

Key Stage 1 Curriculum Map Year B Summer

Crowland/Westminster/Regent/St. James Summer 1 Food, Glorious Food  
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>Food, Glorious Food</i></p> <p><i>Geography</i></p>	<p>Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK,</p> <p>Yr 3</p>	<p>Children know what a farm is and the different types of farms, namely arable, livestock and dairy.</p> <p>Children know what happens on each type of farm and why farms are so important.</p> <p>Children know why farms are found in rural as opposed to urban areas.</p> <p>Children will be able to identify some of the main buildings in a farm, such as the pig sty, hen house and office, and how the land around the farm is used for pasture and crops</p> <p>Children know what the four points on a compass mean and how to use them to navigate around a map of a farm.</p> <p>Children will be able to describe where places are in relation to each other and how keys and symbols are used on maps to make them easier to read.</p> <p>Children know how to identify the four seasons of the year and identify their features.</p> <p>Children can describe what typically happens on a farm</p>	<p>Yr 1</p> <ul style="list-style-type: none"> <li>• I ask what is this place like? • I tell others' the things I like and dislike about a place</li> </ul> <p>Yr 2</p> <ul style="list-style-type: none"> <li>• I ask what is this place like? • I tell others' the things I like and dislike about a place. • I use words, pictures, bar charts, and pictograms to help me describe places</li> </ul> <p>Yr 3</p> <p>I ask, "Which HUMAN features does this place have?" •• I describe different points of view on an environmental issue affecting a locality.*.</p> <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>	<p>Year 1</p> <p>Q1 What different types of farms can we name ( arable, livestock, dairy)</p> <p>Q2 What buildings would you find on a farm?</p> <p>Q3 What happens during the farming year?</p> <p>Year 2</p> <p>Q1what happens on the different farm types</p> <p>Q2 How does the activity on each type of farm change during the year?</p> <p>Q3 What crops are grown locally and why?</p> <p>Q4 Why are different farm types found in different areas of the UK ( eg arable in Lincolnshire, animal rearing in the lake district?)</p> <p>Year 3</p> <p>Q1 How is food produced ( planting/harvesting/process ing/cooking/eating)</p> <p>Q2 Do we grow all our own foods?</p> <p>Q3 Why do we transport foods around the world?</p> <p>Q4 What impact will this have?</p>	<p>Year A Term 1 EYFS science-seasons and weather</p> <p>Year A term 5 EYFS Art –healthy foods</p> <p>Year A Term 6 EYFS Geography around the world</p> <p>Year A Term 6 EYFS Science Plants and their structure</p> <p>Year B Term 2 EYFS Local area geography</p> <p>Year B Term 2 EYFS Science Seasons</p> <p>Writing</p> <p>Year A term 6 EYFS Instructions</p> <p>Year B Term 5 EYFS Instructions</p>	<p>Year A Term 1 KS1 Science-Seasons</p> <p>Year A term 1 yr 3 Geog-Maps of the world</p> <p>Year A term 1 yr 3 Science-nutrition</p> <p>Year A Term 1 Year 5/6 land Uses</p> <p>Year A Term 2 KS1 Science-Plants and how they grow and Animals</p> <p>Year A Term 2 Year 3 Plants and Climates</p> <p>Year A term 2 yr 4/5 science-digestion</p> <p>Year A term 2 yr 5/6 science -digestion</p> <p>Year A Term 6 KS1 Geography-Britain and the World</p> <p>Year B term 1 Year 3 Climates</p> <p>Year B term 3 Yr 4/5 music-foods</p> <p>Year B Term 5 year 4/5 World's Kitchen</p> <p>Year B term 5 yr 4/5 DT-healthy snacks</p> <p>Year B term 2 yr 5/6 science –nutrition</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p>

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul>	<p>during each of the four seasons in terms of animal and crop care</p> <p>Children will know the difference between urban and rural areas and the ways in which towns and farms are different to each other in terms of both their human and physical features.</p> <p>Yr 3</p> <p>Children will understand the story of food production, from planting seeds to harvesting, processing, cooking and eating</p> <p>Children will know about the global trade in food</p> <p>Children will know that many foods have been transported a great distance before we eat them</p> <p>Children will know that there are environmental costs associated with the transportation of food</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>Key Vocabulary</b></p> <p>Agriculture Arable Dairy Rural Seasonality Food miles environment</p>		<p><i>Writing</i></p> <p><i>Year A term 2 yr 3 Instructions</i></p> <p><i>Year B term 5 yr 4/5 Instructions</i></p>	
<p><b>Science</b></p>	<p>Yr 1 Sc1/2.1 Plants Sc1/2.1a identify</p>	<p>Children know what a plant is, Children know a variety of common garden plants, are able</p>	<p>Yr. ½ they talk about what they see, hear touch, smell or taste. They ask</p>	<p>Enquiry Questions Year 1</p>	<p>Year A Term1 EYFS Science-seasonal changes</p>	<p>Year A term 6 KS1 science, plants</p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b></p>

	<p>and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Yr 3 3a2: explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant 3a3: investigate the way in which water is transported within plants 3a4: explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>to identify some of their features, and consider why they are appealing to people. Children name some wild plants, and know how their seeds came to be there. Children name trees, they know the differences between deciduous and evergreen trees. Children know the main parts of a variety of plants and describe their functions. Children know ways in which plants change over time. Children know the function of the flower, stem, leaves and roots. Children Know the 4 stages in the life cycle of a flowering plant - germination, growth, flowering, and fertilisation/seed production. Children know different seed dispersal methods evolved by plants including dispersal by gravity, by wind, by water, and by animals.</p>	<p>questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g. Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p> <p>Yr. 3 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 suggest how they can make the improvements to their work INVESTIGATION - asking relevant questions; knowing how to use different types of sources as a way of gathering information EXPRESSION – the ability to explain concepts, methods and practices; the ability to identify and articulate scientific understanding</p>	<p>Q1 What are the functions of different parts of the flowers ( flower, stem, roots, leaves) Q2 do all plants grow in the same places? Q3 How do wild flowers get there  ? Q4 How do plants grow from bulbs and seeds? Q4 Are the trees in the school grounds deciduous or evergreen? Year 2 Q1 What is the difference between a plant and a tree? Q2 How does the structure of a tree compare to the structure of a flower? Q3 How many different common and wild plants and trees can I identify? Q4 Which of the trees I can identify are deciduous and which are evergreen? Year 3 Q1 What are the four stages of the life cycle of a flowering plant ( germination, growth, flowering and fertilisation or seed production) Q2 What part does flower structure play in all of these processes? Q3 what are the different dispersal methods evolved by plants ( gravity, wind, water animals)?</p> <p>Key Vocabulary Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud • Names of trees in the local area • Names of</p>	<p>Year A term 1 KS1 Geog-weather Year A term 1 KS1 Science- seasons Year A term 3 EYFS music-seasons Year B Term2 KS1 Science-seasonal changes</p>	<p>Year A term 6 year 3, Plants Year B term 2 KS1 music-seasons Year B term 1 yr 3 Geog-climates and biomes Year B term 1 yr 5/6 Geog -resources and environments Year B term 5 KS1 science-plants Year B term 5 Year 3 Plants Year B term 5 Yr 4/5 Geog-world's kitchen Year B term 5 yr 4/5 science reproduction in plants</p>	<p><b>APPLICATION ANALYSIS EVALUATION</b></p>
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<b>RE</b>	<p><u>Crowland and Regent Summer 1 and Summer 2</u></p> <p><u>Places of Worship</u></p> <p>The mosque/church/synagogue is a special place to worship and pray. It is also the body of people not just the building.</p> <p>For Christians, the church is a holy blessed space.</p> <p>For Jews, worship is an act of devotion</p> <p>Moses and the people of God built the Tabernacle (tent of meeting) to house the ark of the covenant.</p>	<p>Torah scroll: know contains the story of the people of Israel, the chosen people of God, as well as the mitzvot (commandments) that God has given his people to follow; use of the Torah scroll during worship in the synagogue and way in which it is respected</p> <p>Yad: know it is a hand-shaped pointer used to help Jewish people read the Torah scroll without touching it directly; links to ways in which Jewish people show respect to the Torah</p> <p>Ner Tamid: know for Jew’s it is the everlasting light, often lit outside the Ark (the place in which the Torah scroll is stored); represents God and the fact that he is eternal and always present with his chosen people, the people of Israel (the Jews)</p> <p>Tallit: know it is the prayer shawl worn by Jewish people during worship; the fringe in the four corners of the shawl are tied in a pattern called the tzitzit – this reminds Jewish people of the mitzvot (commandments)</p>	<p>Ask good questions that reveal understanding about places of worship and what happens there. Connect the features of the mosque, synagogue and church to stories in the Koran, Bible and Torah</p> <p>Use religious vocabulary to name and describe the features of a synagogue and church building and other places of worship.</p> <p>Describe a few similarities and differences between places of worship.</p> <p><b>INVESTIGATION</b> asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing what may constitute evidence for understanding religions.</p> <p><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</p>	<p>Enquiry Questions</p> <p>Q1 What is a church (building vs community of people following Jesus)?</p> <p>Q2 What are the key features of a church and how do they connect with Christian beliefs about God, the world and human beings?</p> <p>Q3 What makes a Christian church a special place?</p> <p>Q4 What other kinds of spaces do Christians worship in? (e.g. Forest Church, house groups, etc.)</p> <p>Q5 What are the key Jewish beliefs – one God, the chosen people of Israel, the covenants (special promises/contracts between God and his chosen people)?</p> <p>Q6 Who are key people? e.g. Moses and Abraham</p> <p><b>Key vocabulary</b> Church Vicar/minister</p>	<p>Year A EYFS Term 4 Geography – Journeys</p> <p>Year A EYFS Term 1 RE – Myself</p> <p>Year A EYFS Term 2 RE – My Friends/God (Christianity)</p> <p>Year A EYFS Term 5 &amp; 6 RE – Our Special Places</p> <p>Year A EYFS Term 4 English – Recounts</p> <p>Year A EYFS Term 5 English – Information Texts</p> <p>Year B EYFS Term 3 English – Information Texts</p> <p>Year B EYFS Term 3 RSE - Respect</p>	<p>Year B Y3 Term 4 RE – The Trinity</p> <p>Year B Y3 Term 2 PSHE – Friendships and Community</p> <p>Year B Y4/5 Term 2 &amp; 3 RE – How do Muslims and Hindus worship?</p> <p>Year B Y4/5 Term 5 &amp; 6 RE – In depth study of Judaism</p> <p>Year B Y5/6 Term 5/6 RE – Rites of Passage</p> <p>Year B Y5/6 Term 2 PSHE – Friendship and Community</p> <p>Year A Y4/5 Term 1 RE – Christian pilgrimage</p> <p>Year A Y5/6 Term 2 RE – How do Muslims and Hindus worship?</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><b>SYNTHESIS</b></p>

	<p>People of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there.</p> <p>Key Jewish beliefs – one God, the chosen people of Israel, the covenants (special promises/contracts between God and his chosen people)</p>	<p>that God has asked them to follow; in Orthodox Jewish communities, the tallit is only worn by men; in Reform Jewish communities, men and women can wear it</p> <p>Christianity Candle: know it is the symbol of Jesus, the light of the world; bringing light into darkness, symbolising goodness/hope in dark times; lit as a form of prayer: prayer = speaking and listening to God – saying, ‘God, you’re awesome’, thank you, sorry, please; lit as a way of remembering someone/something</p> <p>Font: know the key feature of baptism; symbolises entry into the Christian community; Jesus’ baptism (Matthew 3:13-17) and its connections with the Christian belief about God as Trinity (Father, Son and Holy Spirit); key elements of a baptism service: promises, prayer, sprinkling of water, candle; different ways in which baptism is performed in different Altar: table upon which the shared meal of Holy Community (Mass/Eucharist/Lord’s Supper) takes place; symbolises the Last Supper (last meal Jesus shared with his friends</p> <p>Islam Prayer mat: know it is used during prayer (five times a day); links between regular prayer and Muslim beliefs about God and harmony; preparations for prayer (wudu); prayer facing Makkah; actions and words associated with prayer and ways in which they connect with</p>	<p>APPLICATION making the association between religions and individual, community, national and international life</p> <p>DISCERNMENT explaining the significance of aspects of religious belief and practice</p> <p>ANALYSIS distinguishing between the features of different religions.</p> <p>SYNTHESIS linking significant features of religion together in a coherent pattern</p>	<p>Pews Font Alter Stained glass Candles (Jesus being the light of the world) Worship Holy Sacred Synagogue Rabbi Torah Yad Ner Tamid Ark of the Covenant Tallit Prayer mat Qibla Minaret Kaabah Muezzin Makkah Mosque adhaan</p>		<p>Year A Y5/6 Term 5/6 RE – In=depth study of Judaism</p>	
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	<p><u>St James' and Westminster Summer 1 and Summer 2 Thankfulness</u></p> <p>Making links with 'life journeys' for Christians and Jews Know and understand key festivals based on thankfulness such as Harvest, Sukkot Know how Christians and Jews say thank you for important life</p>	<p>Muslim beliefs about God and harmony Qibla: know it indicates the direction of Makkah; Makkah as the birthplace of Islam, the site of the Kaabah (Muslims believe this is the first place dedicated to the worship of one God); links between Makkah and the Prophets Ibrahim and Muhammad; used to work out which direction to face when praying; ensures everyone is praying in harmony around the world Minaret: know it is the tower from which the adhaan (call to prayer) is given; adhaan is sung by a muezzin; minaret ensures this adhaan can be heard as far as possible to make sure as many Muslims as possible know it is time to pray; links with Muslim beliefs about God and harmony</p> <p>Christianity Know about the importance of gratitude (saying thank you) – do you only have to say thank you if you believe in God? Christianity: Harvest festival – saying thank you for the harvest; connect with beliefs about God as creator and human beings as stewards (i.e. there to look after God's creation); explore different ways in which Christians around the world celebrate harvest Judaism Judaism: know key beliefs: in one God, who has created the world; in the people of Israel (Jewish people) as the chosen people of God; the covenants (a series of contracts between God</p>	<p>They understand the different ways in which Christians say thank you to God (e.g. at baptism, prayer – speaking and listening to God; s Pupils can understand that harvest festival is a way of saying thank you for the gifts of the natural world They can explore the idea of different types of gift, e.g. of time, of talents, of money, etc. Make links between this and what Christians do during Harvest festival. They can share key Jewish beliefs – one God, the chosen people of Israel,</p>	<p>Enquiry Questions Q1 Are there some things that only particular people say thank you for? E.g. supporters of Lincoln City FC saying thank you for the team winning the checktrade trophy, pupils in Class 2 saying thank you to Miss Smith for helping them learn and explore new things this year... Q2 Different religious communities have special festivals to say thank you to God – do you only have to</p>	<p>Year A EYFS Term 2 RSE – Friendship and Community Year A EYFS Term 4 RE – Special Times for Me and Others Year A EYFS Term 5 RE – My Life Year A EYFS Term 4 English – Recounts</p>	<p>Year B Y3 Term 2 RSE/PSHE - Friendship and Community Year B Y3 Term 2 RSE/PSHE - Respect Year B Y4/5 Term 5/6 RE – In depth study of Judaism Year B Y5/6 Term 2 English – Explanation Text Year B Y5/6 Term 5 English – non chronological report Year B Y5/6 Term 5 RE – Life Journey</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION EMPATHY APPLICATION SYNTHESIS</p>
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	<p>events and welcome them such as a birth of a new baby</p>	<p>and his chosen people that ties them together in relationship), Sukkot – know the festival of the booths; it remembers the time when God’s chosen people, the people of Israel, wandered in the desert after escaping slavery in Egypt (possibly recap the story of Moses) and God protected them by providing food and shelter; sukkot (booths) are created out of leaves and branches and you should be able to see the sky out of the top – they should be flimsy, temporary structures to reflect the experience of the people of Israel in the desert; the festival involves four key plants: the Etrog (a citrus fruit), a palm branch, a myrtle branch and a willow branch as symbols of God’s protection during their time in the desert; asking questions about protection – making connections with the idea of community and belonging – everyone needs someone else, etc.</p>	<p>the covenants (special promises/contracts between God and his chosen people). They can make connections between beliefs about God, beliefs about being God’s chosen people, saying thank you for this special relationship and the gifts given by God in the natural world, and celebrating Sukkot as a community. The children are able to create a sukkot and can think about how it helps Jewish people say thank you to God and feel they belong as part of a Jewish community.</p> <p><b>INVESTIGATION</b> 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; 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><b>INTERPRETATION</b> the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to suggest meanings</p> <p><b>EMPATHY</b> developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;</p> <p><b>APPLICATION</b> making the association between religions and individual, community, national and international life;</p> <p><b>SYNTHESIS</b> connecting different aspects of life.</p>	<p>say thank you if you believe in God?</p> <p><b>Key Vocabulary</b> Thankfulness Harvest Sukkot Mitzvot Ten Commandments Covenant</p>	<p>Year A EYFS Term 5 English – Information Texts</p> <p>Year B EYFS Term 3 English – Information Texts</p> <p>Year B EYFS Term 3 RSE - Respect</p>	<p>Year A Term 5/6 RE – Life Journey and Rites of Passage</p>	
Art/DT	Yr ½	Children know who Arcimboldo was and where he lived.	Yr ½	Q1 Who was Arcimboldo?		Year A term 2 Yr 3 Art Monet/Picasso	INVESTIGATION EXPRESSION

<p><b>Arcimboldo</b></p>	<p>Pupils should be taught: to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Yr 3 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;</p>	<p>Children identify which medium Arcimboldo used for his work. Children compare Arcimboldo's portraits Children know which materials Arcimboldo used to represent each season. Children know why Arcimboldo used different materials to represent each season. Children can match each of Arcimboldo's element paintings to its title . Children explain why Arcimboldo used different flowers for each part of the portrait Children can talk about their work and compare it to the work of Arcimboldo. Children can name different works by Arcimboldo ( Four Seasons, Flora, Earth, water and Air, The Cook, The Jurist, The Librarian)</p>	<p>respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; .Yr 3 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:</p> <p>INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing how pieces are created</p> <p>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</p> <p>INTERPRETATION –: •the ability to draw meaning from pieces of art; •the ability to suggest alternative meanings.</p> <p>APPLICATION –</p>	<p>Q2 What did he use in his paintings? Q3  How did he represent different seasons Q4 How did he use flowers? Q5vHow do I recreate his painitngs</p> <p>Key Vocabulary work, work of art, idea, starting point, observe, focus, design, improve. : primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p><i>Year B term 1 EYFS - Art-self portraits</i> <i>Year B term 2 EYFS Art-observational drawings</i> <i>Year B term 1 KS1 Art-self portraits</i> <i>Year B term 2 KS1 Art-observational drawings</i></p>	<p><i>Year A term 2 yr 4/5 Art Constable</i> <i>Year A term 5 Yr 4/5 Art portraits</i> <i>Year A term 1 Yr 5/6 Art-  Hallam</i> <i>Year A term 2 yr 5/6 Art WARhol</i></p> <p><i>Year B term 1 yr 3 Art- Van Gogh</i> <i>Year B term 1 yr 4/5 Art-landscapes</i> <i>Year B term 1 yr 5/6 Art-watercolours</i> <i>Year B Term 2 yr 5/6  Art-pastels</i></p>	<p><b>INTERPRETATION APPLICATION</b></p>
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	<p>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>		<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><b>Music</b></p>	<p><b>1.5 Machines (Beat)</b> KS1 NC Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p><b>2.5 Animals (Pitch)</b> KS1 NC Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music Mu2/1.4 use and understand staff and other musical notations</p>	<p><b>1.5 Machines</b> Children will build on knowledge of the identifying the beat and being able to play along with a beat. Using body percussion and actions children will perform a beat at different speeds. Children will be work with Tempo of beat. They will play faster and slower and show increasing control of these changes in speed (tempo).</p> <p><b>2.5 Animals (pitch)</b> Children to continue to develop ability to identify and respond to a beat. Children will be able to identify changes on pitch (upwards and downwards). They will be able to perform changes in pitch using their whole body and voice. Children look at pitch line notation and will be able to read it.</p>	<p><b>1.5 Machines</b> Children to learn to identify the beat in music. Children will accompany a song with a steady beat on percussion. Children will be able to play a beat at different speeds. Children will be able to control changes in speed whilst playing a beat.</p> <p><b>2.5 Animals (pitch)</b> Children listen to a steady beat and respond in movement. They can identify and respond to changes in pitch (upwards and downwards). Perform changes in pitch using the whole body and voice. Read pitch line notation. Be able to play pitch line on tuned percussion. Be able to combine pitch change with changes in other elements/ dimensions.</p>	<p><b>1.5 Machines,</b> Key Questions Q1 What is a steady beat? Q2 Can you play and maintain a steady beat? Q3 Can you play at different speeds (tempi)? Q4 Can you control changes in speed (tempi)?</p> <p>Key vocabulary Beat Rhythm Tempo (fast.slow)</p> <p><b>2.5 Animals (pitch)</b> Q1 Can you identify the beat and respond in movement? Q2 What is the pitch? Q3 Can you identify the pitch? Q5 Can you perform changes in pitch using your body and voice? Q5 Can you read pitch line notation?</p>	<p><i>Music Focus Beat</i> <i>Year B Aut 1 1.10</i> <i>Bodies</i> <i>Aut 2 1.8 Pattern</i> <i>Year A EYFS /Year 1</i> <i>Aut 1 1.2 Number</i> <i>Spring 2 1.5</i> <i>Machines</i> <i>Sum 1 1.10 Or bodies</i> <i>Sum 2 1.8 Pattern</i></p> <p><i>Music Focus Pitch</i> <i>Year B Spring 2 2.8</i> <i>Seasons</i> <i>Year A EYFS/ Y1</i> <i>Aut 2 1.3 Animals</i> <i>Spring 1 1.6 Seasons</i> <i>Sum 2 1.12 Water</i></p> <p><i>PE Dance</i> <i>Year A EYFS Aut 2</i> <i>Dance</i> <i>KS1 Aut 2 Dance</i></p>	<p><i>Beat</i> <i>Year A LKS2 Aut 1 3.2</i> <i>Building</i> <i>Year A Sum 1 4.5</i> <i>Building</i> <i>Year A Y5 Spring 1 4.5</i> <i>Buildings</i> <i>Sum 1 5.4 Keeping</i> <i>Healthy</i></p> <p><i>Pitch</i> <i>LKS2 Year A Aut 2 3.7</i> <i>In the Past</i> <i>Year A Spring 1 3.10</i> <i>Singing French</i> <i>Year A Spring 2 4.6</i> <i>Around the World</i> <i>Y5 Aut 2 4.6 Around</i> <i>the World</i> <i>4.8 Singing Spanish</i></p> <p><i>Year B Sum 2 1.11</i> <i>Water</i></p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b> <b>ANALYSIS</b></p>

		Children will perform instrumental pitch line composition with a partner. Children will be able discuss and evaluate performance.	<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</p> <p><b>EXPRESSION-</b> the ability to explore music as a medium for expressing themselves</p> <p><b>REFLECTION-</b> the ability to consider their own performances and evaluate the effectiveness and levels of success</p> <p><b>APPLICATION-</b> identifying 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 Exploring different ways music is made</p> <p><b>ANALYSIS-</b> distinguishing between the</p>	Key Vocabulary Beat Pitch Notation Accompaniment	Year B EYFS Aut 2 Dance	<p><b>UKS2 Year B Spring 1</b> 4.6 Around the World Sum 1 5.4 Keeping Healthy</p> <p><i>PE – whole body movement to music (dance) Year A LKS2</i> Aut 2 Dance Y5 Aut 2 Dance Y6 Aut 2 Dance</p> <p><i>Year B</i> LKS2 Aut 2 Dance Y5 Aut 2 Dance Y6 Aut 2 Dance</p>	
<b>Music</b> <i>St James and Westminster</i>	<p><b>3.1 Environment (composition)</b> Y2 Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p><b>Y3</b> Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical</p>	<p><b>3.1 Environment (composition)</b> Children will explore music through songs and poems about places. The children will create accompaniments and sound pictures to reflect sounds in their local environment. Children will develop their skills to use their voices.</p>	<p><b>3.1 Environment (composition)</b> Children will select sounds to accompany a poem. Children will learn songs and sing in harmony. Children will develop knowledge of music and learn about melodic ostinato and ternary form.</p> <p>own and others performances</p>	<p><b>3.1 Environment (composition)</b> Questions Q1. What descriptive sounds would accompany the poem? Q2. Can you create a musical re-telling a poem? Q3. Can you sing in a two part harmony? Q4. What is a melodic ostinato? Q5. What is timbre? Q6. What is ternary form? Q7. Can you sing with expression? Q8. Can you develop the lyrics of a song?</p> <p>Key vocabulary</p>	<p><i>Music focus</i> <b>Composition</b> Year Map A EYFS Aut 1 1.4 Weather Aut 2 1.1 Ourselves Spring 1 1.7 Our School Spring 2 1.11 Travel Summer 1 1.9 Storytime</p> <p>KS1 Aut 1 1.4 Weather Spring 1 1.7 Our School Spring 2 2.1 Ourselves Spring 2 2.3 Our Land</p>	<p><i>Music focus</i> <b>composition</b> Year Map A LKS2 Aut 1 3.1 Environment Aut 2 3.3 Sounds Spring 1 3.11 Ancient Worlds Spring 2 4.7 Ancient Worlds Summer 1 4.3 Sounds Summer 2 4.12 Food and Drink</p> <p><i>Composition</i> <b>Year B</b> LKS2 Spring 1 3.8 Communication</p>	<p><b>EXPRESSION</b> <b>REFLECTION</b> <b>APPLICATION</b> <b>ANALYSIS</b> <b>SYNTHESIS</b> <b>EVALUATION</b></p>

	<p>instruments with increasing accuracy, fluency, control and expression</p> <p><b>Mu2/1.2</b> Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p><b>Mu2/1.5</b> 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>3.6 Time</b> Y2</p> <p><b>Mu1/1.2</b> Play tuned and untuned instruments musically</p> <p><b>Mu1/1.4</b> experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p><b>Y3 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.</p> <p><b>Mu2/1.2</b> Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p><b>Mu2/1.3</b> Listen with attention to detail</p>	<p><b>3.6 Time (Beat)</b> This unit develops the children's understanding of beat, metre and rhythm. The children will also use their knowledge of melodic and rhythmic patterns and use notation in a performance.</p>	<p><b>3.6 Time (Beat)</b> Children will identify the metre in a piece of music. They will play independent parts in more than one metre simultaneously. Children will identify and perform an ostinato and improvise an ostinato accompaniment. Children will recognise rhythm patterns in staff notation.</p> <p><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>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>Timbre</b> <b>Ostinato</b> <b>Pitch</b> <b>Drone</b> <b>Tempo</b> <b>Dynamics</b> <b>Expression</b> <b>Ternary</b> <b>Rondo</b> <b>Chorus</b> <b>Verse</b> <b>Rhythm</b> <b>Phrase</b> <b>Soundscape</b></p> <p><b>3.6 Time (Beat)</b> <b>Key Questions</b> Q1. What is a metre in a piece of music? Q2. Can you play an independent part in more than one metre simultaneously? Q3. What is an ostinato? Q4. Can you identify an ostinato? Q5. Can you perform rhythmic ostinato individually and in combination? Q6. What is a layering rhythm? Q7. Can you recognise rhythm patterns in staff notation?</p> <p><b>Key vocabulary</b> <b>Beat</b></p>	<p><b>Summer 2 2.12</b> <b>Travel</b></p> <p><b>Composition</b> <b>Year B</b> <b>Aut 1 3.1</b> <b>Environment</b> <b>KS1 Sum 2 2.21</b> <b>Travel</b> <b>EYFS Spring 2 1.11</b> <b>Travel</b></p> <p><b>3.6 Time (Beat)</b> <b>Year B</b> <b>EYFS/ Y1</b> <b>Aut 1 1.10 Our Bodies</b> <b>Sum 1 1.2 Number 1.5 Machines</b> <b>Y1/2</b> <b>Aut 1 1.10 Our Bodies</b> <b>Aut 2 1.8 Pattern</b> <b>Sum 1 1.5 Machines</b></p> <p><b>Year A</b> <b>EYFS/ Y1</b> <b>Aut 1 1.2 Number</b> <b>Spring 1 1.1.5 Machine</b> <b>Sum 1 1.10 Our Bodies</b> <b>Sum 2 1.8 Pattern</b> <b>Y1/2</b> <b>Aut 2 1.5 Machines</b> <b>Sum 1 2.4 Our Bodies</b></p>	<p><b>Y5 Aut 1 4.2</b> <b>Environment</b> <b>Spring 1 4.12 Food and Drink</b> <b>(performance)</b> <b>Summer 2 5.6</b> <b>Celebration</b> <b>(performance)</b> <b>Y6 Summer 1 6.5 Class Awards</b></p> <p><b>3.6 Time (Beat)</b> <b>Year B</b> <b>Y2/3</b> <b>Aut 1 2.4 Our Bodies</b> <b>Aut 2 2.10 Pattern</b> <b>Sum 2 3.6 Time</b> <b>LKS2</b> <b>Aut 1 3.2 Building</b> <b>AUT 2 3.6 Time</b> <b>Spring 2 4.5 Building</b> <b>Sum 2 4.10 Time</b> <b>Y4/5</b> <b>Sum 1 5.4 Keeping Healthy</b> <b>Yr6</b> <b>Most units have an element of Beat</b></p> <p><b>Year A</b> <b>Y2/3 Aut 2 2.6</b> <b>Numbers</b> <b>Spring 2 3.6 Time</b> <b>LKS2</b> <b>Aut 1 3.2 Building</b> <b>Sum 1 4.5 Buildings</b> <b>Spring 1 4.5 Buildings</b></p>	
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	<p>and recall sounds with increasing aural memory.</p> <p>Mu2/1.4 Use and understand staff and other musical notations</p> <p>Mu2/1.6 Develop an understanding of the history of music.</p>		<p>ANALYSIS- distinguishing between the features of music</p> <p>SYNTHESIS- taking inspiration from existing musical performances to compose and perform music effectively</p> <p>EVALUATION- the ability to evaluate their</p>	<p>Metre</p> <p>Ostinato/ ostinato</p> <p>Carillon</p> <p>Dynamics</p> <p>Pitch</p> <p>Rhythm</p>	<p>2.6 Numbers</p>	<p>Sum 1 5.4 Keeping Healthy</p> <p>Yr6</p> <p>Most units have an element of Beat</p>	
<p><i>Computing Crowland/Regent</i></p> <p><i>1.5 Moving a Robot</i></p>	<p>Yr ½</p> <p>Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs.</p>	<p>Children know the outcome of a command on a device. Children can match a command to an outcome Children know how to run a command on a device. Children can follow an instruction. Children can recall words that can be acted out. Children know how to give directions and compare forwards and backwards movements. Children can start a sequence from the same place. Children know how to predict the outcome of a sequence involving forwards and backwards commands. Children can compare left and right turns and experiment with turn and move commands to move a robot. Children know how to predict the outcome of a sequence involving up to four commands Children can plan a simple program and explain what my program should do. Children know how to choose the order of commands in a sequence/ Children know how to debug my program and identify several possible solutions Children can plan two programs and use two different programs to get to the same place</p>	<p>Yr ½</p> <p>give commands one at a time to control direction and movement, including straight, forwards, backwards, turn; control the nature of events: repeat, loops, single events and add and delete features; give a set of Instructions to follow and predict what will happen; improve/change their sequence of commands by debugging; use key vocabulary to demonstrate knowledge and understanding in this strand:</p>	<p>Q1 What will happen....?</p> <p>Q2 How do we show a movement?</p> <p>Q3 Can we go backwards and forwards?</p> <p>Q4 How do we go in all four directions?</p> <p>Q5 What happens when we go wrong?</p> <p>Key Vocabulary</p> <p>Yr ½ algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink</p>	<p><i>Year A term 5 EYFS- Moving a robot</i></p> <p><i>Year A term 5 KS1 - Robot algorithms</i></p> <p><i>Year A Term 6 EYFS- Introduction to Animation</i></p> <p><i>Year A term 6 KS1 Introduction to quizzes</i></p> <p><i>Year B term 5 EYFS- Moving a robot</i></p> <p><i>Year B term 5 KS1 - Robot algorithms</i></p> <p><i>Year B Term 6 EYFS- Introduction to Animation</i></p> <p><i>Year B term 6 KS1 Introduction to quizzes</i></p>	<p><i>Year A Term 6 Yr 3 Events and Actions</i></p> <p><i>Year A term 5 Yr4-repetition in shapes</i></p> <p><i>Year A term 5 yr 4/5 selection in physical computing</i></p> <p><i>Year A term 6 yr 4 repetition in games</i></p> <p><i>Year A term 6 yr 4/5 Selection in quizzes</i></p> <p><i>Year A term 6 Yr 5/6 variables in games</i></p> <p><i>Year A term 6 yr 5/6 sensing</i></p> <p><i>Year B Term 6 Yr 3 Events and Actions</i></p> <p><i>Year B term 6 Yr4/5-repetition in shapes</i></p> <p><i>Year B term 5 yr 5/6 selection in physical computing</i></p> <p><i>Year B term 6 yr 4/5 repetition in games</i></p> <p><i>Year B term 6 yr 45/6 Selection in quizzes</i></p>	<p><i>INVESTIGATION</i></p> <p><i>EXPRESSION</i></p> <p><i>INTERPRETATION</i></p> <p><i>APPLICATION</i></p> <p><i>ANALYSIS</i></p>
<p><i>Westminster/ St James</i></p> <p><i>2.5</i></p> <p><i>Programming A Robot Algorithms</i></p>	<p>Yr 2</p> <p>Children understand what algorithms are,</p>		<p>Yr 2</p> <p>give commands one at a time to control direction and movement, including straight, forwards, backwards, turn;</p>	<p>Q1 What is a sequence?</p>	<p><i>Year A term 5 EYFS- programming a robot</i></p> <p><i>Year A term 5 KS1 - Robot algorithms</i></p>	<p><i>Year A term 5 Yr4-repetition in shapes</i></p> <p><i>Year A term 5 yr 4/5 selection in physical computing</i></p>	

	<p>how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs.</p> <p>Yr 3 Design, write, and debug programs that 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 Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs 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</p>	<p>Children can follow instructions given by someone else. Children know how to choose a series of words that can be enacted as a sequence. Children can give clear and unambiguous instructions Children know how to create different algorithms for a range of sequences (using the same commands). Children can use an algorithm to program a sequence on a floor robot. Children know the difference in outcomes between two sequences that consist of the same commands. Children know how to follow a sequence and predict the outcome. Children can compare a prediction to the program outcome . Children can explain the choices made for a mat design and identify different routes around a mat. Children know how to test a mat to make sure that it is usable. Children know what an algorithm should achieve and can create an algorithm to meet a goal Children know how to use an algorithm to create a program. Children can plan algorithms for different parts of a task. Children know how to test and debug each part of the program and put together the different parts of a program</p>	<p>control the nature of events: repeat, loops, single events and add and delete features; give a set of Instructions to follow and predict what will happen; improve/change their sequence of commands by debugging; use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Yr 3 use logical thinking to solve an open-ended problem by breaking it up into smaller parts; write a program, putting commands into a sequence to achieve a specific outcome; give a set of instructions to follow and predict what will happen; keep testing a program and recognise when it needs to be debugged; use variables to create an effect, e.g. repetition, if, when, loop; 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. EXPRESSION the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking. INTERPRETATION the ability to understand computing theories; the ability to suggest meanings. APPLICATION</p>	<p>Q2 What happens if I change the order? Q3 Why do programs work Q4 What do programs look like? Q5 What went wrong?</p> <p>Key Vocabulary Yr 2 algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink Yr 3: decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable</p>	<p>Year A Term 6 EYFS- Introduction to Animation Year A term 6 KS1 Introduction to quizzes Year B term 5 EYFS- programming a robot Year B Term 6 EYFS- Introduction to Animation Year B term 6 KS1 Introduction to quizzes</p>	<p>Year A term 6 yr 4 repetition in games Year A term 6 yr 4/5 Selection in quizzes Year A term 6 Yr 5/6 variables in games Year A term 6 yr 5/6 sensing Year B Term 5 Yr 3 Programming Sound Year B Term 6 Yr 3 Events and Actions Year B term 5 Yr4/5- repetition in shapes Year B term 5 yr 5/6 selection in physical computing Year B term 6 yr 4/5 repetition in games Year B term 6 yr 45/6 Selection in quizzes</p>	
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	collecting, analysing, evaluating and presenting data and information		<p>the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects.</p> <p><b>DISCERNMENT</b> seeing clearly for themselves how they use computing in their daily lives and in future employment.</p> <p><b>ANALYSIS</b> distinguishing between the feature's methods of different investigations.</p> <p><b>EVALUATION</b> the ability to evaluate how a computing system works.</p>				
<p><b>PE</b></p> <p><b>Team Games</b></p>	<p><u>Year ½</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul> <p><u>Year 3 Pupils should be taught to:</u></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply</li> </ul>	<p><u>Yr ½</u> Children can recognise and describe how the body feels during and after physical activity. Children know the terms attacking and defending; Children can throw and catch a ball with a partner using different techniques and begin to choose the best pass to make in a game; Children know how to kick a ball, using the correct technique whilst moving, with some control and fluency; Children can pass a ball in different ways, using the correct technique, with some control and accuracy; Children can use throwing, catching and kicking skills in a game with increasing confidence and success; Children know how to apply a range of attacking and defending skills in a game successfully, including dodging and marking;</p> <p><u>Year 3</u> Children know some of the basic principles of invasion games; Children can recognise and begin to apply basic attacking skills such as dodging, with some success; Children know how to recognise and</p>	<p><u>Year ½</u> Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways</p> <p><u>Yr 3</u> 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. Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success. Know how to keep and win back possession of the ball in a team game.</p>	<p><u>What do we mean by defending?</u> <u>What do we mean by attacking?</u> <u>How can we regain possession?</u></p> <p><u>Marking, intercepting, dodging, pass, receive, tactics</u></p>	<p><u>Year A Term 5 EYFS - team games</u> <u>Year A term 5 KS1 - team games</u> <u>Year B Term 5 EYFS - team games</u> <u>Year B term 5 KS1 - team games</u></p>	<p><u>Year A term 1 yr 3 attacking/defending</u> <u>Year A term 1 yr 4/5 football/hockey</u> <u>Year A term 1 yr 5/6 netball/taq rugby</u> <u>Year A term 5 Yr 3 - defending/attacking skills</u> <u>Year B term 1 Yr 3 - throwing/catching skills</u> <u>Year B term 1 Yr 4/5 football/hockey</u> <u>Year B term 1 Yr 5/6 netball/taq rugby</u> <u>Year B term 5 Yr 3 - defending/attacking skills</u></p>	

	<p><u>basic principles suitable for attacking and defending</u></p>	<p><u>apply basic defending skills such as marking and intercepting, with some success; Children can pass, receive and travel with a ball in a variety of ways with increasing control and accuracy; Children know how to identify and use tactics to help themselves and their team keep possession of the ball; Children can use space well to pass and receive a ball.</u></p>	<p>INVESTIGATION- -asking relevant questions - using different approaches to determine skills and tactics EXPRESSION- -the ability to express themselves through movement -the ability to explain what they do and how they do it INTERPRETATION- -understanding the effects of what they do and how this could be changed to improve or maintain a standard APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills they have learnt in different situations</p>				
<p>PSHE/RSE</p>	<p>Being Safe Keeping safe; recognising risk; rules</p>	<p>Know how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online). Know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them. Know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets. Know how not everything they see online is true or trustworthy and that people can pretend to be someone they are not. Know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across</p>	<p>Can understand and apply rules and age restrictions that keep us safe Can recall and recognise risk in simple everyday situations and what action to take to minimise harm Explain about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) Understand that household products (including medicines) can be harmful if not used correctly. Understand ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely Are able to explain about the people whose job it is to help keep us safe. Apply basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted</p>	<p>Enquiry Questions</p> <p>Can you think of anything that might be dangerous within the home? Why do you need to keep safe at the beach/park/pond? Can you name any jobs where people keep us safe? What would you do in an emergency?</p> <p><b>Key Vocabulary</b> Police, Fire Service, Doctors/Nurses/ Risk Safety Danger Online safety</p>	<p>Year B Term 4 EYFS PSHE/RSE: Health and prevention Year A Term 2 EYFS PSHE/RSE: Health and Safety Year A Term 6 EYFS PSHE/RSE: Being Safe Year B Term 2 EYFS: Stop, Look and Listen – Road Safety</p>	<p>Year B Term 3&amp;4 Y3&amp;4 PSHE/RSE: Health and Prevention Year B Term 3&amp;4 Y4&amp;5 PSHE/RSE: Health and Prevention Year B Term 3 Y5&amp;6 PSHE/RSE: Health and Prevention Year A Term 6 KS1 English: Instructions Year A Term 5 KS1 PSHE/RSE: Being Safe Year A Term 5 Y3&amp;4 PSHE/RSE: Being Safe Year A Term 5 Y4&amp;5 PSHE/RSE: Being Safe Year A Term 5 Y5/6 PSHE/RSE: Being Safe</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION</p>

		<p>something that scares or concerns them.</p>	<p>adult if they come across something that scares them          Are able to explain about what to do if there is an accident and someone is hurt          Can try to get help in an emergency.          Understand that sometimes people may behave differently online, including by pretending to be someone they are not.          Can explain how to respond safely to adults they don't know          Can explain about how to respond if physical contact makes them feel uncomfortable or unsafe          Explain about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>INVESTIGATION –:          asking relevant questions;          knowing how to use different types of sources as a way of gathering information.          EXPRESSION –:          the ability to explain 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.          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;</p>				
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			<b>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.</b>				
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	<b>Crowland/Westminster/Regent/ST James</b>	<b>Summer 2</b>	<b>Sun, Sea and sand</b>
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## Small Village, Big Horizons

	Key Knowledge	Knowledge Building Blocks	Key Skills	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge and Skills (see termly plans)	Reference to Future Knowledge and Skills (see termly plans)	Reference to the Process Knowledge Across All Curriculum Areas
<p><i>Under the sea</i></p> <p><b>Geography</b></p>	<p>Pupils should be taught to:</p> <p>Yr 1 Ge1/1.1a name and locate the world's 7 continents and 5 oceans</p> <p>Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Year 3 Pupils should be taught to:</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Children know the names and locations of the five oceans and seven continents. Children know how to locate some seas and countries on a world map. Children know the features of the seaside. Children know the names of the countries of the United Kingdom and its geographical location in the world. Children know some human and physical features of the seaside. Children know why seas are important to the UK. Children can say what an island is and think about what being an island means for the UK. Children know the names and locations of the seas around the UK, and their importance to the UK. Children know that the seaside is different in other parts of the world and can compare British and non-British beaches in terms of human and physical features. Children know which animals are found at the beach and in the rockpools and understand why they live there</p> <p>Children know what a marine habitat is and know what an adaptation is. Children know what impact of plastic pollution on marine</p>	<p>Yr 1</p> <ul style="list-style-type: none"> <li>I ask what is this place like? • I tell others' the things I like and dislike about a place</li> </ul> <p>Yr 2</p> <ul style="list-style-type: none"> <li>I ask what is this place like? • I tell others' the things I like and dislike about a place. • I use words, pictures, bar charts, and pictograms to help me describe places</li> </ul> <p>Yr 3</p> <p>I ask, "Which HUMAN features does this place have?" •• I describe different points of view on an environmental issue affecting a locality.*.</p> <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><b>ENQUIRY QUESTIONS</b></p> <p>Year 1</p> <p>Q1 Where are the oceans and continents?</p> <p>Q2 What are the features of the seaside?</p> <p>Q3 Why are the seas important to the UK</p> <p>Q4 What is the seaside like in the UK and elsewhere?</p> <p>Q5 what is the beach like as a habitat?</p> <p>Q6 What is a marine habitat?</p> <p>Year 2</p> <p>Q1 What are the names of the five main oceans and seven continents</p> <p>Q2 What are the names of the component parts of the United Kingdom?</p> <p>Q3 What does being an island mean for the UK?</p> <p>Q4 What are the similarities and differences between seaside habitats in the UK and the Caribbean?</p> <p>Q5 How important is the seaside as a habitat</p> <p>Year 3</p> <p>Q1 What are the physical and human features found at the seaside?</p> <p>Q2 How do seaside and marine habitats vary across the world</p>	<p>Year A Term 4 <i>EYFS Geography Journeys</i></p> <p>Year A Term 6 <i>EYFS Geography around the world</i></p> <p>Year A Term 5 <i>EYFS Science Animals and habitats</i></p> <p>Year B Term 2 <i>EYFS Local area geography</i></p> <p>Year B Term 2 <i>EYFS Science Seasons</i></p> <p><i>Writing (recounts )</i></p> <p>Year A term 4 <i>EYFS recounts</i></p> <p>Year A term 4 KS1 <i>recounts</i></p>	<p>Year A Term 4 KS1 History <i>-Seaside</i></p> <p>Year A Term 2 KS1 <i>Science-Animals and habitats</i></p> <p>Year A Term 6 KS1 <i>Geography-Britain and the World</i></p> <p>Year A Term 1 Year 3 <i>Geography -Maps of the World</i></p> <p>Year A Term 1 Year 5/6 <i>land Uses</i></p> <p>Year A Term 2 Year 3 <i>Plants and Climates</i></p> <p>Year B term 6 <i>Geography Sun sea and sand</i></p> <p>Year B term 1 Year 3 <i>Living things and habitats</i></p> <p>Year B Term 6 year 4/5 <i>science Changing environments</i></p> <p><i>Writing (recounts)</i></p> <p>Year B Term 6 KS1 <i>Recounts</i></p>	<p>INVESTIGATION –</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p>

		species is and understand the negative implications on human health	<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>Q3 What is the impact of plastic pollution on marine species?</p> <p><b>Key Vocabulary</b></p> <p>Ocean Continent Marine Habitat Features pollution</p>			
<b>Science</b>	<p>Yr 1: Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Yr 3 .</p> <p>Y3 Sc3/2.2a 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 identify, name and describe a variety of common animals kept as pets.</p> <p>Children identify a variety of mammals and compare and describe some of their features.</p> <p>Children know the characteristics of a variety of birds and reptiles,</p> <p>Children know the similarities and differences between some fish and amphibians.</p> <p>Children know what a variety of different animals eat.</p> <p>Children know how to sort animals using Venn diagrams or tables.</p> <p>Children know the needs of a variety of animals, and can explain how best to care for them.</p> <p>Children know what an endoskeleton is. Children know the major bones, such as skull ribs, tusk, pelvis and spine. Children know the different types of animal skeleton -</p>	<p>Yr. ½</p> <p>they talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the the information on a chart. They make some measurements of what they observe. (e.g. Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p> <p>Yr. 3</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</p>	<p>Key Questions</p> <p>Year 1</p> <p>Q1 What are these common animals called?</p> <p>Q2 What are some common UK mammals, birds, fish and reptiles</p> <p>Q3 What are amphibians?</p> <p>Q4 Do all animals eat the same food types?</p> <p>Year 2</p> <p>Q 1 Why can't we keep all animals as pets?</p> <p>Q2 What are some similarities and differences between fish and amphibians?</p> <p>Q3 What do we mean by herbivore, carnivore and omnivore?</p> <p>Q4 How can we sort animals using different criteria?</p> <p>Year 3</p> <p>Q1 What are the main characteristics of different animal groups?</p> <p>Q2 What are the different types of animal skeleton ( endo, exo and hydro skeletons)?</p> <p>Q3 can the children identify the major bones ( skull, tusks, pelvis, ribs, spine) in a range of animal groups?</p> <p>Key Vocabulary</p>	<p><i>Year A Term2 EYFS Science Animals inc Humans</i></p> <p><i>Year A Term 5 EYFS science - animals and their habitats</i></p> <p><i>Year B Term 1 EYFS Animals-senses</i></p> <p><i>Year B Term 4 EYFS -exercise</i></p> <p><i>Year A Term2 Science KS1 Animals and habitats</i></p> <p><i>Year A Term 5 KS1 Animals and offspring</i></p>	<p><i>Year A Term 1 Year 3 Animals-nutrition</i></p> <p><i>Year A Term5 Year 3 Animals-skeletons</i></p> <p><i>Year A Term 2 Year 4/5 Animals-digestion</i></p> <p><i>Year A Term 5 Year 4/5 Animals Classification</i></p> <p><i>Year A term 1  year 5/6 Evolution and inheritance</i></p> <p><i>Year A term2 Year 5/6 Animals-circulation</i></p> <p><i>Year A Term 4 Year 5/6 Animals-diet</i></p>	<p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>INTERPRETATION</b></p> <p><b>APPLICATION</b></p> <p><b>ANALYSIS</b></p> <p><b>EVALUATION</b></p>

	Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.		<p>reasons for observations. They look for patterns in their data and try to explain them. They 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>EXPRESSION</b> – the ability to explain concepts, methods and practices; 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> - making the association in Science between chemistry, biology and physics; To ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</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.</p>	<p>Head, body, eyes ears</p> <p>mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves</p> <p>• Names of animals experienced first-hand from each vertebrate group</p> <p>Endoskeletons , exoskeletons hydroskeletons</p>			
<b>RE</b>	<b>See Summer 1 Planning</b>						
<b>Art/DT</b> <b>Moving Habitats</b>	Yr ½ Pupils should be taught to: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; select from and use a wide range of materials and components, including construction	Children know that some books and products have moving parts Children know what sliders are and how they make a moving element Children know what levers are . Children know how to include them in a design Children know what a wheel mechanism is and how it can move round a pivot Children can design a habitat including at least 2 moving elements	Yr ½ Explore an existing product. • Draw a simple design. • Make a picture which has at least one moving mechanism. • Start to understand what design criteria is used for. • Evaluate what they did well on their product build simple structures, exploring how they can be made stronger, stiffer and more stable; talk about and start to understand the simple working characteristics of materials and components;	<p>How do books move? What is a slider? How does a lever work? How does a wheel mechanism enable different animals to appear? How can I use my design to create a product?</p> <p>Key Vocabulary Moving, design, product, slider, lever, wheel. Habitat, elements, strengthen, join</p>	<p><i>Year A term 3 EYFS DT Moving pictures</i> <i>Year A term 3 KS1 Moving pictures</i> <i>Year A term 3 EYFS Art-landscapes</i> <i>Year A term 4 KS1 Art-landscapes</i> <i>Year A term 3 KS1 DT-pulleys</i></p>	<p><i>Year A term 3 Yr 3 DT-wheels</i> <i>Year B term 2 Yr 3 DT-revolving structures</i> <i>Year B term 3 Yr 3 DT-Wheels</i></p>	

	<p>materials, textiles and ingredients, according to their characteristics. Yr 3 Pupils should be taught to: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Children know how to draw a design for their product Children know how to adapt their design Children know how to strengthen a material Children know how to join materials together.</p>	<p>explore and create products using mechanisms, such as levers, sliders and wheels  Yr 3 understand that materials have both functional properties and aesthetic qualities; apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products; explain how mechanical systems such as levers and linkages create movement; use mechanical systems in their products.  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 INTERPRETATION – •the ability to draw meaning from pieces of art; •the ability to suggest alternative meanings. APPLICATION – •making the association between the purpose, technique, media and meaning behind a piece; •identifying the purpose of the piece.</p>				
<p><i>Music</i></p>	<p>2.11 Water (Pitch) Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.2 play tuned</p>	<p>2.11 Water Children will gain understanding of pitch through singing, movement and note names. Children will know what a melody is and perform one.</p>	<p>2.11 Water Children will sing and play a variety of pitch shapes, using movement and reading from scores. They will create a class composition which describes the sounds and creatures of a pond.</p>	<p>2.11 Water Key Questions Can you join in the song? What actions could we use to show the pitch movement? Can you play a tuned percussion to the melody? What is a melody?</p>	<p>2.11 Water (Pitch) Year B KS1 Summer 1 2.5 Animals Spring 2 2.8 Seasons EYFS/Y1 Summer 2 1.12 Water</p>	<p>2.11 Water (Pitch) Year B LKS2 Spring 1 3.7 <i>In the past</i> Y4/5 Spring 1 4.6 <i>Around the World</i> Year 5 units covering notation elements</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

	<p>and untuned instruments musically</p>	<p>Children will understand what a melody is through songs, movement and performing pitch shapes on tuned instruments. Children will explore and develop an understanding of pitch. Children will use musical scales, high and low notes in a composition.</p>		<p>What is pitch? What can you tell me about the pitch pattern? What is a score in music? Can you interpret the score? What music affect can we use to describe water?</p> <p>Key Vocabulary Pitch Melody Score Timbre Duration Glissando Conductor</p>	<p>1.3 Animals Aut 2 1.6 Seasons</p> <p>Year A KS1 Summer 2 2.12 Water Aut 2 1.3 Animals Aut 1 1.6 Seasons EYFS/ Y1 Summer 2 1.12 Water Spring 1 1.6 Seasons Aut 2 1.3 Animals</p>	<p><i>Spring 2 5.3 Life Cycles Summer 1 5.4 Keeping Healthy Year 6 covering elements of notation Aut 1 6.1 World Unite Spring 1 6.3 Growth Summer 2 6.6 Moving On</i></p> <p>Year A LKS2 Aut 2 3.7 In the Past Spring 1 3.10 Singing French Spring 2 4.6 Around the World Y4/5 Aut 2 4.6 Around the World 4.8 Singing Spanish Year 5 units covering notation elements Spring 2 5.3 Life Cycles Summer 1 5.4 Keeping Healthy Summer 2 5.5 At the movies Year 6 covering elements of notation Aut 2 6.1 World Unite Spring 2 6.3 Growth Summer 2 6.6 Moving On</p>	
<p>2.12 Travel (Performance) Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.2 play tuned and untuned instruments musically Mu1/1.3 listen with concentration and understanding to a range</p>	<p>2.12 Travel Children will explore patterns of physical movement in a game song. Children will be able to respond to a song with movement. Children will be able to use simple musical vocabulary to describe music. Children will be able to combine a steady beat and rhythms to accompany a song.</p>	<p>2.12 Travel Children will learn a Tanzanian game song and accompany a travelling song using voices and instruments. They will listen to an orchestral piece and improvise their own descriptive 'theme park' music.</p>	<p>2.12 Travel Key Questions What is the pattern of physical movement? Can you sing and add movement to the song? How can you describe music using musical vocabulary? Can you listen to the music? What can you hear? What is the changing tempi? What is notation? How can your performance be improved?</p>	<p>2.12 Travel (Performance) Year B KS1 All previous units have elements of performance EYFS/Yr1 Summer 1 1.11 Travel Other units also cover the skills in this unit.</p>	<p>2.12 Travel (Performance) Year B LKS2 Spring 1 3.4 Poetry The other units also cover elements of performance. Y4/5 Spring 1 4.12 Food and Drink Summer 2 5.6 Celebration Year 6 all units are performance related.</p>		

	<p>of high-quality live and recorded music          Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p><b>Children will be able to play an instrument game to practise steady beat at changing tempi.</b>  <b>Children will perform and improve a performance using movement, voice and percussion.</b>  <b>Children will be able to use instruments expressively.</b>  <b>Children will understand notation.</b></p>		<p><b>Key Vocabulary</b>  <b>Beat</b>  <b>Rhythm</b>  <b>Accompaniment</b>  <b>Tempo</b>  <b>Dynamics</b>  <b>Ostinato</b>  <b>Timbre</b>  <b>Score</b>  <b>Improvisation.</b></p>	<p><b>Year A</b>  <b>KS1</b>  <b>Summer 2 2.12</b>  <b>Travel</b>  <b>KS1</b>  <b>All previous units have elements of performance</b>  <b>EYFS/Y1</b>  <b>Spring 2 1.11</b>  <b>Travel</b>  <b>Other units also cover the skills in this unit.</b></p>	<p><b>Year A</b>  <b>LKS2</b>  <b>Summer 2 4.12 Food and Drink</b>  <i>The other units also cover elements of performance.</i>  <b>Y4/5 Aut 1 4.1 Poetry</b>  <i>The other units in Y5 also cover performance.</i>  <b>Year 6 all units are performance related.</b></p>	
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<p><b>St James Westminster</b></p>	<p><b>3.1 Environment (Composition)</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>3.1 Environment (Composition)</b>          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><b>3.1 Environment (Composition)</b>          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><b>3.1 Environment (Composition)</b>          Key Questions          What sounds could accompany the poem?          Can you create a musical re- telling of a poem?          Can you learn to sing a song in two voice parts?          Can you use tuned percussion to accompany the song?          How is expression used in this song?          What is ternary form?          Can you perform a song with compositions in a ternary structure?          What lyrics can be used for the new verse?          What is a soundscape?          Can you create a soundscape to depict the local environment?          Can you perform Our place rondo with voices and instruments?</p> <p>Key vocabulary          Timbre          Ostinato          Pitch          Drone          Tempo          Dynamics          Expression Ternary          Rondo          Chorus          Verse          Rhythm          Phrase          Soundscape</p>	<p><b>3.1 Environment (Composition)</b>          Music Express          Composition          Year B          LKS2          Aut 1 3.1          Environment          KS1 Sum 2 2.21          Travel          EYFS Spring 2 1.11          Travel</p> <p>Year A          LKS2 Summer 2          4.12 Food and          Drink          Aut 1 3.1          Environment          KS1 sum 2 2.12          Travel          EYFS Spring 2 1.11          Travel</p>	<p><b>3.1 Environment (Composition)</b>          Music Express          Composition          Year B          Y5 Aut 1 4.2 Environment          Spring 1 4.12 Food and          Drink (performance)          Summer 2 5.6 Celebration          (performance)          Y6 Summer 1 6.5 Class          Awards</p> <p>Year A          LKS2 Summer 2 4.12 Food          and Drink          Y5 Aut 1 4.1 Poetry          Aut 1 4.2 Environment          Summer 2 5.5 At the          movies          Y6 Summer 1 6.5 Class          Awards</p>	<p><b>INVESTIGATION          EXPRESSION          REFLECTION          APPLICATION          ANALYSIS          SYNTHESIS</b></p>
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	<p><b>3.6 Time (Beat)</b></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.</p> <p>Mu2/1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Mu2/1.3 Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Mu2/1.4 Use and understand staff and other musical notations.</p> <p>Mu2/1.6 Develop an understanding of the history or music.</p>	<p><b>.6 Time (Beat)</b></p> <p>Children will identify the metre in a piece of music.</p> <p>Children will play independent parts in more than one metre simultaneously.</p> <p>Children will identify and performing an ostinato.</p> <p>Children will improvise to an ostinato accompaniment.</p> <p>Children will perform rhythmic ostinato individually and in combination.</p> <p>Children will layer rhythms.</p> <p>Children will recognise rhythm patterns in staff notation.</p>	<p><b>.6 Time (Beat)</b></p> <p>Children will watch a movie and copy groupings of beats on body percussion to understand metre.</p> <p>Children will identify the metre of music in groupings of 2,3 and 4 beats.</p> <p>Children will learn a song with chanted sections.</p> <p>Children will accompany a song with body percussion in a metre of 2, 3 and 4.</p> <p>Children will play a singing game to identify the metre.</p> <p>Children will combine body percussion in two metres at the same time.</p> <p>Children will play tuned percussion to mark combined metres of two and three.</p> <p>Children will listen to music, identify and describe a repeating bell pattern.</p> <p>Children will identify the metre of a piece of music.</p> <p>Children will sing a repeating melodic pattern.</p> <p>Children will perform a repeating melodic pattern as soloists and improvise melodies on tuned percussion.</p> <p>Children will identify word rhythms associated with movement?</p> <p>Children will copy rhythmical actions in a song.</p> <p>Children will perform rhythms on untuned percussion.</p> <p>Children will read rhythm notation to identify and perform word rhythms.</p> <p>Children will record, evaluate and refine a performance.</p> <p><b>INVESTIGATION</b></p> <p>Exploring a range of tuned and untuned instruments to compose music</p> <p><b>EXPRESSION</b></p> <p>the ability to recognise how composers express themselves through their music</p> <p><b>INTERPRETATION</b></p>	<p><b>3.6 Time (Beat)</b></p> <p><b>Key Questions</b></p> <p>Can you copy the groupings of beats on body percussion?</p> <p>What is the metre?</p> <p>Can you combine instrumental parts in different metres?</p> <p>Can you identify the repeating bell pattern?</p> <p>Can you identify the metre of a piece of music?</p> <p>Can you sing a repeating melodic pattern?</p> <p>Can you perform a repeating melodic pattern?</p> <p>Can you improvise melodies on tuned percussion?</p> <p>Can you identify word rhythms?</p> <p>Can you learn a song with chanted sections?</p> <p>Can you read rhythm notation to identify and perform word rhythms?</p> <p>Can you combine word rhythms with a steady beat?</p> <p>Can you perform rhythms on untuned percussion?</p> <p>Can you record, evaluate and refine a performance?</p> <p><b>Key vocabulary</b></p> <p>Beat</p> <p>Metre</p> <p>Ostinato/ ostinato</p> <p>Carillon</p> <p>Dynamics</p> <p>Pitch</p> <p>Rhythm</p>	<p><b>3.6 Time (Beat)</b></p> <p>Year B</p> <p>Y2/3</p> <p>Sum 2 3.6 Time</p> <p>Aut 2 2.10 Pattern</p> <p>Aut 1 2.4 Our Bodies</p> <p>KS1</p> <p>Sum 1 1.5 Machines</p> <p>Aut 2 1.8 Pattern</p> <p>Aut 1 1.10 Our Bodies</p> <p>EYFS/Y1</p> <p>Sum 1</p> <p>1.2 Number</p> <p>1.5 Machines</p> <p>Spring 2 1.8 Patterns</p> <p>Aut 1 1.10 Our Bodies</p> <p>Year A</p> <p>LKS2</p> <p>Sum 1 4.5 Buildings</p> <p>Aut 1 3.2 Buildings</p> <p>KS1</p> <p>Sum 1 2.6 Numbers</p> <p>Sum 1 2.4 Our Bodies</p> <p>Aut 2 1.5 Machines</p> <p>EYFS/ Y1</p> <p>Sum 2 1.8 Pattern</p> <p>Sum 1 1.10 Our Bodies</p> <p>Spring 2 1.5 Machines</p> <p>Aut 1 1.2 Number</p>	<p><b>3.6 Time (Beat)</b></p> <p>Year B</p> <p>Y4/5 Summer 1 5.4 Keeping Healthy</p> <p>Y6</p> <p>Elements of 1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan.</p> <p>Year A</p> <p>Y4/5 Spring 1 4.5 Buildings</p> <p>Sum 1 5.4 Keeping Healthy</p> <p>Y6</p> <p>Elements of 1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan.</p>	
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			<p>the ability to draw meaning from a range of different musical pieces from a range of genres</p> <p>the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>APPLICATION</p> <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><i>Crowland/Regents Programming B Introduction to Animation</i></p>	<p>Yr ½</p> <p>Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs.</p>	<p>Children know how to find the commands to move a sprite. Children can compare different programming tools</p> <p>Children know how to use more than one block by joining them together</p> <p>Children can use a Start block in a program and then run my program. Children know how to find blocks that have numbers and change them</p> <p>Children know what happens when they do</p> <p>Children know how to include more than one sprite and can delete a sprite if needed</p> <p>Children know how to add blocks to each of my sprites</p> <p>Children know how to choose appropriate artwork for my project</p> <p>Children can decide how each sprite will move</p> <p>Children know how to create an algorithm for each sprite and use an algorithm to create a program</p> <p>Children know how to use sprites that match a design</p> <p>Children know how to add programming blocks based on an algorithm</p> <p>Children know how to test the programs</p>	<p>Yr ½</p> <p>give commands one at a time to control direction and movement, including straight, forwards, backwards, turn;</p> <p>control the nature of events: repeat, loops, single events and add and delete features;</p> <p>give a set of Instructions to follow and predict what will happen;</p> <p>improve/change their sequence of commands by debugging;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand:</p>	<p>What is Scratch?</p> <p>How do I choose a command for a given purpose? What happens when a series of commands are joined together?</p> <p>What are the numbers for?</p> <p>How do I move different sprites?</p> <p>Key Vocabulary</p> <p>Yr1/ 2 algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink</p>	<p><i>Year A term 5 EYFS-Moving a robot</i></p> <p><i>Year A term 5 KS1 -Robot algorithms</i></p> <p><i>Year A Term 6 EYFS-Introduction to Animation</i></p> <p><i>Year A term 6 KS1 Introduction to quizzes</i></p> <p><i>Year B term 5 EYFS-Moving a robot</i></p> <p><i>Year B term 5 KS1 -Robot algorithms</i></p> <p><i>Year B term 6 KS1 Introduction to quizzes</i></p>	<p><i>Year A Term 6 Yr 3 Events and Actions</i></p> <p><i>Year A term 5 Yr4-repetition in shapes</i></p> <p><i>Year A term 5 yr 4/5 selection in physical computing</i></p> <p><i>Year A term 6 yr 4 repetition in games</i></p> <p><i>Year A term 6 yr 4/5 Selection in quizzes</i></p> <p><i>Year A term 6 Yr 5/6 variables in games</i></p> <p><i>Year A term 6 yr 5/6 sensing</i></p> <p><i>Year B Term 6 Yr 3 Events and Actions</i></p> <p><i>Year B term 5 Yr4/5-repetition in shapes</i></p> <p><i>Year B term 5 yr 5/6 selection in physical computing</i></p> <p><i>Year B term 6 yr 4/5 repetition in games</i></p> <p><i>Year B term 6 yr 45/6 Selection in quizzes</i></p>

<p><i>Westminster/St James</i></p> <p><i>Programming B Introduction to Quizzes</i></p>	<p>Yr 2 Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs.</p> <p>Yr 3 Design, write, and debug programs that 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 Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs 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</p>	<p>Children can identify the start of a sequence . Children know that a program needs to be started Children know how to run a program and predict the outcome of a sequence of commands Children know how to match two sequences with the same outcome. Children can change the outcome of a sequence of commands. Children can work out the actions of a sprite in an algorithm Children know which blocks to use to meet the design Children know how to build the sequences of blocks they need. Children know how to choose backgrounds and characters for the design. Children can create a program based on the new design. Children know how to choose the images for my own design. Children know how to create an algorithm and can build sequences of blocks to match my design. Children know how to compare a project to a design Children can improve a project by adding features. Children know how to debug</p>	<p>Yr 2 give commands one at a time to control direction and movement, including straight, forwards, backwards, turn; control the nature of events: repeat, loops, single events and add and delete features; give a set of Instructions to follow and predict what will happen; improve/change their sequence of commands by debugging; use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>Yr 3 use logical thinking to solve an open-ended problem by breaking it up into smaller parts; write a program, putting commands into a sequence to achieve a specific outcome; give a set of instructions to follow and predict what will happen; keep testing a program and recognise when it needs to be debugged; use variables to create an effect, e.g. repetition, if, when, loop; 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. EXPRESSION the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking. INTERPRETATION</p>	<p>How do I start? What happens if.....? How can I change the program? How do I make my own program? What happens when it goes wrong?</p> <p>Key Vocabulary Yr 2 algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink Yr 3: decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable</p>	<p>Year A term 5 EYFS- programming a robot Year A term 5 KS1 -Robot algorithms Year A Term 6 EYFS-Introduction to Animation Year A term 6 KS1 Introduction to quizzes Year B term 5 EYFS- programming a robot Year B Term 6 EYFS-Introduction to Animation Year B term 5 KS1 Introduction to quizzes</p>	<p>Year A term 5 Yr4- repetition in shapes Year A term 5 yr 4/5 selection in physical computing Year A term 6 yr 4 repetition in games Year A term 6 yr 4/5 Selection in quizzes Year A term 6 Yr 5/6 variables in games Year A term 6 yr 5/6 sensing Year B Term 5 Yr 3 Programming Sound Year B Term 6 Yr 3 Events and Actions Year B term 5 Yr4/5- repetition in shapes Year B term 5 yr 5/6 selection in physical computing Year B term 6 yr 4/5 repetition in games Year B term 6 yr 45/6 Selection in quizzes</p>	
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	collecting, analysing, evaluating and presenting data and information		<p>the ability to understand computing theories; the ability to suggest meanings.</p> <p><b>REFLECTION</b> the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <p><b>APPLICATION</b> the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects</p> <p><b>DISCERNMENT</b> seeing clearly for themselves how they use computing in their daily lives and in future employment.</p> <p><b>ANALYSIS</b> distinguishing between the feature's methods of different investigations.</p> <p><b>SYNTHESIS</b> linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes.</p> <p><b>EVALUATION</b> understand what can be done differently and what impact this may have on the outcome.</p>				
PE	Pupils should <u>compare their performance with previous ones and demonstrate improvement to achieve their personal best</u>	<p><u>Yr ½</u> <u>Children know how to sprint in a straight line and explain what they can do to move faster; Children can change direction quickly when sprinting; Children know how to balance an egg on a spoon while travelling forwards; Children can jump from two feet to two feet in different directions, e.g. forwards, sideways, backwards; Children know how to use their arms and legs to help them jump further; Children can throw underarm with control and throw overarm with control; Children know</u></p>	<p><u>Yr ½</u> <u>Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.</u></p> <p><u>Yr 3</u> <u>Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting</u></p>	<p><u>How do I improve my sprinting technique</u> <u>How do I combine running and jumping in a long jump</u> <u>How do I throw over a longer distance?</u></p> <p><u>Flexibility, strength, pace, acceleration, teamwork</u></p>	<p><u>Year A term 6 EYFS-Athletics</u> <u>Year B term 6 EYFS-Athletics</u> <u>Year B term 6 KS1 Athletics</u></p>	<p><u>Year A term 6 EYFS-Athletics</u> <u>Year A term 6 KS1 Athletics</u> <u>Year A term 6 yr 3 Athletics</u> <u>Year A term 6 Yr 4/5 Athletics</u> <u>Year A term 6 yr 5/6 Athletics</u> <u>Year B term 6 Yr 5/6 Athletics</u></p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b> <b>DISCERNMENT</b> <b>ANALYSIS</b> <b>SYNTHESIS</b></p>

		<p><u>how to alternate between jumping and hopping across an agility ladder; • move equipment between hoops independently; • Children can jump over a series of hurdles without stopping running first.</u></p> <p><u>Yr 3</u>  <u>Children know how to apply and try to improve existing running, throwing and jumping skills; Children can demonstrate increasing control and coordination when running and performing a jump or throw; Children can identify and demonstrate how different running techniques can affect their performance and focus on improving their sprinting technique. Children can demonstrate some rhythm and technique when running over obstacles; Children know how to perform the standing long jump using the correct technique to achieve the furthest possible distance; Children know how to perform the underarm, overarm and push throws with control and accuracy and develop their technique; Children can follow step-by-step instructions and copy actions to learn new techniques with some accuracy, control and fluency;</u></p>	<p><u>technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.</u></p> <p><b>INVESTIGATION-</b>  -asking relevant questions  - using different approaches to determine skills and tactics</p> <p><b>EXPRESSION-</b>  -the ability to express themselves through movement  -the ability to explain what they do and how they do it</p> <p><b>INTERPRETATION</b>  -understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p><b>APPLICATION</b>  - 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><b>PSHE/RS E</b></p>	<p>Economic wellbeing – Money  Understand how people make different choices around money. Money needs to be looked after,</p>	<p>Know what money is - that money comes in different forms.  Know how money is obtained (e.g. earned, won, borrowed, presents)</p>	<p>Understand that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.  Explain about the role money plays in their lives including how to keep it safe, choices about spending or saving</p>	<p>Enquiry Questions  How can you get money?  What do we need money for?  What do you want money for?  How can we save money?</p> <p><b>Key Vocabulary</b></p>	<p>Year B Term 6  EYFS PSHE/RSE: Economic well-being and enterprise  Year A Term 5  EYFS PSHE/RSE: Fairtrade</p>	<p>Year B Term 6 KS1  PSHE/RSE: Economic well-being and enterprise  Year B Term 6 KS1  English: Explanation text  Year B Term 6 Y3&amp;4  PSHE/RSE: Economic well-being and enterprise</p>	<p><b>INVESTIGATION EXPRESSION</b></p>

		<p>Know how people make choices about what to do with money, including spending and saving</p> <p>Know the difference between needs and wants - that people may not always be able to have the things they want</p> <p>Know how to keep money safe and the different ways of doing this.</p>	<p>money and what influences those choices.</p> <p>Explain that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>Explain what is meant by enterprise and begin to develop enterprise skills.</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>Spending</p> <p>Saving</p> <p>Earned</p> <p>Borrowed</p> <p>Won</p> <p>Jobs</p> <p>Pocket money</p>		<p>Year B Term 6 Y4&amp;5</p> <p>PSHE/RSE: Economic well-being and enterprise</p> <p>Year B Term 5 Y5/6</p> <p>PSHE/RSE: Economic well-being and enterprise</p> <p>Year A Term 6 Y3&amp;4</p> <p>PSHE/RSE: Economic well-being and enterprise</p> <p>Year B Term 6 Y4/6</p> <p>PSHE/RSE: Economic well-being and enterprise</p> <p>Year B Term 6 Y5/6</p> <p>PSHE/RSE: Economic well-being and enterprise</p>	
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