

Small Village, Big Horizons

Curriculum Area	Knowledge Areas	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledges (see termly plans)	Application of Knowledge Across All Curriculum Areas
<p><i>Topic</i> <i>Rivers</i></p>	<p>Ge2/1.3a describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Children should:                      ☒ know what evaporation is.                      Know what condensation is.                      Know how water circulates around the cycle.                      Know how rivers are formed.                      Know the terms erosion, deposition and transportation.                      Know some of the features of rivers including deltas, meanders, tributaries.                      Know why rivers are important.                      Know some human uses for rivers including transport, habitats, leisure etc.                      Know what causes pollution.                      Know which rivers in the world are heavily polluted.                      Know ways to prevent pollution.                      Know where the River Nile is                      Know how important it is to the local community.                      Know how to ask and answer geographical questions.                      Know how to generate questions for investigation.                      Know how to collect information from a field trip.                      Know how to present information for an audience.</p>	<p>I ask, "Which HUMAN features does this place have?" • I give reasons for why some of those features are where they are. • I describe different points of view on an environmental issue affecting a locality. *** • I find out about places and the features in those places by either going to that place to observe or by looking at information sources.                      INVESTIGATION –                      • Asking relevant questions.                      • Using a variety of sources to find out about events, people, processes and changes.                      • Carrying out fieldwork and observational skills to develop a greater place knowledge.                      EXPRESSION                      • The ability to recall, select and organise information.                      • The ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography.                      INTERPRETATION                      • The ability to draw meaning from maps, atlases, globes, and data collected through fieldwork.                      • The ability to suggest meanings and draw conclusions from what they see.                      APPLICATION                      • Making the association between aspects of life in different countries,                      • Considering the impact of human activities on the environment.                      • Learning both about and also from geography                      DISCERNMENT</p>	<p>Year 4                      Where is the water cycle?                      What are the features of a river?                      How do we use rivers?                      What causes river pollution?                      How does the River Nile support the local population?                      Year 5                      Why does the water cycle a fundamental part of the weather system?                      How do erosion, deposition and transportation affect the formation of rivers?                      Can we identify and assess rivers as main transport arteries?                      How can we reduce river pollution on a national and global scale?                      What has been the impact of dams on the River Nile?                      Key Vocabulary                      Channel, dam                      deposition,                      discharge, erosion,                      mouth, source, tidal bore, tributaries,                      valley                      Water cycle,                      evaporation,</p>	<p><i>Year A term 6 EYFS Around the World</i>  <i>Year A term 6 Geography Britain and the World</i>  <i>Year A Term 1 Year 3 Geography-Maps of the World</i>  <i>Geography =Rivers</i>  <i>Year A term 2 yr. 3 geog-plants and climates</i>  <i>Year b Term 4 KS1 History=explorers</i>  <i>Year B term 1 yr. 3 Geog Climates</i></p>	<p><i>Year a term 2 yr. 4/5 geog Europe</i>  <i>Year A term 2 yr. 5/6 geog-Americas</i>  <i>Year B term 1 yr. 4/5 geog-mountains and deserts</i>  <i>Year B term 1 yr. 5/6 geog-Resources and the environment</i>  <i>Year B term2 yr. 5/6 geog-volcanoes and earthquakes</i></p>	<p><i>INVESTIGATION</i>  <i>EXPRESSION</i>  <i>INTERPRETATION</i>  <i>APPLICATION</i>  <i>DISCERNMENT</i>  <i>ANALYSIS</i></p>

			<ul style="list-style-type: none"> <li>· Explaining the importance of significant geographical events (earthquakes, erosion studies).</li> <li>· Developing insight into people, motives, actions and consequences.</li> <li>· Seeing clearly for themselves how individuals might learn from the study of geographical issues.</li> </ul> <p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>· Distinguishing between opinion, belief and fact.</li> <li>· Using data to draw conclusions or suggest hypotheses.</li> <li>· Distinguishing between the features of both human and physical geography nationally and internationally by comparing and contrasting locations.</li> </ul>	condensation, transportation, delta, meander, leisure, transport pollution			
<p><b>Science</b></p> <p><b>States of Matter</b></p>	<p>4c1: compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>4c2: observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>4c3: identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Children know about the differences between solid, liquids and gases. Children know how each can be identified. Children know how to group some materials as solid, liquids or gases. Children know which materials were most difficult to group.</p> <p>Children know how temperature can affect whether it is a solid, liquid or a gas. Children know what the particle model represents</p> <p>Children know about the different states of matter (solids, liquids, and gases). Children know how the amount of energy that the particles have affects the state of the material. Children know how to investigate the melting point of familiar materials Children know how effective different materials are at insulating a cold drink and slowing its increase in temperature</p> <p>Children know about the water cycle and that water is not created or lost, but simply moved around the Earth. Children know that heat from the Sun drives the water cycle</p> <p>Children know that solar heating of water-laden soil causes some water to evaporate,</p>	<p>They can recognise that scientific ideas are based on evidence. They can decide on the most appropriate approach to an investigation. (e.g., a fair test) to answer a question.</p> <p>They can describe how to vary one factor while keeping others the same.</p> <p>They can make predictions. They can select which information to use from sources provided. They can make observations using materials and equipment that are right for the task. They can record my observations using tables and bar charts.</p> <p>They consider how changing one variable can alter another and use the convention of 'er' words to describe this (e.g., The heavier the load, the longer the spring).</p> <p>They can relate conclusions to observed patterns. They can use appropriate scientific language.</p> <p>They can suggest improvements to my work and give reasons.</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></p>	<p>Year 4</p> <p>Q1 What do we mean by states of matter?</p> <p>Q2 How can different states be identified?</p> <p>Q3 how does temperature affect state?</p> <p>Q4 What is the particle model?</p> <p>Q5 How do we insulate from the cold?</p> <p>Q6 What is the water cycle?</p> <p>Year 5</p> <p>Q1 What are the characteristics of solids, liquids and gases?</p> <p>Q2 How can we use these definitions to group materials?</p> <p>Q3 Why does temperature affect state?</p> <p>Q4 How does the particle model explain states of matter?</p> <p>Q5 when do materials melt?</p>	<p><i>Year A Term 3 EYFS science Materials</i></p> <p><i>Year A Term 3 KS1 science materials</i></p> <p><i>Year A Term 4 EYFS science Materials</i></p> <p><i>Year B Term 3 EYFS science materials</i></p> <p><i>Year B Term 3 KS1 science materials</i></p> <p><i>Year A term 1 YR4/5 Geog-Rivers</i></p>	<p><i>Year A Term 5 yr. 5/6 science Materials</i></p> <p><i>Year B Term 6 yr. 5/6 science materials</i></p>	<p><b>INTERPRETATION</b></p> <p><b>APPLICATION</b></p> <p><b>DISCERNMENT</b></p> <p><b>ANALYSIS</b></p> <p><b>EVALUATION</b></p>

			<p>The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p> <p><b>DISCERNMENT</b> Explaining the significance of scientific studies and investigations.</p> <p><b>ANALYSIS</b> distinguishing between the feature's methods of different investigations</p> <p><b>EVALUATION</b> the ability to evaluate a finished product and scientific investigation; Distinguishing between opinion and fact.</p>	<p>Q6 How does this explain the water cycle?</p> <p>Key Vocabulary Matter, solid, liquid, gas, temperature, particles, insulation, water cycle, evaporation</p>			
<p><i>MFL</i> <i>4.1</i>  <i>Encore</i></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 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 IU4.4 Learn about ways of travelling to the country/countries</p>	<p>Children know how to describe people, using avoir and être. Phrases. Children know how to describe people's nationality. Children can use a variety of avoir phrases. Children know how to use être phrases with adjectives. Children can recognise and the use third person singular (il/elle) with both avoir and être. Children know different adjective endings</p>	<p>Yr. 4 <b>Oracy:</b> Identify and pronounce accurately the names of some countries and towns. Sing a song from memory on a related topic. Listen with care. Listen to a story and select keywords and phrases from it Ask and answer simple questions with correct intonation. Remember a sequence of spoken. Words. Speak clearly and confidently. Initiate a conversation when working with a partner Express opinion Developing a wider vocabulary. <b>Reading:</b> Understand words displayed in the classroom Research additional vocabulary using a dictionary Read familiar words and join in with a non-fiction text / story <b>Writing:</b> Write familiar words and simple phrases from a model. Understand and write a short email. using structures known <b>Language:</b> Understand the main core structures and begin to use some actively. Identify phonemes that are the same as or different from English or other languages they know. <b>Cultural:</b> Identify counties where selected language is spoken Investigate aspects of lifestyle in selected country e.g., food or leisure activities Investigate weather patterns of select Country.</p>	<p>Key Questions Question 1 Can you describe someone? Question 2 Which country do you come from?</p> <p>Key Vocabulary descriptive vocabulary: il/elle a (he/she has) ... les cheveux. courts/longs (short/long hair), les yeux bleus, etc. (blue eyes, etc.), un chien (a dog), un frère/une sœur (brother/sister); il/elle a sept ans (he/she is seven years old), nationalities: français(e) (French), canadien(ne) (Canadian), britannique (British) character adjectives: intelligent(e) (clever), sportif/sportive (sporty), sévère (strict)</p>	<p>Adjectives Unit 3.3 Year A Term 3 yr. 3 Unit 3.4 Year A Term 4 yr. 3</p>	<p>Adjectives Unit 4.5 Year A term 5 yr4/5 Unit 4.6 Year A term 6 yr. 4/5 Unit 6.2 Year B term 2 Yr. 5/6 Unit 6.6 Year B Term 6 yr. 5/6</p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i></p>

Yr. 5

**Oracy:** Understand numbers in multiples of 10 up to 100  
Understand and give simple directions Say that they don't understand and ask for something to be repeated Give information Use short sentences when asking and answering questions

Prepare a short talking task alone or with a partner and present this with reasonable pronunciation Listen to a story or poem and identify key words and phrases.

**Reading:** Show understanding of a short text containing familiar and unfamiliar language Retrieve information from a text to make predictions based on existing knowledge Read aloud to a partner or small group

**Writing:** Write a simple poem Write short sentences in a presentation or booklet Write simple instructions accurately Write sentences on a range of topics using a model

**Language:** Use agreements of adjectives Manipulate language by changing an element in a sentence

**Cultural:** Look at further aspects of everyday lives from the perspective of someone from another country Know about places of interest/importance within the county studied

**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;

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

			<p>the ability to suggest meanings</p> <p><b>APPLICATION</b> making the association between English and French</p> <p><b>DISCERNMENT</b> explaining the significance of a new culture and the importance of understanding a language correctly</p> <p><b>ANALYSIS</b> distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p> <p><b>SYNTHESIS</b> linking significant features of languages together</p> <p><b>EVALUATION</b> the ability to hold a conversation in French</p>				
<b>RE</b>	<p>Pilgrimage</p> <p>Pilgrimage builds upon the understanding of 'journey' to explore personal responses to pilgrimage, exploring local and global pilgrimage sites for different faiths. It is important where possible to visit a local sacred place which may be a place of pilgrimage for some – church, cathedral, cemetery, memorial, garden, tree, monument, quiet space.</p>	<p>Know that pilgrimage builds upon the understanding of 'journey' to explore personal responses to pilgrimage, exploring local and global pilgrimage sites for different faiths.</p> <p>Know how a person of faith may make a special journey.</p> <p>To explore the diversity and significance of local religious places to faith groups and members of the community.</p> <p>Make a virtual or real visit a local sacred site and/or talk with someone who has been on pilgrimage.</p> <p>Visit a local or regional recognised faith place of pilgrimage if possible; find out why it is sacred for faith members.</p> <p>Identify artefacts used by the pilgrim and consider their purpose and meaning.</p> <p>Observe rituals performed at sites of pilgrimage and before, during and after a pilgrimage; discover how those actions link to faith beliefs.</p> <p>Read/listen to Two Pigeons on A Pilgrimage: A Hajj Story or The Proudest Blue and other stories of life-changing journeys; discuss the</p>	<p>Can compare key places of pilgrimage and identify why a faith member might go there.</p> <p>Can describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage.</p> <p>Can show understanding of what is sacred for believers in religious places.</p> <p>Can reflect on the reasons a faith member may make a special journey.</p> <p>Can suggest ideas about the meaning of pilgrimage to a believer and the impact on their life.</p> <p>Can explain the impact of a sacred place on believers</p> <p><b>INVESTIGATION</b> asking relevant questions</p> <p><b>EXPRESSION</b> the ability to explain concepts, rituals and practices.</p> <p>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>REFLECTION</b> the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.</p>	<p>Enquiry Questions</p> <p>Q1. What is pilgrimage? Q2. How does a pilgrim prepare for the journey? Q3 What does Hajj mean to a Muslim? Q3. What does a pilgrim do when they get there? Q4. What do they leave at the site and what do they bring away with them? Q5. How does a pilgrim feel at different stages of the journey? Q6. Is a pilgrim different to a tourist?</p> <p><b>Key Vocabulary</b> Pilgrim Pilgrimage Mecca Hajj 5 Pillars of Islam</p>	<p>Year A Term 2 EYFS PSHE/RSE: Friendship and community Year A Term 2 KS1 PSHE/RSE: Friendship and community Year A Term 2 Y3&amp;4 PSHE/RSE: Friendship and community Year A Term 2 Y4/5 PSHE/RSE: Friendship and community Year A Term 2 KS1 RE: Islam – Life Journey Year A Term 1 Y4/5 RE: Pilgrimage Year B Term 5 KS1 RE: Islam Community</p>	<p>Year A Term 2 Y5/6 PSHE/RSE: Friendship and community Year A Term 5/6 Y5/6 RE: Rites of Passage – Islam and Hinduism Year B Term 5/6 Y5/6 RE: Rites of Passage – Islam and Hinduism</p>	<p>Investigation Expression Reflection Empathy Application Synthesis Evaluation</p>

		<p>meaning of Muslim stories about pilgrimage and the Hajj - the Muslim pilgrimage to Makkah.</p>	<p>the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.</p> <p><b>EMPATHY</b> the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.</p> <p>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><b>EVALUATION</b> weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience.</p>				
<p><b>Art/DT</b> <i>Design and build a bridge.</i></p>	<p>Pupils should be taught to: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 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</p>	<p>Children know how simple bridges are constructed using beams, pillars or piers Children know some technical vocabulary to explain how beam bridges are constructed Children know that better bridge design has an impact on daily life Children can investigate and explore the effectiveness of different beam/pillar designs. Children know how truss bridges spread the load of objects travelling across them Children know how to stiffen and strengthen structures. Children know how arches are used to spread and redirect compression forces acting on bridges. Children can test the load bearing capacity of an arch bridge. Children know how suspension bridges use tension to support bridge decks spanning large distances. Children know some facts about key suspension bridges Children know how tension and compression forces are distributed by suspension bridges. Children can develop criteria and design a prototype bridge for a</p>	<p>Children can: Plan with growing confidence, carefully select from a range of tools and equipment, explaining their choices. select from a range of materials and components according to their functional properties and aesthetic qualities. place the main stages of making in a systematic order. Practical skills and techniques learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures. use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components. with growing independence, measure and mark out to the nearest cm and millimetre. cut, shape and score materials with some degree of accuracy. assemble, join and combine material and components with some degree of accuracy.</p> <p><b>INVESTIGATION</b> –:</p>	<p>Enquiry Questions Year 4 Q1 What are the different types of bridge design (beam/pillars/piers/ arch/suspension Q2 What is the characteristic of each type? Q3 What is the construction method of each type. Q4 What bridge type will I build. Q5 how can I test my design.</p> <p>Year 5 Q1How has bridge design changed since early days? Q2 What materials are associated with each type? Q3 How are the properties of these materials</p>	<p><i>Year A term 3  Yr. 3  DT moving vehicle.</i> <i>Year A term 3 EYFS Moving Pictures</i> <i>Year A term 3 KS1 DT pulleys for drawbridge</i> <i>Year A term 1 yr. 4/5 bridge construction</i> <i>Year B Term 2 EYFS Art vehicles</i> <i>Year B term 3 EYFS DT-Rockets</i> <i>Year B Term 2 KS1 Art vehicles</i> <i>Year B term 3 EKS1 DT-Rockets</i> <i>Year B term 2 Yr. 3 DT moving model.</i></p>	<p><i>Year A term 3 Yr. 5/6 DT model ship</i> <i>Year A term 5 yr. 5/6 Key designers</i> <i>Year B term 3 Yr. 5/6 DT electrical components</i></p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>INTERPRETATION</b> <b>APPLICATION</b> <b>ANALYSIS</b> <b>EVALUATION</b></p>

	<p>materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>purpose. Children can select a bridge design to construct. Children can build and test their design Children know if their bridge has met the design criteria. Children know how to evaluate their product according to design criteria</p>	<p>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.  <b>EXPRESSION</b> – the ability express opinions (using product knowledge.)  <b>INTERPRETATION</b> – the ability to use technical vocabulary to describe and explain different products and talk about their purpose in making the world a better place.  The ability to interpret a design brief.  <b>APPLICATION</b> –: applying new skills to making products. applying designing skills to suit a design brief.  <b>ANALYSIS</b> – distinguishing between the need of the product and the benefit of it. understanding the purpose of a design brief and how to best achieve it.  <b>EVALUATION</b> –: the ability to evaluate a product. weighing up the respective evidence available and reach conclusions.</p>	<p>appropriate for the design?  Q4 What type of construction method best suits my design brief?  Q5 How can I test my design meets my brief?</p>			
<p><i>Music (Music express)</i></p>	<p><b>4.1 Poetry (performance)</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.  Mu2/1.3 Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><b>4.1 Poetry (performance)</b>  Children will develop their knowledge how to perform in performances of contrasting poems.  Children will develop the use of their voices expressively and rhythmically.  Children discover ways to create ostinato (A short rhythmic or melodic pattern that is repeated over and over) and accompaniments to enhance their performances.</p>	<p><b>4.1 Poetry (performance)</b>  Children will look at music notation, referring to metre and accent. Children will build an extended performance piece from a poem, using canon and ostinato as accompaniments.  Children develop their use of voices using beatbox to imitate the sound of a drum kit.  Children use this knowledge and skill of beat boxing to perform a rap with a vocal beatbox accompaniment.  Children develop knowledge of rhythmic accuracy (choral speaking).  Children devise a rhythmic accompaniment based repeated text fragments.</p>	<p><b>4.1 Poetry (performance)</b>  Key Questions?  What are rhythms and dynamics in a performance poem?  What is the structure of the poem?  Can you use notation to learn a rhythmic vocal ostinato to accompany a poem?  Can you use body percussion and instruments to add rhythms to a vocal ostinato?  Can you explain what canon is?</p>	<p><b>4.1 Poetry (performance)</b>  Year B  LKS2  Spring 1 3.4 Poetry  KS1  All previous units have elements of performance.  EYFS/Yr1  Summer 1 1.11 Travel  Other units also cover the skills in this unit.   Year A  KS1  Summer 2 2.12 Travel  KS1  All previous units have elements of performance.  EYFS/Y1  Spring 2 1.11 Travel</p>	<p><b>4.1 Poetry (performance)</b>  <i>Music Express Performance</i>  Year B  <i>The other units also cover elements of performance.</i>  Y4/5 Spring 1 4.12 Food and Drink  Summer 2 5.6 Celebration  Year 6 all units are performance related.   Year A  LKS2  Summer 2 4.12 Food and Drink  <i>The other units also cover elements of performance.</i>  Y4/5 Aut 1 4.1 Poetry  <i>The other units in Y5 also cover performance.</i></p>	<p><i>INVESTIGATION</i>  <i>EXPRESSION</i>  <i>INTERPRETATION</i>  <i>APPLICATION</i>  <i>DISCERNMENT</i>  <i>ANALYSIS</i></p>

	<p>4.2 Environment (composition)          Mu2/1.3 Listen with attention to detail and recall sounds with increasing aural memory.          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>4.2 Environment (composition)          Children will explore how different timbres can be descriptive. Children will explore combinations of different timbres to accompany a song.          Children will learn how to accompany a song with drone and ostinato in tuned percussion. Children will explore the descriptive music of two major composers.          Children will compose an introduction for a song. Children will read a poem describing the four seasons.          Children will identify key descriptive vocabulary in a poem and sort instruments by timbre to match each verse.          Children will work in groups to select descriptive sounds which match a poem about seasons.          Children will explore the musical dimensions to create descriptive musical pieces.          Children will listen and evaluate. Children discuss the descriptive use of instruments with reference to the musical dimensions.          Children will learn a song in a minor key with awareness of patterns in the melody.          Children will accompany a song with a drone and an ostinato using tuned percussion.          Children will follow a score to play an accompaniment.          Children will select instruments depending on their timbre to develop a descriptive song accompaniment.</p>	<p>Children combine the poem and ostinato in a performance.  <b>INVESTIGATION</b>          Investigating how the voice and body can be used to make sounds. Exploring a range of tuned and untuned instruments to compose music.  <b>EXPRESSION</b>          the ability to recognise how composers express themselves through their music.  <b>INTERPRETATION</b>          the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo.  <b>APPLICATION –</b>          identifying key musical terminology and using it in description of music exploring different ways music is made.  <b>DISCERNMENT</b>          explaining the significance of music in different settings recognising that people perceive music in a range of different ways.  <b>ANALYSIS</b>          distinguishing between the features of music identifying instruments used within a composition.  <b>SYNTHESIS</b>          linking a range of musical devices together to create effective compositions.          taking inspiration from existing musical performances to compose and perform music effectively.  <b>EVALUATION</b>          the ability to evaluate their own and other performances.</p> <p>4.2 Environment (composition)          Children listen to and compare the way two composers have described the Antarctic environment. Children will discuss how a composer’s description of music matches the movies seen.</p>	<p>Can you perform a poem in canon to a steady beat?          Can you perform, evaluate and refine your performance?          What is beatbox?          Can you combine body percussion with vocal patterns?          How can you record, evaluate and improve your performance?</p> <p>Key vocabulary          Beat          Rhythm          Dynamics          Ostinati/Ostinato          Canon          Tempo</p> <p>4.2 Environment (composition)          Key Questions          What is the poem describing?          What is the key descriptive vocabulary in the poem?          Can you sort the instruments by timbre to match each verse?          Can you explore the musical dimensions to create descriptive musical pieces?          Can you listen and evaluate your musical pieces?          Can you discuss what you hear in Vivaldi’s four seasons?          Can you learn a song in a minor key with awareness of</p>	<p>Other units also cover the skills in this unit.</p> <p>4.2 Environment (composition)          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          KS1 sum 2 2.12 Travel.          EYFS Spring 2 1.11 Travel</p>	<p><i>Year 6 all units are performance related.</i></p> <p>4.2 Environment (composition)          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>	
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			<p>Children will compare listening with and without visual images.  Children will learn a song, exploring its meaning and lyrics.  Children will compose a descriptive song introduction with two contrasting sections.</p> <p><b>INVESTIGATION</b>  Exploring a range of tuned and untuned instruments to compose music.  Knowing how to use a range of sources to research music, composers and its history.</p> <p><b>EXPRESSION</b>  the ability to recognise how composers express themselves through their music.</p> <p><b>INTERPRETATION</b>  the ability to draw meaning from a range of different musical pieces from a range of genres.  the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo.</p> <p><b>APPLICATION</b>  identifying how music is used for a variety of reasons, for religion, relaxation, communication etc.  identifying key musical terminology and using it in description of music</p> <p><b>DISCERNMENT</b>-in music this includes:  explaining the significance of music in different settings  seeing how the great composers have influenced modern music.</p> <p><b>ANALYSIS:</b>  distinguishing between the features of music</p>	<p>patterns in the melody?  Can you follow a score to play an accompaniment?  Can you perform a song with tuned percussion accompaniment?  Can you select instruments depending on their timbre?  Can you perform a song with descriptive sounds, drone and ostinato accompaniments?  What are the similarities and differences of the way the two composers have described the Antarctic environment?  What do the lyrics mean?  Can you compose a descriptive song introduction with two contrasting sections?  Can you perform, record and evaluate your descriptive song?</p> <p>Key vocabulary  Timbre  Texture  Pitch  Dynamics  Duration  Tempo  Structure  Drone  Ostinato/Ostinato  Introduction  Coda</p>			
Computing	Pupils should be taught to: Understand computer networks	Children know the internet as a network of networks.	Children can: explain ways to communicate with others online; describe the world wide web as the	Enquiry Questions Q1 How do networks physically	Year A term 1 EYFS Computing-technology around us	Year A term 1 yr. 5/6 Computing-communication	INVESTIGATION INTERPRETATION EVALUATION

<p><i>Lindisfarne</i></p> <p><b>4.1 The Internet</b></p> <p><i>Sempringham</i></p> <p><b>5.1 Computing systems and networks - sharing info.</b></p>	<p>including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Pupils should be taught 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. Understand computer networks, including the internet; how they can</p>	<p>Children know how information is shared across the internet Children know why a network needs protecting Children know some different networked devices and how they connect. Children know how the internet allows us to view the World Wide Web. Children know that the World Wide Web is the part of the internet that contains websites and web pages. Children know the types of media that can be shared on the World Wide Web (WWW). Children know where websites are stored when uploaded to the WWW. Children know how to access websites on the WWW. Children know how to create media which can be found on websites. Children know they can add content to the WWW Children know that websites and their content are created by people. Children can determine who owns the content on websites. Children know that there are rules to protect content Children know that not everything on the World Wide Web is true. Children know why they need to think carefully before sharing or resharing content.</p> <p>Children know that systems are built using a number of parts. Children know that a computer system features inputs, processes, and outputs. Children know that computer systems communicate with other devices Children know some tasks that are managed by computer systems. Children know the human elements of a computer system Children can explain the benefits of a given computer system Children know</p>	<p>part of the internet that contains websites; add websites to a favourites list; use search tools to find and use an appropriate website and content; use strategies to improve results when searching online; use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>INVESTIGATION asking relevant questions; INTERPRETATION the ability to understand computing theories; the ability to suggest meanings. EVALUATION the ability to evaluate how a computing system works.</p> <p>Use the skills already developed to create content using unfamiliar technology; select, use and combine the appropriate technology tools to create effect; review and improve their own work and support others to improve their work; save, retrieve and evaluate their work,</p>	<p>connect to other networks? Q2 How do networked devices make up the internet? Q3 How are websites shared via the World Wide Web? Q4 How content can be added and accessed on the World Wide Web? Q5 Who creates the WWW? Q^ is content reliable? filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world wide web, social media.</p> <p>Q1 What are systems? Q2 How do we use the internet? Q3 How can we share information? Q4 How can we collaborate on a project&gt;</p> <p>Key Vocabulary</p>	<p><i>Year A term 1 Ks1 Computing-It around us</i> <i>Year A term 1 Yr. 3 Computing -connecting computers.</i> <i>Year A term 1 Yr. 4 Computing-the internet, Year A term 1 yr. 4/5 Computing-sharing information</i> <i>Year B term 1 EYFS Computing technology around us</i> <i>Year B term 1 KS1 Computing -technology around us</i> <i>Year B term 1 Yr. 3 Connecting computers</i></p> <p><i>Year A term 1 EYFS Computing-technology around us</i> <i>Year A term 1 Ks1 Computing-It around us</i> <i>Year A term 1 Yr. 3 Computing -connecting computers.</i> <i>Year A term 1 Yr. 4 Computing-the internet,</i></p>	<p><i>Year A term 1 yr. 5/6 Computing-communication</i></p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>SYNTHESIS</i> <i>EVALUATION</i></p>
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	<p>provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>that data is transferred using agreed methods Children know that networked digital devices have unique addresses. Children know that data is transferred over networks in packets Children know that connected digital devices can allow us to access shared files stored online. Children know how to send information over the internet in different ways. Children know that the internet allows different media to be shared. Children know some strategies to ensure successful group work. Children can make thoughtful suggestions on my group's work Children can compare working online with working offline. Children can identify different ways of working together online. Children know that working together on the internet can be public or private. Children can explain how the internet enables effective collaboration</p>	<p>making amendments; insert a picture/text/graph/hyperlink from the internet or personal file search for information using appropriate websites and advanced search functions within Google; use strategies to check the reliability of information (cross-check with another source such as books); talk about the way search results are selected and ranked; check the reliability of a website, including the photos on site; tell you about copyright and acknowledge the sources of information; use key vocabulary to demonstrate knowledge and understanding in this strand  <b>INVESTIGATION</b>  asking relevant questions;  <b>EXPRESSION</b>  the ability to explain processes, concepts and practice, rituals and practices;  <b>INTERPRETATION</b>  the ability to understand computing theories;  the ability to suggest meanings.  <b>SYNTHESIS</b>  linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes.  <b>EVALUATION</b>  the ability to evaluate how a computing system works.</p>	<p>world wide web, search, search engine, advanced search, results, Google, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, are selected and ranked, address bar</p>	<p><i>Year A term 1 yr. 4/5 Computing-sharing information</i>  <i>Year B term 1 EYFS Computing technology around us</i>  <i>Year B term 1 KS1 Computing -technology around us</i>  <i>Year B term 1 Yr. 3 Connecting computers</i>  <i>Year B term 1 Yr. 4/5 Computing -the internet</i></p>		
<p><b>PE</b>  <b>Football and hockey</b></p>	<p>Pupils should be taught to:  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;</p>	<p><b>Football</b>  Children know the reasons for warming up and cooling down; Children know how to move in multiple directions in isolation and sometimes in a game situation; Children know how to use the basic skill of dodging, including fake dodging, in isolation and sometimes in a game situation; Children can dribble with the ball using different techniques; Children know how to pass the ball with some control and accuracy; Children can receive a ball that is passed directly to them, demonstrating some control;</p>	<p>Move with the ball using a range of techniques showing control and fluency Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. Vary the tactics they use in a game. Adapt rules to alter games.   <b>INVESTIGATION-</b></p>	<p>Enquiry Questions  Q1 why do we warm up and cool down?  Q2 How do we move in these games to gain possession?  Q3 How do we dodge opponents?  Q4 What ways can we mark an opponent?  Q5 How can we intercept a pass?   Key vocabulary</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. 5/6-netball/tag rugby</i>  <i>Year B term 1 Yr. 5/6 netball/tag rugby</i></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>Children know how to mark an opposition player with some success in a game; Children know what it means to intercept the ball and demonstrate they are able to get into a position to be able to intercept a pass; Children know the job of the goalkeeper and use some skills and strategies to prevent a goal from being scored; Children know how to follow rules in simple invasion games; • evaluate their own and others' performance with support</p> <p>Hockey</p> <p>Children know how to pass, dribble and shoot with control; Children can identify and use tactics to help themselves and their team keep possession of the ball; Children know how to tackle opponents with success and intercept the ball to win back possession; Children can use space well to pass and receive a ball; Children can identify areas and suggest ways that performances and games could be improved.</p>	<p>-asking relevant questions - using different approaches to determine skills and tactics</p> <p>EXPRESSION- -the ability to explain what they do and how they do it</p> <p>INTERPRETATION- -understanding the effects of what they do and how this could be changed to improve or maintain a standard</p> <p>APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills they have learnt in different situations</p> <p>DISCERNMENT- -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team.</p> <p>ANALYSIS- -explaining what they have done to improve a skill and what can be done to improve efficiency the next time</p> <p>SYNTHESIS -linking learning from one skill to another -transfer of skills across an increasingly wide range of sports</p>	<p>Dodge, pass, intercept, mark, opposition, strategy</p> <p>Dribble, shoot control</p>	<p>Year B term 1 Yr. 3 - throwing/catching skills. Year A term 1 yr. 4/5 football/hockey</p>		
<p>PSHE/ RSE Topic 1 Families and People</p>	<p>Key messages that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that others' families, either in school or in the wider world, sometimes look different from their family, but that they</p>	<p>Children can; describe different kinds of friendships and families, what makes them special/unique and how the people involved show they value each other • identify the essential constituents of a positive, healthy relationship • explain what this means in an emotional and physical sense • describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy • recognise that relationships can change (as we grow up or as circumstances change) recognise that sometimes relationships may change or end, that this is natural and often no one is to blame</p>	<p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</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;</p>	<p>Enquiry Questions</p> <ol style="list-style-type: none"> <li>1.What kinds of loving relationships are there?</li> <li>2.How do we know these are kind and loving?</li> <li>3.How should people within a loving relationship behave?</li> <li>4.How can relationships change over time? How do people in close relationships show they love each other?</li> <li>5. What does it mean to get married or have a civil partnership?</li> </ol>	<p>Year A Term 1 EYFS- Families and Communities Year A term 1 KS1 Families and Communities Year A term 1 Yr. 3 Families and Communities</p>	<p>Year A term 1 Yr. 5/6 Families and Communities</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EMPATHY</p>

	<p>should respect those differences and know that other children's families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p>recognise that two individual adults may choose to be part of a committed relationship together - become a 'couple' • identify ways a couple show their love and commitment to each other • recognise what marriage / civil partnership means (i.e. a legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together) • identify why a couple might choose to marry or have a civil partnership and that this decision might be based on the couple's personal beliefs or values, (including cultural, religious, financial values) • recognise that two people who love each other can also be in a committed relationship, and not be married</p>	<p>the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.  <b>INTERPRETATION –</b>  the ability to draw meaning from different viewpoints, world events and societal change;  the ability to know that we are all different and we live in a diverse world;  the ability to use health information to be informed on issues pertaining to health and safety;  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.  <b>REFLECTION –</b>  the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices;  the ability to think with clarity and care about significant events, emotions and change.  <b>EMPATHY –:</b>  the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;  the ability to see the world through the eyes of others and to see issues from their point of view.</p>	<p>6. Why might people decide to get married?  7. Do people have to get married?</p> <p><b>Key Vocabulary</b>  Relationship,  positive  Emotional  Committed,  Partnership  Civil religious</p>			
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## Small Village, Big Horizons

Curriculum Area	Knowledge Areas	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledges (see termly plans)	Application of Knowledge Across All Curriculum Areas
<p><i>Topic</i></p> <p><i>Rivers</i></p>	<p>Ge2/1.3a describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Children should:</p> <p>Know the seven continents.</p> <p>know the names of some eastern European countries.</p> <p>Know the meaning of landscape.</p> <p>know the variety of physical features found in Eastern Europe (Russia, Turkey, Ukraine etc)</p> <p>know some similarities and differences.</p> <p>Know what latitude is.</p> <p>Know how latitude affects climate.</p> <p>Know the climate of an area of Eastern Europe.</p> <p>know the human geographical features of 3 places within Eastern Europe (ST Petersburg, Moscow, Kiev and Istanbul)</p> <p>know how to express a preference.</p> <p>Know how to research a given location.</p> <p>Know some facts about Estonia, Russia, Ukraine, Istanbul</p> <p>Know how nuclear power is used to generate electricity.</p> <p>Know some of the dangers.</p> <p>Know where Chernobyl is located.</p> <p>Know what happened there.</p> <p>Know which countries were affected.</p>	<p>I ask, "Which HUMAN features does this place have?" • I give reasons for why some of those features are where they are. • I describe different points of view on an environmental issue affecting a locality. *** • I find out about places and the features in those places by either going to that place to observe or by looking at information sources.</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> <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>Year 4</p> <p>Which countries make up eastern Europe?</p> <p>What are the physical features of some key Eastern European areas?</p> <p>How are landscape features affected by latitude?</p> <p>What human geographical features can you identify?</p> <p>Where would you like to visit?</p> <p>What happened at Chernobyl?</p> <p>Year 5</p> <p>What are the capital cities of key eastern European countries?</p> <p>What are the similarities and differences between the landscape of Swineshead and Eastern Europe?</p> <p>How does latitude affect climate and landscapes?</p> <p>What are the human features of three key Eastern European cities?</p> <p>Where would you like to visit and why?</p> <p>What was the impact of the Chernobyl disaster?</p> <p>Key Vocabulary</p> <p>Agriculture, arable, climate, continent, country, human geography, landscape, physical geography, population, precipitation, weather, land use, residential, industrial, business, retail, leisure. Tourism, disaster, nuclear, explosion, aftermath</p>	<p><i>Year A term 6 EYFS</i></p> <p><i>Around the World</i></p> <p><i>Year A term 6 Geography</i></p> <p><i>Britain and the World</i></p> <p><i>Year A Term 1 Year 3</i></p> <p><i>Geography-Maps of the World</i></p> <p><i>Geography =Rivers</i></p> <p><i>Year A term 2 yr. 3 geog-plants and climates</i></p> <p><i>Year A term 1 Yr. 4/5</i></p> <p><i>Rivers</i></p> <p><i>Year b Term 4 KS1</i></p> <p><i>History=explorers</i></p> <p><i>Year B term 1 yr. 3 Geog</i></p> <p><i>Climates</i></p>	<p><i>Year A term 2 yr. 5/6 geog-Americas</i></p> <p><i>Year B term 1 yr. 4/5 geog-mountains and deserts</i></p> <p><i>Year B term 1 yr. 5/6 geog-Resources and the environment</i></p> <p><i>Year B term2 yr. 5/6 geog-volcanoes and earthquakes</i></p>	<p><i>INVESTIGATION</i></p> <p><i>EXPRESSION</i></p> <p><i>INTERPRETATION</i></p> <p><i>APPLICATION</i></p> <p><i>DISCERNMENT</i></p> <p><i>ANALYSIS</i></p>

			<p><b>DISCERNMENT</b></p> <ul style="list-style-type: none"> <li>· Explaining the importance of significant geographical events (earthquakes, erosion studies).</li> <li>· Developing insight into people, motives, actions and consequences.</li> <li>· Seeing clearly for themselves how individuals might learn from the study of geographical issues.</li> </ul> <p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>· Distinguishing between opinion, belief and fact.</li> <li>· Using data to draw conclusions or suggest hypotheses.</li> <li>· Distinguishing between the features of both human and physical geography nationally and internationally by comparing and contrasting locations.</li> </ul>				
<p><i>Science Animals inc humans Digestion and teeth</i></p>	<p>4b1: describe the simple functions of the basic parts of the digestive system in humans. 4b2: identify the different types of teeth in humans and their simple functions.</p>	<p>Children know the role of the human digestive system. Children know about the functions of the mouth, oesophagus, stomach, small intestine and large intestine. Children know that humans have 2 sets of teeth. Children know that teeth can be classified into different groups. Children know about the number, location and function of the incisors, canines and molars. Children know that teeth are made up of different materials (enamel, dentine, pulp) Children know that teeth are embedded in the gums and skull/jawbone. Children know how to compare the teeth of carnivores and herbivores; Children know some reasons for differences Children know about the stages of tooth decay Children know how it can be caused. Children know how tooth decay can be prevented and treated</p>	<p>They can recognise that scientific ideas are based on evidence. They can decide on the most appropriate approach to an investigation. (e.g., a fair test) to answer a question. They can describe how to vary one factor while keeping others the same. They can make predictions. They can select which information to use from sources provided. They can make observations using materials and equipment that are right for the task. They can record my observations using tables and bar charts. They consider how changing one variable can alter another and use. the convention of 'er' words to describe this (e.g., The heavier the load, the longer the spring). They can relate conclusions to observed patterns. They can</p>	<p>Key Questions Year 4 Q1 What is the digestive system? Q2 What are the main parts of the digestive system? Q3 How many teeth do we have? Q4 How do teeth vary? Q5 How can we prevent decay? Year 5 Q1 what can we recall about the digestive system? Q2 what are the functions of the key parts of the digestive system? Q3 Does the number of teeth we have vary? Q4 What is the difference between the teeth of herbivores and carnivores? Q5 How do we look after our teeth?</p> <p>Key vocabulary Digestion, teeth, incisors, canines, molars, enamel, dentine, pulp, skull, jawbone,</p>	<p>Year A Term 1 yr3 science Animals Year A Term 2 EYFS science Animals Year A Term 2 KS1 science Animals Year A Term 5 EYFS science Animals Year A Term 5 KS1 science Animals Year A Term 5 yr3 science animal Year B Term 1 EYFS science animals Year B Term 1 KS1 science animals Year B Term 2 yr3 science animals Year B Term 1 Yr4/5 science animals Year B Term 4 EYFS science animals Year B Term 4 KS1 science animals Year B Term 6 EYFS science animals Year B Term 6 KS1 science animals Year B Term 6 yr3 science animals</p>	<p>Year A Term 2 yr. 5/6 science animals Year A Term 4 yr. 5/6 science Animals Year B Term 2 yr. 5/6 science animals Year B Term 3 Yr4/5 science animals Year A Term 5 Yr4/5 science Living Things Year B Term 4 Yr4/5 science living things Year B Term 4 yr. 5/6 science living things Year B Term 5 Yr4/5 science living things Year B Term 6 Yr4/5 science living things</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS EVALUATION</p>

			<p>use appropriate scientific language. They can suggest improvements to my work and give reasons.</p> <p><b>INVESTIGATION</b> asking relevant questions; knowing how to use different types of sources as a way of gathering information</p> <p><b>EXPRESSEION</b> the ability to identify and articulate scientific understanding</p> <p><b>INTERPRETATION</b> the ability to draw meaning from scientific theories, theories and studies; the ability to suggest meanings</p> <p><b>APPLICATION</b> The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p> <p><b>DISCERNMENT</b> Explaining the significance of scientific studies and investigations.</p> <p><b>ANALYSIS</b> distinguishing between the feature’s methods of different investigations</p> <p><b>EVALUATION</b> the ability to evaluate a finished product and scientific investigation; Distinguishing between opinion and fact.</p>	<p>carnivore, herbivore, decay, prevention</p>	<p>Year B Term 1 yr3 science living things</p>		
<p><b>MFL</b></p> <p>4.2 <i>Quelle heure est-il?</i></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.</p>	<p>Children know how to talk about free-time activities. Children can tell the time/ Children know how to say what activities you do at certain times Children can use several present tense verbs to describe activities.</p>	<p>Yr. 4 <b>Oracy:</b> Identify and pronounce accurately the names of some countries and towns. Sing a song from memory on a related topic. Listen with care. Listen to a story and select keywords and phrases from it Ask and answer simple questions with correct intonation. Remember a sequence of spoken. Words. Speak clearly and confidently. Initiate a conversation when working with a partner</p>	<p>Key Questions recognise and repeat various activities. learn to tell the time in a simple phrase (Il est cinq heures, etc.)</p> <p>Key Vocabulary activities: je regarde (I am watching) ... la télé (TV), un-DVD (a DVD); j’écoute (I am listening to) ... mes CD (my CDs), la radio (the radio); je joue (I’m playing) ... au football (football), au tennis.</p>	<p>Time/dates Unit 3.6 Year A Term 6 Yr. 3 Unit 4.2 Year A term 2 yr. 4/5</p> <p>Numbers Unit 3.1 Year A term 1 yr. 3 Unit 3.4 Year A term 4 yr. 3 Unit 3.6 Year A term 6 yr. 3</p>	<p>Time/dates Unit 5.2 Year A Term 2 yr. 4/5 Unit 5.4 Year A term 4 yr. 4/5 Unit 6.3 Year B term 3 Yr. 5/6</p> <p>Numbers Unit 6.2 Year B term 2 yr. 5/6</p>	<p><b>INTERPRETATION</b> <b>APPLICATION</b> <b>DISCERNEMENT</b> <b>ANALYSIS</b> <b>EVALUATION</b></p>



<p>L4.2 Follow a short familiar text, listening and reading at the same time</p> <p>L4.3 Read some familiar words and phrases aloud and pronounce them accurately.</p> <p>L4.4 Write simple words and phrases using a model and some words from memory</p> <p>IU4.2 Know about some aspects of everyday life and compare them to their own</p>		<p>Express opinion Developing a wider vocabulary.</p> <p><b>Reading:</b> Understand words displayed in the classroom</p> <p>Research additional vocabulary using a dictionary</p> <p>Read familiar words and join in with a non-fiction text / story</p> <p><b>Writing:</b> Write familiar words and simple phrases from a model. Understand and write a short email.</p> <p>using structures knowt</p> <p><b>Language:</b> Understand the main core structures and begin to use some actively. Identify phonemes that are the same as or different from English or other languages they know.</p> <p><b>Cultural:</b> Identify countries where selected language is spoken</p> <p>Investigate aspects of lifestyle in selected country e.g., food or leisure activities Investigate weather patterns of select Country.</p> <p>Yr. 5</p> <p><b>Oracy:</b> Understand numbers in multiples of 10 up to 100</p> <p>Understand and give simple directions Say that they don't understand and ask for something to be repeated</p> <p>Give information Use short sentences when asking and answering questions</p> <p>Prepare a short talking task alone or with a partner and present this with reasonable pronunciation Listen to a story or poem and identify key words and phrases.</p> <p><b>Reading:</b> Show understanding of a short text containing familiar and unfamiliar language Retrieve information from a text to make predictions based on existing knowledge Read aloud to a partner or small group</p>	<p>(tennis) telling the time: il est... heure(s)</p> <p>activities at certain times: Je regarde la télé à cinq heures, etc.</p>	<p>Unit 4.2 Year B Term 2 Yr. 3</p>	
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**Writing:** Write a simple poem  
Write short sentences in a presentation or booklet  
Write simple instructions accurately  
Write sentences on a range of topics using a model  
**Language:** Use agreements of adjectives  
Manipulate language by changing an element in a sentence  
**Cultural:** Look at further aspects of everyday lives from the perspective of someone from another country  
Know about places of interest/importance within the county studied

**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

**SYNTHESIS**  
linking significant features of languages together

**EVALUATION**  
the ability to hold a conversation in French

<p><b>RE</b></p>	<p>How do Muslim's worship? Pupils should be taught: The role of the Mosque The significance of fasting. How Muslim beliefs expressed in practice? How do beliefs impact on action: expectations of behaviour, ways in which people act? Religious figures and community leaders.</p>	<p>Recap of key beliefs: God, tawhid, everything created in harmony (Muslim), humans as 'Abd and Khalifa to help keep everything in harmony; the straight path (shariah) they follow to help them do this; the guidance God provides to help them follow the straight path – the natural world, the Qur'an and the prophets. Recap of the Five Pillars with an emphasis on linking the practices with the beliefs that underpin them. The role of human beings in maintaining a harmonious (Muslim) world. The importance of the straight path (shariah) in helping to keep the world in harmony (Muslim), as God intends it to be. Family life and the way in which this contributes to following the straight path (shariah): family life as created by God to help provide a harmonious society; the importance of following the example of the Prophet Muhammad, who was married and had children; prayer at home, family involvement in key obligations, such as fasting and pilgrimage; the different, but complementary, roles of men and women (e.g. Qur'an 49.13); the respect children should show to their parents (e.g. Qur'an 17.23-24). The Hadith – collections of the teachings and lived example (sunnah) of the Prophet Muhammad; different Muslims accept different collections of Hadith to be more or less authoritative; provides additional guidance on how to follow the straight path (shariah), i.e., how to live Islamic ally; examples of Hadith, e.g. "None of you truly believes until he loves for his brother what he loves for himself" (Hadith Nawawi 13). The work of Muslim charities, such as Islamic Relief, the Red Crescent and Muslim Hands UK; the way in which their work connects with Muslim's beliefs about God, the world and human beings. Examples of contemporary Muslims and the ways in which their beliefs</p>	<p>Pupils can explain what does the Qur'an teaches about how Muslim should treat others? Pupils can explain Muslim beliefs expressed in practice including family life-roles and responsibilities. Pupils can research on Muslim charities and the importance of belief on social action. Pupils know about inspirational people who have Islam as their faith .INVESTIGATION 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. EXPRESSION the ability to explain concepts, rituals and practices. INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism. REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices. EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others. APPLICATION making the association between religions and individual, community, national and international life. DISCERNMENT explaining the significance of aspects of religious belief and practice. developing insight into people, motives, actions and consequences.</p>	<p>Enquiry Questions Q1. Why do they think it's important to follow the 5 pillars? Q2. Would it ever be ok if a Muslim chose sometimes not to follow the 5 pillars? Q3. Why do they think these rules from Surah are included in the Qur'an? Q4. Are they relevant today? Q5. Why are these rules good/bad? Q6. The Qur'an teaches that children should care for their parents. Is this a purely Muslim value. Q7. Can you make any comparisons to any other religion or belief?</p> <p><b>Key Vocabulary</b> Tawhid – the oneness of Allah Harmony, Abd – servant Khalifa – regent Shariah – straight path Qur'an. Commandments from Surah 17</p>	<p>Year A Term 1&amp;2 KS1 RE Being Human – Islam and Life Journey – Islam. Year A Term 2 Y3&amp;4 RE: God – Islam Year A Term 2/3 Y4/5 RE: Muslim worship Year A Term 4 Y1&amp;2 RE: Islam - Community Year B Term 2 Y3&amp;4 RE: God – Islam Year B Term 3 KS1 RE: God - Islam Year B Term 5 KS1 RE: Places of worship</p>	<p>Year A Term 3 Y4/5 RE: Muslim worship Year B Term 5 Y5/6 RE: Rites of passage – Islam Year B Term 6 Y5/6 RE: Life Journey - Islam</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EMPATHY APPLICATION DISCERNMENT</p>
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		<p>impact on their lives, e.g., Mo Farah, Mohamed Salah, Nadiya Hussain, Mohammed Ali ('Aerosol Arabic'; Muslim Street artist), Sadiq Khan (Mayor of London), Sayeeda Hussain (Baroness Warsi, member of the House of Lords).</p>	<p>seeing clearly for themselves how individuals might learn from the religions they study.</p>				
<p><i>Art/DT</i></p> <p><i>M</i></p>	<p>Pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas. to improve their mastery of art and design techniques, 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 who the British artist LS Lowry was. Children know something about his life. Children can answer basic retrieval questions about some of his paintings. Children know some similarities in differences between his paintings. Children know how to describe a Lowry painting. Children know that Lowry included matchstick men in his paintings children know how Lowry drew his matchstick men. Children know how to recreate a matchstick man. Children know a variety of tools that can be used to paint. Children know that Lowry used five colours in his paintings (red, blue, yellow, black and white.) children know the difference between tints, tones and shades children know how to colour mix paints to match your chosen colour children know what we mean by foreground midground and background of a landscape. Children know how Larry added depth and perspective to his paintings through the use of small and paler objects in the backgrounds of his paintings. Children can identify the foreground, mid-ground and background of some of Lowry's paintings children know how to use these features to add depth. • children know how to work together to create a composite picture in the style of Lowry children will know how to use all they have learned about his style of painting to create their own sections of the painting children no whether their</p>	<p>Children can: create a colour palette, demonstrating mixing technique; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: Children can: give detailed observations about notable artists', artisans' and designers' work. offer facts about notable artists', artisans' and designers' lives. 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 –</p>	<p>Enquiry Questions Year 4 Q1 Who was LS Lowry? Q2 What colours did he use. Q3 Who were the Matchstick Men. Q3 What is the difference between fore, mid and background? Q4 how do I colour mix to add depth? Year 5 Q1 What do we know about the style Lowry used in his paintings? Q2 What do we mean by primary colours, shades, tints and tones? Q3 How did Lowry create perspective? Q4 How can I recreate his style?</p> <p>Key Vocabulary blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>	<p>Year A term 2 EYFS Art-van Gogh Year A term 5 EYFS Art-landscapes Year A term 4 KS1 Art-landscapes Year A term 6 KS1 Art-west Indian art Year A term 2 yr. 3 Art-Monet Year A term 2 yr4/5 Art-Constable Year B Term 1 EYFS Art-portraits Year B term 2 EYFS Art-observational drawings Year B term 2 EYFS Art-aboriginal Year B Term 1 KS1 Art-portraits Year B term 2 KS1 Art-observational drawings Year B term 2 KS1 Art-aboriginal Year B term 1 Yr. 3 Art-van Gogh Year B term1 Yr. 4/5 Art-landscapes</p>	<p>Year A term 1 yr. 5/6 Art-Pastels Year B term 2 Yr. 5/6 Art-oil pastels</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS EVALUATION</p>

		section will be in the foreground midground or background	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.				
<b>Music (Music express)</b>	<p>4,6 Around the World (Pitch) Mu2/ 1.1 Play and perform in solo and ensemble contexts, using their voices ad playing musical instruments with increasing accuracy, fluency, control and expression. Mu2/ 1.4 Use and understand staff and other musical notations. 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>4.8 Singing Spanish (Pitch) Mu2/ 1.1 Play and perform in solo and ensemble contexts, using their voices ad 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</p>	<p>4.6 Around the World (Pitch) Children explore the pentatonic scale. Children play leaps and read graphic notation. Children develop listening skills. Children describe music using musical and non- musical terms. Children compose and notate pentatonic melodies. Children play a pentatonic song with leaps. Children combine tuned, untuned percussion and singing.</p> <p>4.8 Singing Spanish (Pitch) Children sample the sights and sounds of the Spanish- speaking world. Children: earn greetings, count to 12 and play singing games. Children will sing a counting song, dividing the melodic phrases between two groups (in hocket) Children will listen to and identify how a song accompaniment is descriptive.</p>	<p>4.6 Around the World (Pitch) Children sing an action song as a round. Children listen to pentatonic melodies in songs. Children follow the pitch shape of a melody with audio and notation. Children listen to three pentatonic pieces, identifying the country of origin, Children compose pentatonic melodies using a note trail. Children learn to perform off-beat vocal rhythms and identify them in a song. Children perform rhythm patterns on untuned percussion and tuned percussion to accompany songs and perform. INVESTIGATION 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 its history. EXPRESSION the ability to recognise how composers express themselves through their music. INTERPRETATION the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo.</p>	<p>4.6 Around the World (Pitch) Key Questions What is a pentatonic scale? How do you play leaps? Can you read graphic notation? Can you identify the country of origin? Can you describe music using musical and non- musical terms? Can you play a pentatonic song with leaps?</p> <p>Key Vocabulary Round Pentatonic Spiritual Gospel Music Harmony Graphic notation Pitch Rhythm Tempo Improvisation Off- beat</p> <p>4.8 Singing Spanish (Pitch) Key Questions What are the features on the Spanish- style greeting song? Can you sing in Spanish, learning the greetings? Can you sing to a question- and-answer song? Can you use instruments to create sound pictures to represent times of the day?</p>	<p>4.6 Around the World (Pitch) Year B LKS2 Spring 1 3.7 In the Past KS1 Sum 1 2.5 Animals Sum 2 2.11 Water EYFS/Y1 Sum 2 1.12 Water 1.3 Animals Aut 2 1.6 Seasons</p> <p>Year A KS1 Aut 2 1.3 Animals Aut 1 1.6 Seasons</p> <p>4.8 Singing Spanish (Pitch) Year B LKS2 Spring 1 3.7 In the Past KS1 Sum 1 2.5 Animals Sum 2 2.11 Water EYFS/Y1 Sum 2 1.12 Water 1.3 Animals Aut 2 1.6 Seasons</p>	<p>4.6 Around the World (Pitch) Year B Year 5 units covering notation elements. 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</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>4.8 Singing Spanish (Pitch) Year B</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT</p>

	<p>dimensions of music.</p>	<p>Children will create and improvise descriptive sounds to accompany a song.          Children will perform and record a song with added sounds effects.          Children will learn to sing a traditional singing game in Spanish.          Children will sing with increasing tempi.          Children will follow simple notation to accompany a song with instruments.</p>	<p><b>APPLICATION –</b>          identifying how music is used for a variety of reasons, for religion, relaxation, communication etc.          identifying key musical terminology and using it in description of music          exploring different ways music is made.</p> <p><b>DISCERNMENT</b>          explaining the significance of music in different settings          recognising that people perceive music in a range of different ways.          seeing how the great composers have influenced modern music.</p> <p><b>4.8 Singing Spanish (Pitch)</b>          Children listen and identify features of a Spanish- style greeting song.          Children use knowledge of beat to play untuned percussion to accompany a song.          Children perform a song in two vocal groups.          Children learn Spanish greetings in a question-and-answer song.          Children accompany a song with descriptive sounds in three groups.</p> <p><b>INVESTIGATION</b>          Investigating how the voice and body can be used to make sounds.          Exploring a range of tuned and untuned instruments to compose music.</p> <p><b>INTERPRETATION</b>          the ability to draw meaning from a range of different musical pieces from a range of genres.          the ability to suggest meanings within a song’s lyrics.</p> <p><b>REFLECTION</b>          the ability to reflect on feelings a piece of music gives, the features within it and their</p>	<p>Can you accompany a song with descriptive sounds in three groups?          Can you learn and sing a counting song?          Can you sing a song in melody in hocket (one single melody shared between one or more voices or instruments)?          Can you identify and sing in the pitch of the melody for your allocated group?          Can you listen and learn to sing a traditional singing game in Spanish?          Can you follow notation to accompany a song with instruments?          Can you develop and perform a traditional Spanish sing?</p> <p>Key vocabulary          Accompaniment          Minor Key          Hocket          Pitch          Beat          Rhythm</p>	<p>Year A          KS1          Aut 2 1.3 Animals          Aut 1 1.6 Seasons</p>	<p><i>Year 5 units covering notation elements.</i>  <i>Spring 2 5.3 Life Cycles</i>  <i>Summer 1 5.4 Keeping Healthy</i>  <i>Year 6 covering elements of notation.</i>  <i>Aut 1 6.1 World Unite</i>  <i>Spring 1 6.3 Growth</i>  <i>Summer 2 6.6 Moving On</i></p> <p><i>Year A</i>  <i>LKS2</i>  <i>Aut 2 3.7 In the Past</i>  <i>Spring 1 3.10 Singing French</i>  <i>Spring 2 4.6 Around the World</i>  <i>Y4/5 Aut 2 4.6 Around the World</i>  <i>4.8 Singing Spanish.</i>  <i>Year 5 units covering notation elements.</i>  <i>Spring 2 5.3 Life Cycles</i>  <i>Summer 1 5.4 Keeping Healthy</i>  <i>Summer 2 5.5 At the movies</i>  <i>Year 6 covering elements of notation.</i>  <i>Aut 2 6.1 World Unite</i>  <i>Spring 2 6.3 Growth</i>  <i>Summer 2 6.6 Moving On</i></p>	

			<p>own opinions of a variety of music.</p> <p>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</p> <p>exploring different ways music is made.</p> <p><b>DISCERNMENT</b> explaining the significance of music in different settings</p> <p>recognising that people perceive music in a range of different ways.</p> <p><b>ANALYSIS</b> distinguishing between the features of music</p> <p><b>SYNTHESIS</b> recognising how and where music fits in to the wider world.</p> <p><b>EVALUATION</b> the ability to evaluate their own and other performances.</p>				
<p><b>Computing</b></p> <p><i>Lindisfarne</i></p> <p><b>4.2 audio-editing</b></p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and</p>	<p>Children can identify digital devices that can record sound and play it back. Children know the inputs and outputs required to play audio or record sound.</p> <p>Children can recognise the range of sounds that can be recorded.</p> <p>Children can use a device to record audio and play back sound Children can plan and write the content for a podcast.</p> <p>Children know why it is useful to be able to save digital recordings.</p> <p>Children know how to save a digital recording as a file. Children know how to open a digital recording from a file. Children know ways in which audio recordings can be altered.</p> <p>Children know how to edit sections of an audio recording. Children know how to use editing tools to arrange sections of audio Children know that</p>	<p>Children can: use software to record, create and edit sounds and capture still images;</p> <p>change recorded sounds, volume, duration and pauses; use software to capture video for a purpose.</p> <p>crop and arrange clips to create a short film; plan an animation and move items within each animation for playback; use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p><b>INVESTIGATION</b> asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p><b>EXPRESSION</b></p>	<p>Enquiry Questions</p> <p>Q1 how can sound can be digitally recorded?</p> <p>Q2 How are recordings stored?</p> <p>Q3 How do we change an audio?</p> <p>Q4 How can different types of audios be combined and played together?</p> <p>audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame.</p>	<p><i>Year A term 2 EYFS Computing-painting</i></p> <p><i>Year A term 3 EYFS Computing-writing</i></p> <p><i>Year A term 2 KS1 Computing-photography</i></p> <p><i>Year A term 3 Ks1 Computing-music</i></p> <p><i>Year A term 2 Yr. 3 Computing-animation</i></p> <p><i>Year A term 3 Yr. 3 Computing-publishing</i></p> <p><i>Year A term 2 Yr. 4 Computing -audio editing</i></p> <p><i>Year A term 2 Yr. 4/5 computing vector drawing</i></p> <p><i>Year A term 3 Yr. 4 Computing photo editing</i></p> <p><i>Year A term 3 Yr. 4/5 Video-editing</i></p> <p><i>Year B term 2 EYFS Computing-painting</i></p>	<p><i>Year A term 2 Yr. 5/6 Computing -3d modelling</i></p> <p><i>Year A term 3 yr. 5/6 Computing -web pages</i></p> <p><i>Year B term 2</i></p> <p><i>Year B term 3 yr. 5/6 Computing -video editing</i></p>	<p><b>INVESTIGATION</b></p> <p><b>EXPRESSION</b></p> <p><b>REFLECTION</b></p> <p><b>EVALUATION</b></p>

<p style="text-align: center;"><i>Sempringham</i></p> <p style="text-align: center;"><b>5.2 Creating media Vector drawings</b></p>	<p>presenting data and information. Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</p>	<p>digital recordings need to be exported to share them.</p> <p>Children know that vector drawings are made using shapes. Children know the main drawing tools. Children know how a vector drawing is different from paper-based drawings. Children can identify the shapes used to make a vector drawing Children know that each element added to a vector drawing is an object. Children can move, resize, and rotate objects. Children know how to use the zoom tool to help add detail to drawings. Children can explain how alignment grids and resize handles can be used to improve consistency. Children know how to modify objects to create different effects. Children know that each added object creates a new layer in the drawing. Children can identify which objects are in the front layer or in the back layer of a drawing Children know how to change the order of layers in a vector drawing. Children know how to copy part of a drawing by duplicating several object Children can group to create a single object. Children know how to reuse a group of objects to further develop a vector drawing, Children can create alternatives to vector drawings and suggest improvements.</p>	<p>the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking.</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>EVALUATION</b> understand what can be done differently and what impact this may have on the outcome.</p> <p>search tools to find and use an appropriate website and content; use strategies to improve results when searching online; use key vocabulary to demonstrate knowledge and understanding in this strand, use appropriate keyboard commands to amend text on a device; use applications and devices in order to communicate ideas, work, and messages; save, retrieve and evaluate work, making amendments. insert a picture/text/graph/hyperlink from the internet or a personal file. use key vocabulary to demonstrate knowledge and understanding in this strand: <b>INVESTIGATION</b> asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging. <b>EXPRESSION</b> the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking. <b>REFLECTION</b> the ability to reflect on why their process may not have</p>	<p>Q1 What do we use drawing tools for? Q2 what is a vector drawing? Q3 How do we create layers. Q4How, do we group objects.</p> <p>Key Vocabulary</p> <p>: filter, Google, search engine, image, keyboard, insert, table draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimize, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck</p>	<p><i>Year B term 3 EYFS Computing-writing Year B term 2 KS1 Computing-painting Year B term 3 Ks1 Computing-writing Year B term 3 Yr. 4/5 Computing photo editing Year B term 2 Yr. 3 Computing-animation</i></p> <p><i>Year A term 2 EYFS Computing-painting Year A term 3 EYFS Computing-writing Year A term 2 KS1 Computing-photography Year A term 3 Ks1 Computing-music Year A term 2 Yr. 3 Computing-animation Year A term 3 Yr. 3 Computing-publishing Year A term 2 Yr. 4 Computing -audio editing Year A term 2 Yr. 4/5 computing vector drawing Year A term 3 Yr. 4 Computing photo editing Year A term 3 Yr. 4/5 Video-editing Year B term 2 EYFS Computing-painting Year B term 3 EYFS Computing-writing Year B term 2 KS1 Computing-painting Year B term 3 Ks1 Computing-writing Year B term 2 Yr. 4/5 Computing -audio editing Year B term 3 Yr. 4/5 Computing photo editing</i></p> <p><i>Year B term 2 Yr. 3 Computing-animation</i></p>	<p><i>Year A term 2 Yr. 5/6 Computing -3d modelling Year A term 3 yr. 5/6 Computing -web pages Year B term 2 Year B term 3 yr. 5/6 Computing -video editing</i></p>	<p><b>INVESTIGATION EXPRESSION REFLECTION EVALUATION</b></p>
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			<p>worked and use resilience to problem solve.</p> <p><b>EVALUATION</b> understand what can be done differently and what impact this may have on the outcome.</p>				
<p><b>PE</b></p>	<p>perform dances using a range of movement patterns;  <ul style="list-style-type: none"> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> </p>	<p>children know how to use the skill of improvisation by responding to stimuli. Children know how to change their movements according to different stimuli. Children can combine and link a small number of movement phrases and patterns. Children can demonstrate a range of dance techniques such as Unison canon and repetition. Children can combine and link an increasing number of movement phrases and patterns. Children know how to incorporate a range of dance techniques into a dance motif. Children know how to develop dance motifs by adapting original ideas to vary the levels, direction, speed, order or repeat. add dynamics and changed the focus. Children know how to take responsibility for their own skill progression.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.</p> <p><b>INVESTIGATION-</b>  -asking relevant questions  -using different approaches to determine skills and tactics</p> <p><b>EXPRESSION-</b>  -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>DISCERNMENT-</b>  -understanding and responding to the tactics and games of others  -developing insights into tactics and working as a team.</p>	<p>Enquiry Questions  Q1 how can I respond to stimuli?  Q 2 what dance techniques can I use? Q 3 how can I work in a group?  Q4, can I represent objects and actions through dance.  q 5 how do I put a range of movements together?  Question 6 how I make it better</p>	<p><i>Year A term 2 EYFS Dance</i>  <i>Year A term 2 KS1 Dance</i>  <i>Year A term 2 Yr. 3 Dance</i>  <i>Year A term 2 Yr. 4/5 Dance</i>  <i>Year A term 2 Yr. 3 Dance</i>  <i>Year B term 2 EYFS Dance</i>  <i>Year B term 2 KS1 Dance</i>  <i>Year B term 2 Yr. 4/5 Dance</i></p>	<p><i>Year A term 2 yr. 5/6 Dance</i>  <i>Year B term 2 Yr. 5/6 Dance</i></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>ANALYSIS- -explaining what they have done to improve a skill and what can be done to improve efficiency the next time</p> <p>SYNTHESIS -linking learning from one skill to another -transfer of skills across an increasingly wide range of sports</p>				
<p>PSHE/ RSE Topic 2 Friendships and Community</p>	<p>how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • those healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or</p>	<p>Children can; recognise what is meant by a 'basic human right'</p> <ul style="list-style-type: none"> <li>• explain why rules and laws are made specifically to protect children</li> <li>• identify what is meant by the UN declaration on the Rights of the Child</li> <li>• identify some human rights that relate to their lives<sup>1</sup> and are important to them</li> <li>• identify that human rights laws take precedence over any other laws or behaviours (including cultural, family, community or religious practices)</li> <li>• explain why it is very important that people speak out about human rights</li> </ul> <p>recognise the relationship between rights and responsibilities</p> <ul style="list-style-type: none"> <li>• describe rights and responsibilities they have at home, at school, in the community and environment</li> <li>• identify steps they can take and the skills they need to help fulfil duties/responsibilities</li> <li>• give examples of how they can make a difference to local and world-wide environment issues</li> </ul>	<p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>. INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information.</p> <p>EXPRESSION –: the ability to explain patterns of behaviour, beliefs, feelings and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.</p> <p>INTERPRETATION –: the ability to draw meaning from different viewpoints, world events and societal change;</p>	<p>Enquiry Questions</p> <p>Q1 Why do children need their own human rights? Q2 Whose responsibility is it to meet a child's human rights? Q3 How important are human rights? What is the difference between a right and a responsibility? Q4 How are rights related to responsibilities? Q5 What are we responsible for? Q6 How can people be organised? Q7 What impact can we have on the environment?</p> <p>Key Vocabulary Rights Responsibilities Declaration Precedence</p>	<p>Year A term 2 EYFS Friendships and Communities Year A term 2 KS1 Friendships and Communities Year A term 2 Yr. 3 Friendships and Communities</p>	<p>Year A term 2 Yr. 5/6 Friendship and communities</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EMPATHY</p>

	<p>uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>		<p>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. EMPATHY – the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others and to see issues from their point of view.</p>				
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