

Key Stage 2 Curriculum Map Year B Summer

Fountains/Central - Summer 1 and 2 Romans! 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
Roman Britain <i>History</i>	<p>Pupils should be taught about :</p> <p>the Roman Empire and its impact on Britain</p>	<p>Children know why the Romans invaded Britain. Children know where, when and how the Romans invaded Children know what minerals and commodities they wanted to control. Children know why the Roman army was so successful and who could join the Roman army. Children know what equipment they had. Children know that some native Britons welcomed the Romans and some did not. Children know who Boudicca was and why we remember her. Children know the local tribes Children know how Celtic people lived Children know what changed when the Romans arrived. Children know why the Romans built Hadrian's Wall in the north of England? Children know what the advantages and disadvantages of this site for the wall were? Children know why a village grew up outside the fort? Children can compare and contrast Romans and Celts, how they live, what they looked like, what they wore, what occupations they followed.</p>	<p>Asking "What was it like for people in the past?" and using information to help answer the question. Asking, "What happened in the past?" and using information to help answer the question. Asking, "How long ago did an event happen?" and trying to work it out</p> <p>INVESTIGATION asking relevant questions; · using a variety of sources to find out about events, people and changes EXPRESSION · the ability to recall, select and organise information · the ability to use key historical dates and vocabulary to describe and explain different periods in history INTERPRETATION · the ability to draw meaning from artefacts, works of art, relics and buildings; · the ability to suggest meanings and draw conclusions from what they see APPLICATION</p>	<p>Key Questions Question 1: When did the Romans invade and why? Question 2 Did the native Britons welcome or resist the Romans, and why? Question 3 How did the Romans influence the culture of the people already here?</p> <p>Key Vocabulary Caesar Claudius Boudicca Vindolanda Hadrian's wall. Centurions, legionaries auxiliary Lindum Coritani/ Corieltavi Celts Picts</p>	<p><i>Year A Term 3 KS1 Castles</i> <i>Year A Term 4 EYFS -journeys</i> <i>Year A Term 6 KS1 Britain and the World</i> <i>Year A Term 1 Year 3 Maps of the World</i> <i>Year A Term 3 Year 3 From the Stone Age to the Iron Age</i> <i>Year B Term 2 KS1 Local Area</i></p> <p><i>Writing (Reports)</i> <i>Year A term 1 EYFS reports</i> <i>Year A term 1 KS1 reports</i> <i>Year B term 2 EYFS reports</i> <i>Year B term 2 KS1 reports</i> <i>Year B term 3 Yr 3 reports</i></p>	<p><i>Year A Term 3 Year 4/5 Anglo Saxons and Picts</i> <i>Year A Term 5 Year 4/5 Walls and Barricades</i> <i>Year A Term 5 Year 5/6 Crime and Punishment</i> <i>Year B Term 1 year 5/6 Resources and the environment</i></p> <p><i>Writing (Reports)</i> <i>Year A term 3 yr 5/6 reports</i> <i>Year B term 1 yr 4/5 reports</i> <i>Year B term 1 yr 5/6 reports</i> <i>Year B term 5 yr 5/6 report</i></p> <p><i>Writing(diaries)</i> <i>Year A term 4 yr 5/6 diaries</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT</p>

			<ul style="list-style-type: none"> · making the association between aspects of life in different societies, · considering the impact of past events on the present · learning both about and also from history. <p>DISCERNMENT</p> <ul style="list-style-type: none"> · explaining the importance of significant people and events from history; · developing insight into people, motives, actions and consequences; · seeing clearly for themselves how individuals might learn from the study of history. 		<p><i>Writing(diaries)</i> <i>Year A term 2 KS1 diaries</i> <i>Year B term 2 KS1 diaries</i> <i>Year B term 4 EYFS diaries</i></p>	<p><i>Year B term 2 yr 4/5 diaries</i> <i>Year B term 6 yr 5/6 diaries</i></p>	
<p><i>Science</i></p> <p><i>Plants</i></p> <p><i>Year 3</i></p> <p><i>(</i></p> <p><i>Summer 1)</i></p>	<p>3a1: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>3a3: investigate the way in which water is transported within plants</p> <p>3a4: explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Children know the different parts of foodplants , including roots, tuber, stem, bulb, trunk, branch, leaf, flower, and fruit. Children know the function of the flower, stem, leaves and roots. Children know the differences in plants when grown in sand rather than compost. Children know about the 4 stages in the life cycle of a flowering plant - germination, growth, flowering, and fertilisation/seed production. Children know that pollination is vital to flowering plant reproduction. Children know there are different dispersal methods evolved by plants including dispersal by gravity, by wind, by water, and by animals</p>	<p>They recognize why it is important to collect data to answer questions. They act on suggestions and put forward their own ideas about how to find the answer to a question. With help they can carry out a fair test and explain why it was fair. They predict what might happen before they carry out any tests. They measure length, mass, time and temperatures using suitable equipment. They use scientific vocabulary to describe their observations. They record observations, comparisons and measurements using tables, charts, text and labelled diagrams. They give reasons for observations. They look for patterns in their data and try to explain them. They suggest how they can make the improvements to their work</p> <p>INVESTIGATION</p>	<p>Question1 What are the different parts of a plant</p> <p>Question 2. What Do Plants Need to Grow Well?</p> <p>Question3 What is transpiration?</p> <p>Question 4 What are pollination and dispersal?</p> <p>Vocabulary</p> <p>Seed dispersal, transportation, stem, leaves, photosynthesis nutrients, trunk, seed formation, pollination.</p>	<p>Year A Term1 EYFS Science-seasonal changes</p> <p>Year A term 1 KS1 Science, seasonal changes,</p> <p>Year A term 1 KS1 Geog-weather</p> <p>Year A term 3 EYFS music-seasons</p> <p>Year A term 6 EYFS Science Plants</p> <p>Year A term 6 KS1 science, plants</p> <p>Year B term 1 yr 3 Geog-climates and biome</p> <p>Year B term 1 yr 5/6 Geog -resources and environments</p> <p>Year B Term2 Science-KS1 seasonal changes</p> <p>Year B term 2 KS1 music-seasons</p> <p>Year B term 5 KS1 science-plants</p>	<p>Year B term 5 Yr 4/5 Geog-world's kitchen</p> <p>Year B term 5 yr 4/5 science reproduction in plants</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>EVALUATION</i></p>

<p>Light (summer 2)</p>	<p>3d1: recognise that they need light in order to see things and that dark is the absence of light 3d2: notice that light is reflected from surfaces 3d3: recognise that light from the sun can be dangerous and that there are ways to protect their eyes 3d4: recognise that shadows are formed when the light from a light source is blocked by a solid object 3d5: find patterns in the way that the size of shadows change.</p>	<p>Children know that we need light in order to see things. Children know that dark is the absence of light. Children know that light is reflected from surfaces Children know that some objects are sources of light. Children know that light from the sun can damage our eyes and therefore we should not look directly at the Sun Children know different ways to protect our eyes. Children know that shadows are formed on a surface when an opaque or translucent object is between a light source and the surface and blocks some of the light. Children know that the size of the shadow depends on the position of the source, object and surface.</p>	<p>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 INTERPRETATION the ability to draw meaning from scientific theories, theories and studies APPLICATION making the association in science between chemistry, biology and physics; The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts. ANALYSIS distinguishing between the feature's methods of different investigations EVALUATION the ability to evaluate a finished product and scientific investigation</p>	<p>Question 1 What is the difference between light and dark? Question 2 What do we mean by reflective Question 3 Why is the sun dangerous? Question 4 What are shadows? Question 5 What affects shadow size?</p> <p>Vocabulary Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</p>	<p>Year A Term1 EYFS Science-seasonal changes Year B Term2 KS1 Science-seasonal changes</p>	<p>Year B Term 3 Year 5/6 Earth and Space Year B term 5 Year 5/6 Light</p>	
<p>MFL</p> <p>4.5 On Mange (Summer 1)</p>	<p>O4.1 Memorise and present a short spoken text O4.2 Listen for specific words and phrases O4.3 Listen for sounds, rhyme and rhythm O4.4 Ask and answer questions on several topics</p>	<p>Children know how to ask for food in a shop. Children can ask for and understand how much something costs. Children know how to talk about activities at a party and give opinions about activities and food Children know how to ask what someone wants and say what they want. Children know how to talk about food using the partitive article. Children know how to use on to talk about topics</p>	<p>Oracy: Respond to simple questions with support from a spoken model or visual clue. Respond to spoken instructions. Recognise numbers 1–20 Discriminate sounds and identify meaning when items are repeated several times. Greet others with confidence and reply to the questions.</p>	<p>Key Questions Question 1 What's that? Question 2 What are you doing? ?</p> <p>Key Vocabulary asking and answering what you want: Qu'est-ce que tu veux? (What do you want?); Je voudrais (I'd like)... food items: du pain (bread), du</p>	<p>Adjectives Unit 3.3-Year A Term 3 Yr 3 Unit 3.4-Year A Term 4 Yr 3 Unit 4.1-Year A term 1 Yr 4/5</p>	<p>Adjectives Unit 6.2- Year B Term 2 Year 5/6 Unit 6.6-Year B Term 6 yr 5/6 Food Unit 5.3- Year A Term 3 Yr 5/6</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS</p>

<p style="text-align: center;">4.6 Le Cirque (Somme r 2)</p>	<p>L4.1 Read and understand a range of familiar written phrases L4.2 Follow a short familiar text, listening and reading at the same time L4.3 Read some familiar words and phrases aloud and pronounce them accurately L4.4 Write simple words and phrases using a model and some words from memory IU4.2 Know about some aspects of everyday life and compare them to their own</p> <p>O4.1 Memorise and present a short spoken text O4.2 Listen for specific words and phrases O4.3 Listen for sounds, rhyme and rhythm O4.4 Ask and answer questions on several topics L4.1 Read and understand a range of familiar written phrases L4.2 Follow a short familiar text, listening and reading at the same time</p>	<p>first-person plural activities. Children can give basic opinions about activities and food</p> <p>Children can identify various francophone countries. Children know how to talk about which languages they speak. Children know how to identify different items of clothing and describe their colour. Children know how to use positive and negative phrases to talk about speaking languages</p>	<p>Know a well-known children’s song in language studied. Sing a song from memory, with clear pronunciation. Identify common nouns Begin to know some key vocabulary e.g. body parts, colours. Reading: Sequence written instructions Recognise some familiar words in written form Recognise and read known sounds within words Read some key vocabulary Writing: Write some of the numbers to 20 from memory Experiment with writing simple words . Copy accurately in writing some key words Copy or label using single words or short phrases Language: Understand and start to use some basic core structures Cultural:Start to understand cultural similarities and differences and how festivals are celebrated. Understand the differences in social conventions when people greet each other</p> <p>INVESTIGATION asking relevant questions about the language; broaden cultural experiences and investigate a new way of speaking EXPRESSION the ability to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;</p>	<p>fromage (cheese), de la limonade (lemonade), de la crème (cream), des fraises (strawberries), des tomates (tomatoes) using money: C’est combien? (How much is it?); C’est [cinq] euros. (It’s [five] euros.) party activities: On boit. (We are drinking.), On mange. (We are eating.), On danse. (We are dancing.), On chante. (We are singing.), On s’amuse. (We are having fun.) opinions: c’est chouette (it’s great), c’est nul (it’s rubbish), c’est bizarre (it’s weird)</p> <p>Key Questions Question1 Where are you going? Question 2 Can you speak French? Question 3 What colour is your shirt?</p> <p>Key Vocabulary Francophone countries: la France (France), la Suisse (Switzerland), le Canada (Canada), la Martinique (Martinique), le Maroc (Morocco), le Sénégal (Senegal) talking about languages: Je parle anglais/français (I speak English/French), Je ne parle pas anglais/ français (I don’t speak English/French) clothes: un pantalon (trousers), une veste (jacket), une chemise (shirt),</p>	<p>Nouns Unit 3.2-Year A Term 2 Yr 3 Unit 3.4-Year A Term 4 Yr 3 Unit3.5-Year A Term 5 Yr 3 Unit 3.6-Year A term 6 Yr 3 Adjectives Unit 3.3-Year A Term 3 Yr 3 Unit 3.4-Year A Term 4 Yr 3 Unit 4.1-Year A term 1 Yr 4/5</p>	<p>Nouns Unit 6.2 Year B Term 2 Yr 5/6 Unit 6.6 Year B Term 6 Yr 5/6</p> <p>Adjectives Unit 6.2- Year B Term 2 Year 5/6 Unit 6.6 -Year B Term 6 yr 5/6 Food Unit 5.3- Year A Term 3 Yr 5/6</p>	
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	<p>L4.3 Read some familiar words and phrases aloud and pronounce them accurately L4.4 Write simple words and phrases using a model and some words from memory IU4.2 Know about some aspects of everyday life and compare them to their own IU4.4 Learn about ways of travelling to the country/countries</p>		<p>the ability to present ideas and information orally to a range of audiences INTERPRETATION the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material the ability to suggest meanings APPLICATION making the association between English and French DISCERNMENT explaining the significance of a new culture and the importance of understanding a language correctly ANALYSIS distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p>	<p>un t-shirt (t-shirt), un chapeau (hat), une jupe (skirt) describing colour of clothes: colours met so far, plus blanc(he) (white) and noir(e) (black)</p>	<p>Unit4.5 Year A Term 5 Yr4/5</p>		

<p>RE</p>	<p><u>Summer 1 Salvation – Understanding Christianity</u> Know the texts about the entry into Jerusalem, and the death and resurrection of Jesus. Know the biblical texts and what it means to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Know how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p>	<p>Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer. Learn that Easter celebrates Jesus dying to take the punishment (atonement), pay the debt of sin (redemption) so that people can be forgiven by God and live in a relationship with him. Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer. Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection. Know that the word 'good' means different things to different people Religious texts for the children to learn: Christianity: The 'Golden Rule' (Mark 12:30-31) – 'love God and love your neighbour as yourself' The Sermon on the Mount (Matthew 5:1-12) Parables - The Good Samaritan, the Lost Sheep; Know ways in which Christians live this out, e.g. foodbanks, street pastors, links with global Christian communities or other Christian denominations, Know the ways in which beliefs affect daily living, e.g. choosing which food to buy (fairtrade or not?), how to travel on holiday (environmental impact?), etc.</p>	<p>Are able to order Creation, Incarnation and Salvation within a timeline of the Bible's 'big story'. Children can describe and understand some Christian teaching on salvation. They can express their personal reflections and thoughts on Christian teaching on salvation. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. EXPRESSION the ability to explain concepts, rituals and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media. INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to suggest meanings REFLECTION the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres. EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;</p>	<p>Enquiry Questions Q1 Why do Christians call the day Jesus died 'Good Friday'? Q2 What does the ultimate sacrifice mean? Q3 What do Christians believe about the sacrifice of Jesus? Q4 How does Jesus' sacrifice affect the way Christians lead their lives? Key Vocabulary Salvation Crucifixion Resurrection Palm Sunday Maundy Thursday Good Friday Easter Sunday Stations of the Cross Jerusalem/Via Delarosa Atonement (forgiving or pardoning of sin) Redemption Incarnation The Last Supper Reconciliation</p>	<p>Year B Term 3&4 KS1 RE: Jesus' teaching Year B Term 4 EYFS RE: Special Times foe Me and Others Year B Term 3&4 Year 3&4 RE: Incarnation Year B Term 5/6 Year 3&4 English: Diary of a Roman Soldier Year B Term 5/6 Year 3&4 History: Romans</p>	<p>Year B Term 1 Year 4/5 RE: Pilgrimage Year B Term 6 Year 4/5 English: Explanation text Year B Term 1 Year 5/6 English: Non chronological report Year B Term 1 Year 5/6 RE: What does it mean if God is loving and holy? Year B Term 2 Year 5/6 RE: Big Question – Do you have to believe in God to be good? Year A Term 1 Year 4/5 RE: Pilgrimage Year A Term 1 Year 5/6 RE: God – Christianity</p>	<p>EXPRESSION INTERPRETATION REFLECTION EMPATHY DISCERNMENT SYNTHESIS</p>
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	<p>Summer 2 Big Questions – Islam and Humanism</p> <p>Who am I/ What is a good life? Does God exist? Is there life after death?</p> <p>Opportunity to look at guidelines and laws in various religions and non-religious worldviews Chance to explore whether 'good'</p>	<p>Islam: Hadith (teachings/sayings/advice given by the Prophet Muhammad) – “None of you truly believes unless he loves for his brother what he loves for himself” (Hadith Nawawi 13); The importance of good character/behaviour (akhlaq), e.g. Qur’an 33.21, 33.21; the importance of charity (zakat), e.g. Quran 2.215, 2.274; The importance of looking after the environment, e.g. Quran 2. 60, 6.38, 6.99; Ways in which beliefs affect daily living, e.g. giving in charity, engaging with the wider local community through events such as #VisitMyMosque, etc.</p> <p>Humanism:</p>	<p>DISCERNMENT explaining the significance of aspects of religious belief and practice; SYNTHESIS linking significant features of religion together in a coherent pattern</p> <p>Can think about how understanding what 'bad' is might help us understand what 'good' is (the via negativa – understanding what something is by thinking about what it is not) Can share examples and explain different religious and non-religious viewpoints using biblical text or theological understanding about what is perceived by some as being right and what is wrong Can share ways in which Christians live out Jesus' work or make decisions</p>	<p>Enquiry Questions Q1 Is a tsunami that floods a village a 'good' tsunami? Q2 A cancer cell that proliferates a 'good' cancer cell? Q3 What does 'good' look like in your school? At home?</p> <p>Key Vocabulary Fairtrade Foodbanks Humanism Quran Parables Gospels (Four Evangelists)</p>	<p>Year B Term 6 EYFS RE: Our Beautiful World Year B Term 6 EYFS PSHE/RSE: Economic well-being Year B Term 5/6 KS1 RE: Thankfulness Year B Term 2 Year 3&4 English: Balance argument Year A Term 5 EYFS Heroes: Greta Thunberg Year A Term 5 EYFS RSE/PSHE: Fairtrade</p>	<p>Year A Term 5/6 Year 4/5 History: Wals and Barricades Year A Term 1&2 Year 4/5 English: Persuasion Year A Year 4/5 Term 3 RSE/PSHE: Respect Year A Term 3&4 Year 5/6 History: Pilgrim Fathers Year A Term 3&4 Year 5/6 English: Greta Thunberg Year A Term 2 Year 5/6 RE: Do you believe in God to be good? Humansim Year B Term 1 Year 4/5 RSE/PSHE: Well-being</p>	<p>INVESTIGATION EXPRESSION REFLECTION EMPATHY EVALUATION</p>
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	<p>means the same thing to everybody</p>	<p>Key principles – trusting scientific method, rejecting the idea of the supernatural, making ethical decisions on basis of reason, empathy and a concern for human beings and sentient animals, belief that in the absence of an afterlife and any overarching purpose in the universe, humans can act to give their life meaning by seeking happiness in this life and helping others to do the same.</p>	<p>Can share ways in which Muslims try to follow Prophet Muhammed and live a good life</p> <p>Can share ways in which a Muslim demonstrate the importance of good character and behaviour</p> <p>Can share the key principles of Humanism</p> <p>INVESTIGATION asking relevant questions</p> <p>EXPRESSION the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media.</p> <p>REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices;</p> <p>EMPATHY developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to see the world through the eyes of others and to see issues from their point of view.</p> <p>EVALUATION the ability to debate issues of religious significance with reference to evidence and argument; weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p>	<p>Prophet Muhammed</p>	<p>Year A Term 4&4 KS1 RE: Thankfulness Year A Term 3 KS1 History: Churches</p>	<p>Year B Term 6 Year 4/5 PSHE/RSE: Economic enterprise Year B Term 2 Year 5/6 English: balanced argument Year B term 2 Year 5/6 RE: Do you believe in God to be good – social justice and atheism</p>	
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<p>Art/DT</p> <p>Roman bust sculptures</p>	<p>Pupils should be taught: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history.</p>	<p>Children know that sculpture is art in 3D. Children know that sculptures can be made from a variety of materials (marble, stone, wood, metal, glass, clay, plaster), Children know that sculptures can be carved or formed. Children know that many roman sculptures represented Roman emperors or gods. Children know that these sculptures were carved from large blocks of stone. Children know that this was a long, slow process. Children know that there are still people who sculpt (Degas, Hepworth, Moore) Children know that sculptures can be realistic or abstract. Children know that sculpture uses a variety of tools. Children know how to plan a carving using a sketchbook to record ideas. Children know how to carve small sections from a large piece (soap or clay) Children know how to add and remove material to create a lifelike representation Children know how to add texture for features. Children know how to add surface colour and detail</p>	<p>use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand..INVESTIGATION --: using a variety of sources to find out about events, people, processes and changes. carrying out investigative work to develop a better knowledge of products around us. EXPRESSION – the ability express opinions (using product knowledge.) INTERPRETATION – the ability to use technical vocabulary to describe and explain different products and talk about their purpose in making the world a better place. The ability to interpret a design brief. APPLICATION --: applying new skills to making products. applying designing skills to suit a design brief. ANALYSIS – distinguishing between the need of the product and the benefit of it. understanding the purpose of a design brief and how to best achieve it. EVALUATION --: the ability to evaluate a product. weighing up the respective evidence available and reach conclusions.</p>	<p>Q1 What is sculpture? Q2 What is the difference between carving and forming? Q3 What materials are used? Q4 Who are the famous sculptures? Q5 How do I design my sculpture? Q6How do I ensure it is 3D? Q6How do I use tools to carve?</p> <p>Key Vocabulary line, pattern, texture, form, record, detail, question, observe, refine. cut, make and combine shapes to create recognisable forms;rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet</p>	<p><i>Year A term 1 EYFS transient sculptures</i> <i>Year A term 1 yr3 topography</i> <i>Year B Term 1 EYFS self portraits</i></p>	<p>Year A term 5 yr 5/6 portraits Year B term 3 Yr 4/5 clay statues Year B term 5 yr5/6 Greek theatre masks</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION ANALYSIS APPLICATION</p>
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<p>Music</p>	<p>Summer 1 4.7 Ancient Worlds (structure) NC Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations Mu2/1.6 develop an understanding of the history of music.</p>	<p>4.7 Ancient Worlds (structure) Children learn a verse and chorus song. Children learn that melodies have phrases and explore layers and layering. Children compare and contrast structure and are able to identify minimalist structure. They play in groups, combining sections of music in a layered structure. They rehearse and prepare for a performance.</p>	<p>Children will listen and explore song structures and learn to sing the chorus of a song. They will explore the changing of dynamics by adding layers of sound. Children will be able to sing in a layered structure and recognise features of minimalism in a layered structure. Using knowledge of structure children will rehearse sections of a layered structure, combining sections of a layered structure and perform a layered structure.</p>	<p>Key Questions Q1 What is a structure in a song? Q2 Can you learn the words and sing the chorus of a song? Q3 Can you explore the phrasing of a song melody? Q4 What are the dynamics in a song? Q5 What are the layers in a piece of music? Q6 What is the process of composition in minimalism?</p> <p>Key Vocabulary Structure Verse Chorus Coda Dynamics Phrase Crescendo Diminuendo Outro Ostinato. Ostinati Minimalism Graphic score Texture</p>	<p>Music Express Structure is not a direct focus prior to this. Performance and exploring sounds is a prior focus in Y1 and Y2. Year Map B EYFS Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather Spring 1 1.9 Storytime Spring 2 1.11 Performance</p> <p>KS1 Aut 1 1.2 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather Spring 1 1.9 Storytime Spring 2 2.3 Our Land Summer 2 2.21 Travel</p> <p>LKS2 Aut 1 3.1 Environment Aut 2 3.4 Poetry Spring 1 3.8 Communication Spring 2 4.3 Sounds</p>	<p>Structure Year A LKS2 Spring 2 4.7 Ancient Worlds Summer 1 3.9 Human Body Y5 Spring 1 4.7 Ancient Worlds Spring 2 5.3 Life Cycles Year B Y5 Aut 1 4.4 Recycling Y5 Aut 2 4.7 Ancient Worlds Spring 2 5.3 Life Cycles</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>
	<p>4.9 Communication (composition) Mu2/1.2 improvise and compose music</p>	<p>4.9 Communication (composition)</p>	<p>4.9 Communication (composition) Children are able to identify musical features of a tune. They are able to learn and perform a song.</p>	<p>4.9 Communication Key Questions? Q1 What musical features can you identify? Q2 What is a score?</p>	<p>4.9 Communication Year Map A EYFS Aut 1 1.4 Weather Aut 2 1.1 Ourselves Spring 1 1.7 Our School</p>	<p>4.9 Communication</p>	

	<p>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>Children build on knowledge of rhythms copy melodies. Children play ostinato and layer them in a performance. Children use music to communicate a meaning Children compose a rap.</p>	<p>Children write their own lyrics for a rap and are able to compose and perform their rap.</p>	<p>Q3 Can you follow a score to learn the instrumental parts? Q4 Can you discuss the meaning and structure of a rap? Q5 Can you write your own lyrics? Q6b What is a rap? Q7 What is a layered ostinato?</p> <p>Key vocabulary Rhythmic ostinato/ ostinati Melodic ostinato/ ostinati Harmony Chord/ chordal Ostinato/ ostinati</p>	<p>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 Summer 2 2.12 Travel</p> <p>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>Music Express Composition Year B LKS2 Spring 1 3.8 Communication 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</p>	<p><i>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</i></p> <p><i>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</i></p>	
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					KS1 sum 2 2.12 Travel EYFS Spring 2 1.11 Travel		
<p>Summer 2 4.10 Time (Beat) NC MU2/ 1.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Mu 2/ 1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music NC Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations Mu2/1.6 develop an understanding of the history of music.</p> <p>4.11 In the Past (notation) NC MU2/ 1.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</p>	<p>4.10 Time Children will be able to identify the metre in a new song. Children will sing in 3 independent parts. Children will play and sing in repeated patterns (ostinato) from notation. Children will understand syncopation and use off- beat rhythm in improvisation Children will combine independent parts in more than one metre. Children will identify how a well-known story has been told in music. Children will create music which tells a story.</p> <p>4.11 In the Past Children will learn to play a Renaissance dance from notations. Children will be able to compose a fanfare. Children will understand simple musical structures. Children will learn a dance and play music used for celebration.</p>	<p>4.10 Time Using music featuring clocks children will gain increased understanding of rhythm and syncopation. They will learn to sing and play bell patterns, listen to an orchestral clock piece and create their own descriptive music.</p> <p>4.11 In the Past Children will use a variety of notations to build performances from different periods and styles. Children will develop an understanding of the history of music through listening and learning a Renaissance dance, Wagner’s Bridal March and the Mashed Potato.</p> <p>INVESTIGATION :</p>	<p>4.10 Time Key Questions? What is the metre of a song? Can you identify the repeated patterns (ostinato)? Can you play and sing repeated patterns from notation? W What is syncopation? Can you show the off- beat rhythm? How has the music been used to tell a story? Can you create music which tells a story?</p> <p>Key vocabulary Beat Metre Rhythm Syncopation Chord Riff Break Waltz</p>	<p>4.10 Time Year B LKS2 Spring 2 4.5 Building Aut 2 3.6 Time Aut 1 3.2 Building KS1 Summer 1 1.5 Machines Aut 2 1.8 Pattern Aut 1 1.10 Our Bodies EYFS/ Y1 Sum 1 1.5 Machines Spring 2 1.8 Patterns Aut 1 1.10 Bodies</p> <p>Year A LKS2 Sum 1 4.5 Buildings Aut 1 3.2 Buildings KS1 Sum 1 2.6 Numbers Sum 1 2.4 Our Bodies Aut 2 1.5 Machines EYFS/ Y1 Sum 2 1.8 Pattern Sum 1 1.10 Our Bodies Spring 2 1.5 Machines Aut 1 1.2 Number</p>	<p>4.10 Time Year B Y4/5 Summer 1 5.4 Keeping Healthy Y6 Elements of 1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan.</p> <p>Year A Y4/5 Spring 1 4.5 Buildings Sum 1 5.4 Keeping Healthy Y6 Elements of 1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan.</p>	<p><i>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</i></p>	

	<p>accuracy, fluency, control and expression. Mu 2/ 1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.4 use and understand staff and other musical notations Mu2/1.6 develop an understanding of the history of music.</p>	<p>Children will develop an understanding of history of music through learning a 1960s pop song. Children will create a performance.</p>	<p>Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music Knowing how to use a range of sources to research music, composers and it's history</p> <p>EXPRESSION The ability to recognise how composers express themselves through their music The ability to explore music as a medium for expressing themselves</p> <p>INTERPRETATION The ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>APPLICATION Identifying 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>4.11 In the Past Key Questions Can you play a Renaissance dace from notation? Can you compose a fanfare? What are the musical structures in this piece of music? Can you learn a dance and playing music used for celebration? What dance moves are from the 1960s? Can you learn a 1960s pop song? Can you create a performance?</p> <p>Key Vocabulary Ternary form Fanfare Rhythm ostinato Coda Beat Tempo Chord Riff Break Instrumental link</p>	<p>4.11 In the Past (notation 1.4) Year B LKS2 Sum 2 4.10 Time Sum 1 4.7 Ancient Worlds Spring 1 3.8 Communication Spring 1 3.7 In the Past Aut 2 3.6 Time KS1- doesn't have notation, so MU1 / 1.4 Sum 2 2.12 Travel Sum 1 2.5 Animals Sum 1 1.5 Machines Spring 2 2.8 Seasons Spring 2 2.3 Our Land Spring 1 1.9 Storytime Spring 1 1.4 Weather Aut 2 1.8 Pattern Aut 2 1.7 Our School Aut 1 1.10 Our Bodies Aut 1 1.1 Ourselves EYFS/ Yr 1 Sum 2 1.12 Water Sum 2 1.3 Animals Sum 1 1.5 Machines Spring 2 1.8 Patterns</p>	<p>4.11 In the Past Year B Y4/5 Aut 2 4.11 In the Past Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 1 6.1 World Unite Spring 1 6.3 Growth Summer 2 6/6 Moving On</p> <p>Year A Y4/5 Aut 2 4.6 Around the World Spring 1 4.7 Ancient Worlds Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Sum 2 5.5 At the movies Y6 Aut 2 6.1 World Unite Spring 2 6.3 Growth Sum 2 6.6 Moving On</p>	
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					Aut 2 1.3 Animals 1.1 Ourselves Aut 1 1.4 Weather		
<p>Computing 3.5 Programming A sequencing Sounds</p> <p>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 collecting, analysing, evaluating and presenting data and information</p>	<p>Children can identify the objects in a Scratch project (sprites, backdrops) Children know that objects in Scratch have attributes (linked to) Children know that commands in Scratch are represented as blocks Children know that each sprite is controlled by the commands they choose Children can choose a word which describes an on-screen action for their design Children can create a program following a design Children know how to start a program in different ways. Children can create a sequence of connected commands. Children know that the objects in a project will respond exactly to the code. Children know what a sequence is. Children know how to create sound commands Children can order notes into a sequence. Children know how to build a sequence of commands. Children can decide the actions for each sprite in a program. Children know how to make design choices for their artwork. Children can identify and name the objects they will need for a project. Children can relate a task description to a design. Children can implement an algorithm as code</p> <p>Children know the relationship between an event and an action. Children can choose which keys to use for actions and explain my choices Children can identify a way to improve a program</p>	<p>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. REFLECTION</p>	<p>Q1 What is Scratch? Q2 What is a command? Q3 How do programs start? Q4 Why do commands need to be in order Q5 How do I change the appearance of my project</p> <p>Q1 How does a Sprite move? Q2 What directions can I move in? Q3 Can I change a program to a new context</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 5 KS1 - Robot algorithms Year B Term 6 EYFS- Introduction to Animation Year B term 6 KS1 Introduction to quizzes</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</p>	<p>Year A Term 6 Yr 3 Events and Actions 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 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> <p>Year A term 5 Yr4- repetition in shapes</p>	<p>INVESTIGATION EXPRESSION REFLECTION APPLICATION DISCERNMENT</p>	
<p>3.6 Programming B Events and Actions</p>							

		<p>Children know how to choose a character for my project. Children can choose a suitable size for a character in a maze. Children know how to program movement. Children know how to use a programming extension. Children can consider the real world when making design choices. Children know how to choose blocks to set up my program</p> <p>Children know how to identify additional features (from a given set of blocks) Children can choose suitable keys to turn on additional features. Children know how to build more sequences of commands to make their design work. Children know how to test a program against a given design. Children can match a piece of code to an outcome. Children can modify a program using a design. Children can make design choices and justify them. Children know how to implement a design and evaluate a project</p>	<p>the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <p>APPLICATION the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects.</p> <p>DISCERNMENT seeing clearly for themselves how they use computing in their daily lives and in future employment.</p> <p>EVALUATION understand what can be done differently and what impact this may have on the outcome</p>	<p>Q4 How do I add new features? Q5 What happens when it goes wrong? Q6 How do I make a maze?</p> <p>: 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><i>Year A term 6 KS1 Introduction to quizzes</i> <i>Year B term 5 EYFS-programming a robot</i> <i>Year B term 5 KS1 - Robot algorithms</i> <i>Year B Term 6 EYFS-Introduction to Animation</i> <i>Year B term 6 KS1 Introduction to quizzes</i> <i>Year B Term 5 Yr 3 Programming Sound</i></p>	<p><i>Year A term 5 yr 4/5 selection in physical computing</i> <i>Year A term 6 yr 4 repetition in games</i> <i>Year A term 6 yr 4/5 Selection in quizzes</i> <i>Year A term 6 Yr 5/6 variables in games</i> <i>Year A term 6 yr 5/6 sensing</i> <i>Year B Term 6 Yr 3 Events and Actions</i> <i>Year B term 5 Yr4/5-repetition in shapes</i> <i>Year B term 5 yr 5/6 selection in physical computing</i> <i>Year B term 6 yr 4/5 repetition in games</i> <i>Year B term 6 yr 45/6 Selection in quizzes</i></p>	
<p>PE <i>Defending and attacking skills</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles 	<p>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 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.</p>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game.</p> <p>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>Q1 What do we mean by defending? Q2 What do we mean by attacking? Q3 How can we regain possession?</p> <p>Marking, intercepting, dodging, pass, receive, tactics</p>	<p><i>Year A term 1 yr 3 attacking/defending</i> <i>Year A Term 5 EYFS -team games</i> <i>Year A term 5 KS1 - team games</i> <i>Year A term 5 Yr 3 - defending/attacking skills</i> <i>Year B term 5 Yr 3 - defending/attacking skills</i> <i>Year B Term 5 EYFS - team games</i> <i>Year B term 5 KS1 - team games</i></p>	<p><i>Year A term 1 yr 4/5 football/hockey</i> <i>Year A term 1 yr 5/6-netball/tag rugby</i> <i>Year B term 1 Yr 4/5 football/hockey</i> <i>Year B term 1 Yr 5/6 netball/tag rugby</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT</p>

<p>athletics</p>	<p>suitable for attacking and defending</p> <p>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>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;</p>	<p>Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting 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.</p> <p>INVESTIGATION-in Pe, this covers</p> <ul style="list-style-type: none"> -asking relevant questions - using different approaches to determine skills and tactics <p>EXPRESSION-</p> <ul style="list-style-type: none"> -the ability to express themselves through movement -the ability to explain what they do and how they do it <p>INTERPRETATION-</p> <ul style="list-style-type: none"> -understanding the effects of what they do and how this could be changed to improve or maintain a standard <p>APPLICATION</p> <ul style="list-style-type: none"> - make connections between different skills in different sports and how these are interlinked -to apply the skills, they have learnt in different situations <p>DISCERNEMENT-</p> <ul style="list-style-type: none"> -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team 	<p>Q1 How do I improve my sprinting technique</p> <p>Q2 How do I combine running and jumping in a long jump</p> <p>Q3 How do I throw over a longer distance?</p> <p>Flexibility, strength, pace, acceleration, teamwork</p>	<p><i>Year B term 1 Yr 3 - throwing/catching skills</i></p> <p><i>Year A term 6 EYFS-Athletics</i></p> <p><i>Year A term 6 KS1 Athletics</i></p> <p><i>Year A term 6 yr 3 Athletics</i></p> <p><i>Year A term 6 Yr 4/5 Athletics</i></p> <p><i>Year A term 6 yr 5/6 Athletics</i></p> <p><i>Year B term 6 EYFS-Athletics</i></p> <p><i>Year B term 6 KS1 Athletics</i></p>	<p><i>Year A term 6 EYFS-Athletics</i></p> <p><i>Year A term 6 KS1 Athletics</i></p> <p><i>Year A term 6 Yr 4/5 Athletics</i></p> <p><i>Year A term 6 yr 5/6 Athletics</i></p> <p><i>Year B term 6 Yr 5/6 Athletics</i></p>	
<p>PSHE/RSE</p>	<p><u>Summer 1 E-Safety</u></p> <p>Taught the responsible use of mobile phones/tablets: safe keeping (looking</p>	<p>Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p>	<p>Understand how to make informed decisions about health</p> <p>Understand about the elements of a balanced, healthy lifestyle.</p> <p>Understand about how sleep contributes to a healthy lifestyle; routines that support</p>	<p>Enquiry questions</p> <p>Q1 How can you balance the time spent online with other activities?</p> <p>Q2 What do the different ratings mean on video games or films?</p>	<p><u>Year A and Year B Computing - E-safety shared at the start of every topic</u></p> <p>Year B Term 4 KS1 PSHE/RSE: E-safety</p>	<p><u>Year A and Year B Computing - E-safety shared at the start of every topic</u></p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p>

	<p>after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) and how to interact appropriately and safely.</p> <p>Summer 2 <u>Economic well-being and enterprise</u> What jobs would we like? Careers; aspirations; role models; the future</p>	<p>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private Know why social media, some computer games and online gaming, for example, are age restricted. Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Know where and how to report concerns and get support with issues online.</p> <p>Know that there are a broad range of different jobs and people often have more than one during their careers and over their lifetime. Know that some jobs are paid more than others and some may be voluntary (unpaid). Know about the skills, attributes, qualifications and training needed for different jobs. Know how to question and challenge stereotypes about the types of jobs people can do Know how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions. Know some effective workplace skills</p>	<p>good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. Understand about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. Understand about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>Can recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. Understand that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. Understand about stereotypes in the workplace and that a person's career aspirations should not be limited by them. Understand what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) Understand that some jobs are paid more than others and money is one factor which may influence a person's</p>	<p>Q3 Can you behave differently online with someone than if you met them in person?</p> <p>Key Vocabulary Trolling Harassment Well-being Online abuse</p> <p>Enquiry Questions Q1 What jobs interest you and why? Q2 Do you have to do the same job all of your life? Q3 Will the jobs be the same in 10 years/20 years? Q4 Do people only do the jobs that they know about? Q5 Is a job that interest you going to be rewarding in all areas?</p> <p>Key Vocabulary Stereotypes Career Qualifications Experiences Teamwork Perseverance Resilience</p>	<p>Year B Term 5 EYFS PSHE/RSE: E-safety Year A Term 4 Year 3&4 PSHE/RSE: E-safety Year A Term 4 KS1 PSHE/RSE: E-safety Year A Term 4 EYFS PSHE/RSE: E-safety</p> <p>Year B Term 6 EYFS PSHE/RSE: Economic well-being and enterprise Year B Term 1 EYFS: All About Me Year B Term 1 KS1: Marvellous Me Year B Term 1 English: Autobiography Year B Term 6 KS1 PSHE/RSE: Economic well-being and enterprise Year B Term 5 Geography: Farming Year B Term 2 Year 3&4 English: Autobiography Year A Term 5 EYFS: Heroes Year A Term 5 KS1: I need a hero</p>	<p>Year A Term 4 Year 4/5 PSHE/RSE: E-safety Year B Term 5 Year 4/5 PSHE/RSE: E-safety Year B Term 4 Year 5/6 PSHE/RSE: E-Safety Year A Term 4 Year 5/6 PSHE/RSE: E-safety</p> <p>Year B Term 6 Year 4/5 PSHE/RSE: Economic well-being and enterprise Year A Term 6 Year 4/5 PSHE/RSE: Economic well-being and enterprise Year B Term 1 Year 5/6 RSE/PSHE: Emotional well-being Year B Term 6 Year 5/6 RSE/PSHE: Growing and changing Year B Term 6 Year 5/6 English: Persuasive leaflet Year B Term 5 Year 5/6 English: newspaper report</p>	
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		<p>Consider hosting a 'World at Work' Week or invite visitors in to speak to the children. Children know that the demand for certain jobs changes and evolves. Children know that some jobs have not been discovered.</p>	<p>job or career choice; that people may choose to do voluntary work which is unpaid Can demonstrate some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</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; 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. REFLECTION the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices; the ability to think with clarity and care about significant events, emotions and change</p>	Dedication	Year A Term 6 KS1 PSHE/RSE: Economic well-being and enterprise		
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