Travel EYFS/ Y1 Spring 2 1.11 Travel</p>	<p>6.2 Journeys (Song cycle performance) Year B Summer 2 6.6 Moving On Year A Summer 2 6.6 Moving On</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</p>

	<p>understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians. Mu2/1.6 develop an understanding of the history of music</p>	<p>Children sing a pop song with backing harmony. Children will learn about a song's structure. Children will learn to sing major and minor note patterns accurately. Children will learn a pop song with understanding of its structure. Children will develop a song cycle performance incorporating mixed media. Children develop planning, directing and rehearsal skills.</p>	<p>Children will sing a vocal warm- up and identify the major/ minor sequences in a song. Children will perform a series of songs to decide on an order for a song cycle. Children will prepare a multimedia performance of their song cycle.</p> <p>INVESTIGATION Investigating how the voice and body can be used to make sounds. Exploring a range of tuned and untuned instruments to compose music.</p> <p>EXPRESSION the ability to explore music as a medium for expressing themselves.</p> <p>INTERPRETATION the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo.</p> <p>APPLICATION identifying key musical terminology and using it in description of music exploring different ways music is made.</p> <p>DISCERNMENT recognising that people perceive music in a range of different ways.</p> <p>ANALYSIS distinguishing between the features of music identifying instruments used within a composition.</p> <p>SYNTHESIS linking a range of musical devices together to create effective compositions. taking inspiration from existing musical performances to compose and perform music effectively.</p> <p>EVALUATION the ability to evaluate their own and other performances.</p>	<p>What are the major/ minor sequences in a song? What is a song cycle? What multimedia can you use in your performance?</p>	<p><i>Year A</i> <i>Y4/5 Sum 2 5.5 At the Movies</i> <i>LKS2 Summer 2 4.11 In the Past</i> <i>KS1 Sum 2 2.21 Travel</i> <i>EYFS/ KS1 Spring 2 1.11 Performance</i></p>		
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<p>Computing 5.2 Creating media Vector drawings</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>Children know that vector drawings are made using shapes. Children know the main drawing tools. Children know how a vector drawing is different from paper-based drawings. Children can identify the shapes used to make a vector drawing Children know that each element added to a vector drawing is an object. Children can move, resize, and rotate objects Children know how to use the zoom tool to help add detail to drawings. Children can explain how alignment grids and resize handles can be used to improve consistency. Children know how to modify objects to create different effects. Children know that each added object creates a new layer in the drawing. Children can identify which objects are in the front layer or in the back layer of a drawing Children know how to change the order of layers in a vector drawing Children know how to copy part of a drawing by</p>	<p>use search tools to find and use an appropriate website and content; use strategies to improve results when searching online; use key vocabulary to demonstrate knowledge and understanding in this strand, use appropriate keyboard commands to amend text on a device; use applications and devices in order to communicate ideas, work, and messages; save, retrieve and evaluate work, making amendments; insert a picture/text/graph/hyperlink from the internet or a personal file; use key vocabulary to demonstrate knowledge and understanding in this strand.: : INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging. EXPRESSION the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking. 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 APPLICATION making the association between computing, maths, technology and science. the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects. ANALYSIS distinguishing between prediction and fact; distinguishing between the feature's methods of different investigations. SYNTHESIS linking digital literacy, computer science and information technology together to</p>	<p>Q1 What do we use drawing tools for? Q2 what is a vector drawing? Q3 How do we create layers Q4How do we group objects</p> <p>Key Vocabulary</p> <p>: filter, Google, search engine, image, keyboard, insert, tabledraw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck</p>	<p>Year A term 2 EYFS Computing-painting Year A term 3 EYFS Computing-writing Year A term 2 KS1 Computing-photography Year A term 3 Ks1 Computing-music Year A term 2 Yr 3 Computing-animation Year A term 3 Yr 3 Computing-publishing Year A term 2 Yr 4 Computing -audio editing Year A term 2 Yr 4/5 computing vector drawing Year A term 3 Yr 4 Computing photo editing Year A term 3 Yr 4/5 Video-editing Year B term 2 EYFS Computing-painting Year B term 3 EYFS Computing-writing Year B term 2 KS1 Computing-painting Year B term 3 Ks1 Computing-writing Year B term 2 Yr 4/5 Computing -audio editing Year B term 3 Yr 4/5 Computing photo editing</p> <p>Year B term 2 Yr 3 Computing-animation</p>	<p>Year A term 2 Yr 5/6 Computing - 3d modelling Year A term 3 yr 5/6 Computing - web pages Year B term 2 Year B term 3 yr 5/6 Computing - video editing</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION APPLICATION ANALYSIS SYNTHESIS EVALUATION</p>
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		<p>duplicating several object Children can group to create a single object. Children know how to reuse a group of objects to further develop a vector drawing, Children can create alternatives to vector drawings and suggest improvements</p>	<p>deepen understanding of a variety of processes. EVALUATION understand what can be done differently and what impact this may have on the outcome</p>				
PE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>children know how to demonstrate a range of dance techniques such as isolation tempo and repetition. Children can combine and link an increasing number of movement phrases and patterns both individually and within a pair of group. Children can create movements in response to different sounds. Children can use this skill of improvisation responding to stimuli will stop children know how to adapt and change their movements according to different stimuli. Children know how to combine and link a small number of movement phrases and patterns. Children know how to listen to and respond accordingly to advice from others as to how</p>	<p>understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary</p>	<p>Question one how can I respond to stimuli? Question 2 what dance techniques can I use? Question 3 how can I work in a group? Question 4 can I represent objects and actions through dance question 5 how do I put a range of movements together? Question 6 how do I make it better?</p> <p>Key vocabulary Isolation, repetition, tempo, sequence, stimuli</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 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 EYFS Dance</i> <i>Year B term 2 KS1 Dance</i> <i>Year B term 2 Yr 4/5 Dance</i></p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>APPLICATION</i> <i>DISCERNMENT</i> <i>ANALYSIS</i> <i>SYNTHESIS</i> <i>EVALUATION</i></p>	

		<p>to improve their performance will stop children know how to clearly create movements to represent an idea. Children know how to assess their own and others performances and begin to suggest improvement.</p>	<p>to compare and improve work. Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</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- -understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p>APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills, they have learnt in different situations</p> <p>DISCERNMENT- -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team.</p> <p>ANALYSIS- -explaining what they have done to improve a skill and what can be done to improve efficiency the next time</p> <p>SYNTHESIS -linking learning from one skill to another -transfer of skills across an increasingly wide range of sports</p> <p>EVALUATION -evaluate what is good in a performance -understanding what can be done differently and what impact this may have on the outcome</p>				
<p>PSHE/ RSE</p>	<p>Health and Wellbeing</p>	<p>Know how to recognise and respect similarities and</p>	<p>Understand about stereotypes; how they can negatively influence behaviours and</p>	<p>Enquiry Questions</p>	<p><i>Year A Term 1 EYFS PSHE/RSE: Myself</i></p>	<p><i>Year A Term 1 5/6 PSHE/RSE:</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>

	<p>What makes up our identity?</p> <p>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p> <p>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p>	<p>differences between people and what they have in common with others.</p> <p>Know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes).</p> <p>Know how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex).</p> <p>Know about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others.</p> <p>Know how to challenge stereotypes and assumptions about others.</p>	<p>attitudes towards others; strategies for challenging stereotypes.</p> <p>Understand and recognise what makes them special.</p> <p>Able to recognise the ways in which we are all unique.</p> <p>Understand about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Understand that for some people gender identity does not correspond with their biological sex</p> <p>Can recognise their individuality and personal qualities</p> <p>INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p> <p>EXPRESSION –: the ability to explain patterns of behaviour, beliefs, feelings and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.</p> <p>INTERPRETATION – the ability to draw meaning from different viewpoints, world events and societal change; the ability to know that we are all different and we live in a diverse world; the ability to use health information to be informed on issues pertaining to health and safety; the ability to be informed on physiological and emotional changes; the ability to be informed on good and bad choices and how to respond to different situations; the ability to know where to seek help and advice.</p> <p>REFLECTION –: the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices;</p>	<p>Q1. How are we different and the same?</p> <p>Q2. What factors contribute to a person's identity?</p> <p>Q3. Can personal qualities change someone's identity?</p> <p>Q4. Do stereotypes inform us of a person's identity?</p> <p>Q5. How can you challenge negative stereotypes?</p> <p>Key Vocabulary</p> <p>Stereotypes</p> <p>Gender/Race/Class/Sexual Orientation</p> <p>Ethnicity</p> <p>Faith</p> <p>Identity</p> <p>Similarities/differences</p> <p>Tolerance</p> <p>Empathy</p> <p>Understanding</p> <p>British Values</p>	<p><i>Year A Term 1 KS1 PSHE/RSE: Families and People</i></p> <p><i>Year A Term 1 Y3&4 PSHE/RSE: Families and People</i></p> <p><i>Year A Term 1 4/5 PSHE/RSE: Families and People</i></p> <p><i>Year B Term 1 EYFS PSHE/RSE: Emotional well-being</i></p> <p><i>Year B Term 1 Y3&4 PSHE/RSE: Emotional well-being</i></p> <p><i>Year B Term 1 Y4/5 PSHE/RSE: Emotional well-being</i></p>	<p><i>Families and People</i></p> <p><i>Year B Term 6 Y5/6 PSHE/RSE: Growing and Changing</i></p>	<p>APPLICATION</p> <p>DISCERNMENT</p> <p>ANALYSIS</p> <p>SYNTHESIS</p> <p>EVALUATION</p>
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			<p>the ability to think with clarity and care about significant events, emotions and change.</p> <p>EMPATHY –: the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others and to see issues from their point of view. om their point of view.</p> <p>APPLICATION –: making the association between personal experiences and those of others; making the association between individual, groups, community, national and international life.</p> <p>DISCERNMENT-: developing insight into people, motives, actions and consequences; the ability to understand emotional and physical wellbeing; the ability to understand different types of families and relationships; seeing clearly for themselves how individuals might learn from PSHE and RSHE in regards to health and safety.</p> <p>ANALYSIS – distinguishing between opinion, belief and fact.</p> <p>SYNTHESIS – linking significant features of emotional, behavioural, physiological, sociological, societal and health and safety awareness together in a coherent pattern; connecting different aspects of life.</p> <p>EVALUATION –: the ability to debate issues of significance with reference to evidence and argument; weighing up the respective claims of self-interest, consideration for others, personal preferences and individual conscience.</p>				
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