

Key Stage 1 Curriculum Map Year B Autumn

Tintern Year 1 Autumn 1 Marvellous Me

Small Village, Big Horizons

Curriculum Area	Key Knowledge Area	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Reference to the Application of Knowledge Across All Curriculum Areas
<p><i>Marvellous Me</i></p> <p><i>History</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>•changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<p>Children know what happens as we get older and what changes we see. Children know what a timeline is and can put key events on one. Children know how to sequence events? Children know how things have changed since they were a baby? Children know what the difference is between toys then and now. Children can explain the similarities/differences between children and parents? Children know what toys parents played with</p>	<p><b>ENQUIRY SKILL</b> Yr 1/2Ask and begin to answer questions about events e.g. When? What happened? What was it like...?Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.</p> <p><b>INVESTIGATION –</b> · asking relevant questions; · <b>EXPRESSION –</b> · the ability to recall, select and organise information <b>APPLICATION – i:</b> · making the association between aspects of life in different societies, <b>DISCERNMENT;</b> · developing insight into people, motives, actions and consequences; <b>ANALYSIS –</b> · distinguishing between opinion, belief and fact;</p> <p>.</p>	<p><b>ENQUIRY QUESTIONS</b> Q1 What can children do at different ages? Q2 How do I complete a personal timeline? Q3 How am I different to my parents? Q4 How are my toys different to the toys my parents played with?</p> <p><b>Key Vocabulary</b> Baby Child Adult Growing Changes timeline</p>	<p><i>None</i></p> <p><i>Writing (autobiography)</i> <i>None</i></p>	<p><i>Year A term 1 Yr 3 science -nutrition</i> <i>Year A term 1 Yr 5/6 science -inheritance</i> <i>Year A term 2 EYFS science animals</i> <i>Year A term 2 KS1 science-animals</i> <i>Year A term 2 yr4/5 science-teeth</i> <i>Year A term 4 KS1 history -seasides</i> <i>Year A term 4 Yr 5/6 science -lifestyles</i> <i>Year A term 5 EYFS science-animals</i> <i>Year A term 5 KS1 science -animals</i> <i>Year A term 5 yr 3 science-skeletons</i> <i>Year B Term 1 EYFs Music-ourselves.our bodies</i> <i>Year B Term 1 EYFS Science Bodies /senses</i> <i>Year B term 1 KS1 History-marvellous me</i> <i>Year B Term 2 EYFS Geog-local area</i> <i>Year B Term 2 KS1 Geog-local area</i></p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>APPLICATION</b> <b>DISCERNMENT</b> <b>ANALYSIS</b></p>

						<p><i>Year B term 2 Yr 3 Geography-local area</i>  <i>Year B term 2 Yr 3 science humans</i>  <i>Year B term 2 yr5/6 science-animals</i>  <i>Year B Term3 EYFS History-space</i>  <i>Year B Term 3 Yr 4/5 science Animals/changes</i>  <i>Year B term 4 EYFS science- animals</i>  <i>Year B Term 4 KS1 science-animals</i>  <i>Year B term 5 Yr 4/5 science animals</i>  <i>Year B Term 6 KS1 science -animals</i></p> <p><i>Writing</i>  <i>Year A term 3 Yr 3 Autobiography</i>  <i>Year A term 3 Yr 4/5 autobiography</i>  <i>Year B term 1 KS1 autobiography</i>  <i>Year B term 3 Yr 5/6 Biography</i></p>	
<p><i>Science</i></p> <p><i>Animals Inc</i>  <i>Humans - Body and senses</i></p>	<p>1b4: Identify, name, draw and label the basic parts of the human body and say what part of the body is associated with which</p>	<p>Children know that there are five senses. Children know that they use their eyes to see. They know they can see in the light but not dark. They know that an optician helps them see . Children know that they use their ears to hear. Children know the difference between loud and soft noises. They know that some people cannot hear. Children know that they use their tongue to taste. Children know that there are different tastes and different children will like different things. Children know that they use their nose to smell. Children know that they can recognise some objects from their smell alone. Children know that the sense of touch is associated with the whole body, rather than a particular organ. Children know they can</p>	<p>Yr. ½ they talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g. Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.</p> <p>INVESTIGATION - asking relevant questions; knowing how to use different types of sources as a way of gathering information</p>	<p>Key Questions  Year 1  Q1can we name all five senses?  Q2 Can we see in the light and the dark ?  Q3 what does an optician do?  Q4 How sensitive are our ears ?  Q5what do things taste like ?  Q6 can we only touch with our fingers?</p> <p>Key Vocabulary  Eye, ear, nose, tongue, touch, taste, hearing, smelling</p>	<p>Year A Term2 EYFS  Science-body parts</p>	<p>Year A term 3 KS1  Science, materials  Year A term 3 Yr3  science, Rocks and soils  Year A term 1 year4/5  Science , States of Matter  Year A term 5 Yr5/6  science-properties and changes in materials  Year B term 4 EYFS  science exercise and health  Year B term 1 KS1 science-senses  Year B Term 4 KS1 science exercise and health   Year B term 2 Yr 3  science teeth and digestion</p>	<p>INVESTIGATION  EXPRESSION  EVALUATION</p>

		recognise some objects using touch alone	EXPRESSION - the ability to explain concepts, methods and practices; the ability to identify and articulate scientific understanding EVALUATION - the ability to evaluate a finished product and scientific investigation.; Distinguishing between opinion and fact.			Year B term 3 Yr 4/5 Science-body changes Year B term 6 yr5/6 properties and changes in materials	
RE	Know examples of people who belong to religious communities.	Know examples of people who belong to religious communities. Know ways in which religion is an ordinary part of their lives (e.g. Christians visiting church to worship, Muslims participating in big community festival celebrations, Sikhs helping out in the langar [canteen] in the gurdwara, etc.). Know stories/picture books to explore some ways in which religion is important to some people.	Can explain about how they and others look like Understand that everyone is different and unique We have different colour hair and eyes, we are different shapes and sizes, we have different personalities, we have different interests and we feel different feelings and emotions INVESTIGATION asking relevant questions; 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; the ability to see the world through the eyes of others and to see issues from their point of view. SYNTHESIS connecting different aspects of life.	Enquiry Questions How do you feel? What makes you feel happy? What makes you feel sad? How do you think your friend is feeling? What is the funniest thing that happened today? What do you love doing? If you could do anything right now what would it be?  <b>Key Vocabulary</b> Happy Sad Nervous Sick Tired Afraid Suspicious Surprised Proud Excited Embarrassed Silly Confused	Year B Term 1 RSE – Well-being and emotions Year B Term 1 Science – Bodies and Senses Year B Term 1 Topic: Personal and family history	Year B Term 3 EYFS RE: My Special Things Year B Term 5 EYFS RE: My Life Year B Term 6 EYFS RE: Our beautiful World Year B Term 1 KS1 RSE: Families and people Year B Term 2 KS1 RSE: Friendship and Community Year B Term 3 KS1 RSE: Respect	INVESTIGATION REFLECTION EMPATHY SYNTHESIS
Art/DT Skeletons, self portraits	Yr 1 Pupils should be taught: to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and	Children know about the work of a range of artists, Children can explain what a portrait is. Children know that different artists draw in different styles Children know how to use colours to portray emotions in a portrait. Children can talk about Picasso's abstract portraits. Children know how to use collage materials to make an abstract portrait.Children know how to use watercolours to create a	Respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary	Enquiry Questions Q1 what is a portrait? Q2 Do we all draw and paint people the same way? Q3 what colour is happy? Q4 How can I make a portrait with collage pieces Q 5. How many different mediums can I use to create a portrait?	None	Year A term 2 Yr 3 Art Monet/Picasso Year A term 2 yr 4/5 Art Constable Year A term 5 Yr 4/5 Art portraits Year A term 1 Yr 5/6 Art- /Hallam Year A term 2 yr 5/6 Art WArhol Year B term 2 EYFS Art-observational drawings	INVESTIGATION EXPRESSION INTERPRETATION REFLECTION APPLICATION DISCERNMENT ANALYSIS

	<p>share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>background.Children know how to create a line drawing.</p>	<p>colours; add white and black to alter tints and shades;  <b>INVESTIGATION</b> – asking relevant questions.  <ul style="list-style-type: none"> <li>•knowing how to use different types of sources as a way of gathering information.</li> <li>•knowing how pieces are created</li> </ul> <b>EXPRESSION</b> –  <ul style="list-style-type: none"> <li>•the ability to explain techniques, colours and use of media.</li> <li>•the ability to identify and articulate opinions on how an artist has chosen to express their ideas.</li> </ul> <b>INTERPRETATION</b> –  <ul style="list-style-type: none"> <li>•the ability to draw meaning from pieces of art.</li> <li>•the ability to suggest alternative meanings.</li> </ul> <b>REFLECTION</b> –  <ul style="list-style-type: none"> <li>•the ability to reflect on pieces of art, including their purpose, meaning, and technique.</li> <li>•the process the artist went through to create their piece.</li> </ul> <b>APPLICATION</b> –  <ul style="list-style-type: none"> <li>•making the association between the purpose, technique, media and meaning behind a piece.</li> <li>•identifying the purpose of the piece.</li> </ul> <b>DISCERNMENT</b> –  <ul style="list-style-type: none"> <li>•explaining the significance of aspects of a piece of art.</li> <li>•developing insight into individuals and communities.</li> <li>•seeing clearly for themselves how individuals might learn from the artists they study.</li> </ul> <b>ANALYSIS</b> –:  <ul style="list-style-type: none"> <li>•distinguishing between an artist’s meaning and what others may interpret.</li> <li>•distinguishing between the features of a piece of art and its significance</li> </ul> </p>			<p><i>Year B term 1 KS1 Art-self portraits</i>  <i>Year B term 2 KS1 Art-observational drawings</i></p> <p><i>Year B term 1 yr 3 Art-Van Gogh</i>  <i>Year B term 1 yr 4/5 Art-landscapes</i>  <i>Year B term 1 yr 5/6 Art-watercolours</i>  <i>Year B Term 2 yr 5/6  Art-pastels</i></p>	
<p><b>Music</b></p>	<p>1.1 Ourselves (exploring sounds)  Mu1/ 1.1Using voices expressively and creatively by</p>	<p>1.1 Ourselves (exploring sounds)  Children explore ways of using their voices expressively.  They develop their knowledge of body percussion.</p>	<p>1.1 Ourselves (exploring sounds)  Children create and respond to vocal sounds through games and learning songs.  Children explore how sounds change.  Children use body actions to songs they learn.</p>	<p>1.1 Ourselves (exploring sounds)  Key Questions  What is pitch?  How can you create this sound?  Can you perform this poem?</p>	<p>1.1 Ourselves (exploring sounds)  Year B  EYFS/Y1 Aut 2 1.7 Our School  Aut 1 1.1 Ourselves</p>	<p>1.1 Ourselves (exploring sounds)  Year B  EYFS/ Yr 1  Spring 1 1.9 Storytime  KS1</p>	<p><b>INVESTIGATION</b>  <b>EXPRESSION</b>  <b>APPLICATION</b></p>

	<p>singing songs and speaking chants and rhymes. Mu1/ 1.4 Experiment with, create, select and combine sounds.</p>	<p><b>1.10 Our Bodies (beat)</b> Children develop their knowledge of a steady beat. Children will know how to perform a steady beat at two different speeds (tempi). Children will respond to music and play rhythm patterns on body percussion.</p>	<p>Children perform a body percussion song. They begin to explore descriptive sounds.</p> <p><b>INVESTIGATION</b> how the voice and body can be used to make sounds own feelings and emotions related to a range of musical experiences</p> <p><b>EXPRESSION</b> the ability to explore music as a medium for expressing themselves</p> <p><b>APPLICATION-</b> identifying key musical terminology and using it in description of music exploring different ways music is made</p> <p><b>1.10 Our Bodies (beat)</b> Children will recognise and respond to a steady beat in a song. Children will recognise and respond to a steady beat at different speeds. Children will identify a recurring rhythm pattern in a song. Children will perform rhythm patterns and perform together.</p> <p><b>INVESTIGATION</b> how the voice and body can be used to make sounds own feelings and emotions related to a range of musical experiences</p> <p><b>EXPRESSION</b> the ability to explore music as a medium for expressing themselves</p> <p><b>APPLICATION-</b> identifying key musical terminology and using it in description of music exploring different ways music is made</p>	<p>What different ways can you use your voice? What expressive vocal sounds can be added to the story? What body percussion can be added to the story?</p> <p><b>Key Vocabulary</b></p> <p>Pitch Dynamics Tempo</p> <p><b>1.10 Our Bodies (beat)</b> Key Questions</p> <p>What is the beat? How can you show that you know the beat? Can you hear the beat, what happens to the speed? What actions can be used to mark the steady beat in the song? What is the rhythm pattern in this song? Can you mark the beat?</p> <p><b>Key vocabulary</b> Beat Tempo (slow/fast, slower/faster)</p>	<p>Year A EYFS/ Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p> <p><b>1.10 Our Bodies (beat)</b> Year B EYFS/ Y1 Aut 1 1.10 Our Bodies</p> <p>Year A EYFS/ Y1 Aut 1 1.2 Number</p>	<p>Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather, 1.9 Storytime Spring 2 2.3 Our land Y2/3 Aut 1 2.1 Ourselves Aut 2 2.3 Our Land Spring 1 2.9 Weather 2.7 Storytime Summer 1 3.3 Sounds Year B (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots</p> <p>Year A EYFS/Y1 Summer 1 1.9 Storytime KS1 Aut 1 1.4 Weather Spring 1 1.7 Our School 1.9 Storytime Spring 2 2.1 Ourselves 2.3 Our land Y2/3 Aut 1 2.9 Weather Spring 1 2.3 Our Land 2.7 Storytime Spring 2 3.3 Sounds LKS2 (has Mu2/1.5) Aut 1 3.1 Environment 3.2 Buildings</p>	
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				<p>Timbre (spooky, scary, bright, cheery) Rhythm</p>		<p><i>Aut 2 3.3 Sounds</i> <i>Spring 2 4.6 Around the World</i> <i>Sum 1 4.3 Sounds</i> <i>4.5 Building</i> <i>Sum 2 4.12 Food and Drink</i> <i>Y4/5</i> <i>Aut 1 4.2 Environment</i> <i>Aut 2 4.6 Around the World</i> <i>Spring 1 4.5 Buildings</i> <i>Spring 2 5.3 Life Cycles</i> <i>Summer 2 5.4 Keeping Healthy</i> <i>Sum 2 5.5 At The Movies</i> <i>Y6</i> <i>Aut 1 6.4 Roots</i> <i>Spring 1 6.2 Journeys</i> <i>Spring 2 6.3 Growth</i></p> <p>1.10 Our Bodies (beat) Year B EYFS/Y1 Sum 1 1.2 Number 1.5 Machines Y1/2 Aut 1 1.10 Our Bodies Aut 2 1.8 Pattern Sum 1 1.5 Machines Y2/3 Aut 1 2.4 Our Bodies Aut 2 2.10 Pattern Sum 2 3.6 Time LKS2 Aut 1 3.2 Building AUt 2 3.6 Time Spring 2 4.5 Building Sum 2 4.10 Time Y4/5 Sum 1 5.4 Keeping Healthy Yr6 Most units have an element of Beat</p>
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						<p>Year A EYFS/ Y1 Spring 1 1.1.5 Machine Sum 1 1.10 Our Bodies Sum 2 1.8 Pattern Y1/2 Aut 2 1.5 Machines Sum 1 2.4 Our Bodies 2.6 Numbers Y2/3 Aut 2 2.6 Numbers Spring 2 3.6 Time LKS2 Aut 1 3.2 Building Sum 1 4.5 Buildings Spring 1 4.5 Buildings Sum 1 5.4 Keeping Healthy Yr6 Most units have an element of Beat</p>	
<p><b>Computing 1.1 computing systems and networks - technology around us</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content;</li> <li>recognise common uses of information technology beyond school;</li> <li>use technology safely and respectfully, keeping personal</li> </ul>	<p>Children know that technology is something that helps us. Children can locate examples of technology in the classroom Children know the main parts of a computer. Children know how to switch on and log into a computer. Children know how to use a mouse to click and drag. Children know how to use a mouse to open a program. Children know how to click and drag to make objects on a screen Children can use a mouse to create a picture. Children know that writing on a computer is called typing. Children know how to type their name on a computer Children can save and open work to a file. Children know how to use the arrow keys to move the cursor . Children can delete letters. Children know some rules for using technology responsibly</p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>Use applications and devices in order to communicate ideas, work, messages and demonstrate control; save, retrieve and organise work;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand:</li> </ul> <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> the ability to explain processes, concepts and practice, rituals and practices;</p> <p><b>INTERPRETATION</b> the ability to suggest meanings.</p> <p><b>REFLECTION</b> the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <p><b>EVALUATION</b> the ability to evaluate how a computing system works.</p>	<p>Enquiry Questions Q1 What is technology? Q2 What are the parts of a computer? Q3 How does the mouse work? Q4 What does a keyboard do? Q5 How do you save your work Q6 What can you do using a mouse and keyboard on PAINT? Q7 why do we need to be careful using computers?</p> <p>Key Vocabulary</p> <p>Launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present</p>	<p><i>Year A term 1 EYFS-Technology around us</i></p>	<p><i>Year A term 1 KS1 -IT around us</i> <i>Year A Term 1 Yr 3 Connecting Computers</i> <i>Year A term 1 Yr4-The internet</i> <i>Year A term 1 yr 4/5 sharing information</i> <i>Year A term 1 Yr5/6 Communication</i> <i>Year B term 1 KS1 -IT around us</i> <i>Year B Term 1 Yr 3 Connecting Computers</i> <i>Year B term 1 Yr4/5-The internet</i> <i>Year B term 1 yr 45/6 sharing information</i></p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>REFLECTION</i> <i>EVALUATION</i></p>

	<p>information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>						
<p><b>PE</b> <b>Mastering basic movements</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	<p>Children know how to move at pace for a length of time. Children know how to change direction whilst travelling. children know how to bounce the ball. children know how to bounce the ball whilst moving. Children know how to move with the ball in different ways. Children know how to jump for distance. Children know how to jump for height. Children know how to balance. Children can throw a ball. children can catch a large ball with two hands</p>	<p>Describe how the body feels before, during and after exercise. Carry and place equipment safely. Use hitting skills in a game. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency Use different ways of travelling in different directions or pathways..</p> <p>. INVESTIGATION-</p> <ul style="list-style-type: none"> <li>-asking relevant questions</li> <li>- using different approaches to determine skills and tactics</li> </ul> <p>EXPRESSION-</p> <ul style="list-style-type: none"> <li>-the ability to express themselves through movement</li> <li>-the ability to explain what they do and how they do it</li> </ul> <p>Interpretation-in PE, this covers</p> <ul style="list-style-type: none"> <li>-understanding the effects of what they do and how this could be changed to improve or maintain a standard</li> </ul> <p>APPLICATION</p> <ul style="list-style-type: none"> <li>- make connections between different skills in different sports and how these are interlinked</li> <li>-to apply the skills, they have learnt in different situations</li> </ul> <p>DISCERNEMENT-</p> <ul style="list-style-type: none"> <li>-understanding and responding to the tactics and games of others</li> <li>-developing insights into tactics and working as a team.</li> </ul>	<p>Enquiry Questions Q1 can I run fast and slow? Q2 Can I change direction? Q3How do I bounce the ball? Q4How high can I jump? Q5 How far can I jump?</p> <p>Key vocabulary dance run jump pace fast slow high low left right catch throw</p>	<p><i>Year A Term 5 EYFS - team games</i></p>	<p><i>Year A term 1 yr 3 attacking/defending Year A term 1 yr 4/5 football/hockey Year A term 1 yr 5/6-netball/tag rugby Year A term 5 KS1 -team games Year A term 5 Yr 3 -defending/attacking skills Year B term 1 KS1 mastering basic movements Year B term 1 Yr 3 -throwing/catching skills Year B term 1 Yr 4/5 football/hockey Year B term 1 Yr 5/6 netball/tag rugby Year B term 5 KS1 -team games Year B term 5 Yr 3 -defending/attacking skills</i></p>	<p><b>INVESTIGATION</b> <b>EXPRESSION</b> <b>APPLICATION</b> <b>DISCERNMENT</b> <b>ANALYSIS</b></p>

			ANALYSIS- -explaining what they have done to improve a skill and what can be done to improve efficiency the next time				
PSHE/RSE	Emotional Well Being Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.	Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings Know about the benefits of hobbies and interests	Describe or demonstrate how to listen to other people Describe or demonstrate the signs that show we are being listened to Give reasons for listening to others Describe what it feels like to be listened to/not listened to Suggest things we can do to help get on with other people in class and on the playground INVESTIGATION –: asking relevant questions; knowing how to use different types of sources as a way of gathering information. EXPRESSION – the ability to explain patterns of behaviour, beliefs, feelings and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media.	Enquiry Questions Who are our friends? What do they do to make us happy? What do they do to make us angry/sad? What do we do to make our friends happy/angry/sad? How does it feel to be ignored?  <b>Key Vocabulary</b> Emotions Happiness Sadness Anger Frustration Surprise Fear Nervousness	Year B Term 1 EYFS RE: Myself Year B Term 1 EYFS English: Mini autobiography Year B Term 1 EYFS Music: Ourselves	Year B Term 3 EYFS RE: My Special Things Year B Term 5 EYFS RE: My Life Year B Term 6 EYFS RE: Our beautiful World Year B Term 1 KS1 RSE: Families and people Year B Term 2 KS1 RSE: Friendship and Community Year B Term 3 KS1 RSE: Respec	INVESTIGATION EXPRESSION

Tintern Year B Autumn 2 Stop, Look and Listen

Small Village, Big Horizons

<i>Curriculum area</i>	Key Knowledge Area	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Reference to the Application of Knowledge Across All Curriculum Areas
<p><b>Stop, look and listen</b></p> <p><b>Geography</b></p>	<p>Yr 1 Pupils should be taught about: Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Children know 3 things about our local area.</p> <p>Children can find 3 places on a local street map and say where they can be found</p> <p>Children know how to use compass directions to follow simple instructions on the playground.,</p> <p>Children know how to follow a street map.</p> <p>Children are able to record what they can see and hear in our local area.</p> <p>Children know how to make decisions about what they like and dislike about our local area.,</p> <p>Children know how to label places on a map of our local area.</p> <p>Children know how to show a 'route' on a map of our local area</p> <p>Children can explain a route to a partner using key words.,</p> <p>Children know how to name 3 different types of housing and explain some differences between these types of houses</p> <p>Children should be able to name 3 (or more) jobs that people do in our local area.</p> <p>Children know how to ask questions to find out what local people do in our area.</p> <p>Children are able to suggest 2 ways in which where we live could be improved .</p>	<p>Ask geographical questions, observe and record what they see, express their own views about people, places and environments and communicate their knowledge and ideas in different ways</p> <ul style="list-style-type: none"> <li>• I ask what is this place like? • I tell others' the things I like and dislike about a place</li> </ul> <p>INVESTIGATION –</p> <ul style="list-style-type: none"> <li>· asking relevant questions;</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>· considering the impact of human activities on the environment</li> <li>· learning both about and also from geography</li> </ul>	<p>ENQUIRY QUESTIONS</p> <p>Q1 What local places can I find on a street map?</p> <p>Q2 What can I see and hear in the local area?</p> <p>Q3 How do I plot my route to school on a local map?</p> <p>Q4 What types of houses do I pass on the way to school?</p> <p>Q5 How could I make Swineshead better?</p> <p>Key Vocabulary</p> <p>Compass</p> <p>Direction</p> <p>Fieldwork</p> <p>Industrial</p> <p>Residential</p> <p>Commercial</p> <p>Agricultural</p>	<p>None</p> <p>Writing (Reports)</p> <p>Year A term 1 EYFS reports</p> <p>Year A term 1 KS1 reports</p>	<p>Year A term 1 EYFS Geog-local weather</p> <p>Year A term 3 EYFS history-castles</p> <p>Year A Term 6 EYFS history Britain and the world</p> <p>Year A term 1 KS1 Geog-local weather</p> <p>Year A term 3 KS1 history-castles</p> <p>Year A Term 6 KS1 history Britain and the world</p> <p>Year A term 2 Yr4/5 geog local area comparison</p> <p>Year B term 5 EYFS geog-local area</p> <p>Year B term 5 KS1 geog-local area</p> <p>Year B term 2 geog -local area comparison</p> <p>Writing (reports)</p> <p>Year A term 3 yr 5/6 reports</p> <p>Year B term 2 KS1 reports</p> <p>Year B term 3 Yr 3 reports</p> <p>Year B term 1 yr 4/5 reports</p> <p>Year B term 1 yr 5/6 reports</p> <p>Year  B term 3 yr 3 reports</p> <p>Year B term 5 yr 5/6 report</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>APPLICATION</p>

		Children know how to cross roads safely					
Science	1d1: Observe changes across the four seasons 1d2: Observe and describe weather associated with the seasons and how day length varies	Children can describe how the weather changes across the Seasons• children can describe day length in autumn• children can observe and describe the weather in autumn. • children can collect and record data about the weather in Autumn. • children can identify signs of autumn. Children can describe how day length varies from autumn to Winter. • children can identify changes in the trees and in clothes that We wear from autumn to winter. • children can observe and describe the weather in winter. • children can collect and record data about the weather in Winter.	Yr. ½ they talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the information on a chart. They make some measurements of what they observe. (e.g. Loud, quiet, long short etc) they use the computer to draw what they have observed. They can tell others what they have done. They can tell others what they have found out.  INVESTIGATION Asking relevant questions Knowing how to use different types of sources as a way of gathering information EXPRESSION The ability to explain concepts, methods and practices The ability to identify and articulate scientific understanding INTERPRETATION The ability to suggest meanings APPLICATION The ability to be able to apply a range of scientific knowledge and skills in a range of contexts EVALUATION The ability to evaluate a finished product and scientific investigation.	Key Questions EYFS Q1 what are The Four Seasons ? Q2 What would I wear in autumn, winter , spring or summer ? Q3 what different activities would I enjoy in The Four Seasons? Year 1 Q1What are seasons? Q2 How does the weather change in different seasons? Q3what difference does the season make to the day length? Q4 what changes do we notice from autumn to winter ? Q5 how much does it rain in autumn and winter  Key Vocabulary Autumn, winter, spring, summer, seasons, Months, daylight, weather	Year A term 1 EYFS geography -weather	Year A term 1 Ks1 geography weather Year A term 1 seasonal changes Year A term 2 yr 3 geography plants and climates Year B term 2 EYFS music seasons Year B term 3 EYFS music-weather Year B term 6  EYFS science -plants Year B term 3 Ks1 music weather Year B term 4 Ks1 music-seasons Year B term 6  EYFS science -plants Year B term 1 Yr 3 geography-climates	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION EVALUATION
RE	Know the Golden Rule	Know the Golden Rule – treat others the way you want to be treated (e.g.	Can operate independently within the environment and show confidence in linking up	Key Questions Who are your friends? What makes a good friend?	Year B Term 1 EYFS RE: Myself	Year B Term 3 EYFS RE: My Special Things	INVESTIGATION EXPRESSION

		<p>Mark 12:30-31, Hadith 13, Leviticus 19:18, etc.)          Know examples of this from different religions, e.g. the Good Samaritan (Christianity), the Prophet Salih and the camel (Islam), Joseph and his brothers (Judaism)          Know how to stand up for own rights and for others          Have a developing awareness • of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others          Games          Taking turns          Circle time          say something nice about the person beside you          Working in pairs to build the tallest tower          Create a picture / poster about being a good friend with your partner</p>	<p>with others for support and guidance          Showing that we accept all children and their families and recognising and celebrating the cultural diversity  <b>INVESTIGATION</b>          knowing how to use different types of sources as a way of gathering information;  <b>EXPRESSION</b>          the ability to explain concepts, rituals and practices;  <b>INTERPRETATION</b>          the ability to draw meaning from artefacts, works of art, poetry and symbolism;  <b>REFLECTION</b>          the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices  <b>APPLICATION</b>          making the association between religions and individual, community, national and international life;  <b>DISCERNMENT</b>          explaining the significance of aspects of religious belief and practice</p>	<p>How can we make friends?          How and why do we say sorry?          Who are you playing with today?          What is it about **** you like?          How does **** make you feel?          Who made you happy today?          How did you help someone today?</p> <p><b>Key Vocabulary</b>          Friends          School rules          Good friends and making the right decision          Happy          Sharing          Patience          Kind          Thoughtful          Generous          Loving          Trust          Laughter          Special          Playing          Caring          Listens</p>	<p>Year B Term 1 Topic:          Personal and family history</p>	<p>Year B Term 5          EYFS RE: My Life          Year B Term 6          EYFS RE: Our beautiful World          Year B Term 1 KS1 RSE: Families and people          Year B Term 2 KS1 RSE: Friendship and Community          Year B Term 3 KS1 RSE: Respect          Year A Term 2 KS1 RSE: Friendship and community          Year A Term 2 Y3&amp;4 RSE: Friendship and community          Year A Term 2 Y4/5 RSE: Friendship and community          Year A Term 2 Y5/6 RSE: Friendship and community</p>	<p><b>INTERPRETATION</b>  <b>REFLECTION</b>  <b>APPLICATION</b>  <b>DISCERNMENT</b></p>
<p><b>DT</b>  <b>Vehicles</b></p>	<p>Pupils should be taught to:          select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].          select from and use a wide range of materials and components, including construction</p>	<p>Children can choose their favourite vehicle to compare, draw and label. • Children can identify a variety of different types of vehicles. Children can identify the main features of a variety of vehicles          Children can identify the uses for a variety of vehicles. Children know what wheels, axles and chassis are. Children know that</p>	<p>Explore an existing product. • Draw a simple design. • Take a picture which has at least one moving mechanism. • Start to understand what design criteria is used for. • Evaluate what they did well on their product, build simple structures, exploring how they can be made stronger, stiffer and more stable.          talk about and start to understand the simple working</p>	<p>Enquiry Questions          Q1 How are different vehicles used?          Q2 what are axes, chassis and body?          Q3 What is the body of a vehicle?          Q4 How can we decorate it??          Q5 Can you follow your design?          Q6 How can you improve your construction?</p>	<p><i>Year A term 3 EYFS Art-landscapes</i></p>	<p><i>Year A term 3 KS1 Moving pictures</i>  <i>Year A term 3 Yr. 3 DT-wheels</i>  <i>Year A term 4 KS1 Art-landscapes</i>  <i>Year A term 3 KS1 DT-pulleys</i>  <i>Year B term 2 Yr. 3 DT-revolving structures</i>  <i>Year B term 3 Yr. 3 DT-Wheels</i>  <i>Year B term 6 EYFS DT Moving pictures</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 characteristics.</p>	<p>there are two different ways of attaching wheels to axles. Children can experiment with a range of materials and techniques to combine wheels, axles and chassis  Children can choose materials to use as the body of a vehicle  Children can identify different ways of combining materials to create the body of a vehicle. Children can identify different ways of decorating the body of a vehicle.  Children can design a vehicle to include wheels, axles, chassis and bodies</p> <ul style="list-style-type: none"> <li>• Children can describe which materials and tools they will need to make their vehicles. Children can discuss their designs and say what they think and feel about them.</li> </ul> <p>Children can follow a design to create a vehicle  Children can use a variety of materials and tools safely and effectively to create a vehicle. Children can identify ways in which they could improve their products and amend accordingly.  Children can evaluate a finished product by identifying what they did well.</p>	<p>characteristics of materials and components.  explore and create products using mechanisms, such as levers, sliders and wheels</p> <p><b>INVESTIGATION –:</b>  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.</p> <p><b>EXPRESSION –</b>  the ability express opinions (using product knowledge.)</p> <p><b>INTERPRETATION –</b>  the ability to use technical vocabulary to describe and explain different products and talk about their purpose in making the world a better place.  The ability to interpret a design brief.</p> <p><b>APPLICATION –:</b>  applying new skills to making products.  applying designing skills to suit a design brief.</p> <p><b>ANALYSIS –</b>  distinguishing between the need of the product and the benefit of it.  understanding the purpose of a design brief and how to best achieve it.</p> <p><b>EVALUATION –:</b>  the ability to evaluate a product.  weighing up the respective evidence available and reach conclusions.</p>	<p>Key vocabulary  Axis, chassis, body, vehicle, design</p>			
<p><i>Music</i></p>	<p>1.6 Seasons (Pitch)  Mu1/1.1 Listen with concentration and understanding to a range</p>	<p>1.6 Seasons (Pitch)  Children develop music vocabulary and</p>	<p>1.6 Seasons (Pitch)  Children explore dynamics and pitch through body movement.</p>	<p>1.6 Seasons (Pitch)  Key Questions  What happens to the music you can hear?</p>	<p>1.6 Seasons (Pitch)  Year B Aut 2 1.6 Seasons  Year A Aut 2 1.3 Animals</p>	<p>1.6 Seasons (Pitch)  Music Express units focusing on Pitch</p>	<p>INVESTIGATION  EXPRESSION  APPLICATION  DISCERNMENT</p>

	<p>of high- quality live and recorded music Mu1/1.4 Experiment with, create, select and combine sounds.</p> <p>1.7 Our School (Exploring sounds) Mu1/ 1.1 Using voices expressively and creatively by singing songs and speaking chants and rhymes. Mu1/1.2 Play tuned and untuned instruments musically Mu1/ 1.4 Experiment with, create, select and combine sounds.</p>	<p>understanding of pitch movements. Children develop listening skills and are able to identify changes in pitch. Children listen to a variety of music such as orchestral music.</p> <p>1.7 Our School (Exploring sounds) Children explore sounds around them in the classroom environment. They know that sounds come from sources and materials. Children explore the sounds of instruments. Children learn and use musical vocabulary.</p>	<p>They learn to sing a song with vocal sound effects to explore pitch shapes. Children play listening games to identify different pitched sounds. Children relate pitch changes to graphic symbols, Children listen to orchestral music.</p> <p>1.7 Our School (Exploring sounds) Children relate classroom sounds to a classroom map. Children listen and watch a sound movie. Children make their own table-tapping music. Children explore the sounds of instruments. Children record their sounds. Children use technology to create a soundscape as part of a song performance.</p> <p><b>INVESTIGATION</b> Investigating how the voice and body can be used to make sounds Investigating own feelings and emotions related to a range of musical experiences</p> <p><b>EXPRESSION</b> the ability to explore music as a medium for expressing themselves</p> <p><b>APPLICATION</b></p>	<p>What is pitch? What is dynamics? (volume) How can we show the pitch change in drawings? Can you learn the actions to this song? What can you hear in the orchestral music?</p> <p>Key vocabulary Dynamics (loud/quiet, louder/quieter) Pitch (high/low, higher/ lower, step, leap, slide, falling/rising) Beat</p> <p>1.7 Our School (Exploring sounds)</p> <p>Key Questions What sounds can you hear in the classroom? Can you match sounds to the classroom map? What is a sound movie? What sounds do instruments make? How can we record sounds? What are contrasting sounds? What is a soundscape?</p> <p>Key Vocabulary Timbre (rustle, scrunch, tear, tap, rub) Dynamics (loud/quiet) Duration (long/short) Texture</p>	<p>Year A Spring 1 1.6 Seasons Year A Summer 2 1.12 Water</p> <p>1.7 Our School (Exploring sounds) Year B EYFS/Y1 Aut 2 1.7 Our School Aut 1 1.1 Ourselves</p> <p>Year A EYFS/ Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p>	<p>KS1 Year A Aut 1 1.6 Seasons Aut 2 1.3 Animals Sum 2 2.11 Water</p> <p>LKS2 Year B Spring 1 3.7 In the Past</p> <p>UKS2 Year A Aut 2 4.6 Around the World 4.8 Singing Spanish</p> <p>1.7 Our School (Exploring sounds) Year B EYFS/ Yr 1 Spring 1 1.9 Storytime KS1 Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather, 1.9 Storytime Spring 2 2.3 Our land Y2/3 Aut 1 2.1 Ourselves Aut 2 2.3 Our Land Spring 1 2.9 Weather 2.7 Storytime Summer 1 3.3 Sounds Year B (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World</p>	<p>ANALYSIS</p>
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exploring different ways music is made  
DISCERNMENT  
recognising that people perceive music in a range of different ways  
ANALYSIS  
distinguishing between the features of music  
identifying instruments used within a composition

*4.12 Food and Drink  
Spring 2 5.3 Life Cycles  
Sum 1 5.4 Keeping Healthy  
Y6  
Aut 2 6.2 Journeys  
Spring 1 6.3 Growth  
Spring 2 6.4 Roots*

*Year A  
EYFS/Y1 Summer 1 1.9 Storytime  
KS1 Aut 1 1.4 Weather  
Spring 1 1.7 Our School  
1.9 Storytime  
Spring 2 2.1 Ourselves  
2.3 Our land  
Y2/3  
Aut 1 2.9 Weather  
Spring 1 2.3 Our Land  
2.7 Storytime  
Spring 2 3.3 Sounds  
LKS2 (has Mu2/1.5)  
Aut 1 3.1 Environment  
3.2 Buildings  
Aut 2 3.3 Sounds  
Spring 2 4.6 Around the World  
Sum 1 4.3 Sounds  
4.5 Building  
Sum 2 4.12 Food and Drink  
Y4/5  
Aut 1 4.2 Environment  
Aut 2 4.6 Around the World  
Spring 1 4.5 Buildings  
Spring 2 5.3 Life Cycles  
Summer 2 5.4 Keeping Healthy  
Sum 2 5.5 At The Movies  
Y6  
Aut 1 6.4 Roots  
Spring 1 6.2 Journeys  
Spring 2 6.3 Growth*

<p><b>Computing</b></p> <p><b>1.2 creating media-digital painting</b></p>	<p>Pupils should be taught to:</p> <p>purposefully to create, organise, store, manipulate and retrieve digital content;</p>	<p>Children know how to make marks on a screen and explain which tools are used. Children know how to draw lines on a screen and explain which tools are used. Children can use the paint tools to draw a picture. Children know how to make marks with the square and line tools and can use the shape and line tools effectively. Children know how to use the shape and line tools to recreate the work of an artist. Children can choose appropriate shapes and colour choices. Children know how to create a picture in the style of an artist. Children know that different paint tools do different jobs and can say which tools were helpful and why. Children can make dots of colour on the page. Children know how to change the colour and brush sizes. Children know how to use dots of colour to create a picture in the style of an artist. Children know the differences between painting on a computer and on paper and can express a preference</p>	<p>Children can:</p> <p>add text strings, text boxes and show and hide objects and images, manipulating the features;use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape; use applications and devices in order to communicate ideas, work, messages and demonstrate control;save, retrieve and organise work; use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p>EXPRESSION the ability to explain processes, concepts and practice, rituals and practices;</p> <p>INTERPRETATION the ability to suggest meanings.</p> <p>REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <p>EVALUATION understand what can be done differently and what impact this may have on the outcome.</p>	<p>Enquiry Questions</p> <p>Q1 what do different freehand tools do?</p> <p>Q2 How do I use the shape tool and the line tools?</p> <p>Q3 How can I use PAINT/PAINTZ on my own to paint a picture</p> <p>Q4 Can you make a painting that looks like a Mondrian or a Matisse?</p> <p>Key Vocabulary</p> <p>paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.</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 B term 2 KS1 Computing-painting</i></p> <p><i>Year B term 3 Ks1 Computing-writing</i></p> <p><i>Year B term 2 Yr 4/5 Computing - audio editing</i></p> <p><i>Year B term 3 Yr 4/5 Computing photo editing</i></p> <p><i>Year B term 2 Yr 3 Computing-animation</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>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EVALUATION</p>
<p><b>PE</b></p> <p><b>Dance</b></p>	<p>Pupils should be taught to:</p> <p>perform dances using simple movement patterns.</p>	<p>Children can show control as they travel, jump and spin; Children know how to identify which part of a performance may need to be improved; Children can keep to the beat of the music when performing; Children</p>	<p>Describe how the body feels before during and after exercise. Carry and place equipment safely. Copy and repeat actions. Build a sequence of actions together to create a motif. Vary the speed of their actions. Use simple</p>	<p>Enquiry Questions</p> <p>Q1 What is beat?</p> <p>Q2 How do I perform in unison?</p> <p>Q3 What is the difference between unison and canon?</p> <p>Q4 What do we mean by sequence</p>	<p><i>Year A term 2 EYFS Dance</i></p>	<p><i>Year A term 2 KS1 Dance</i></p> <p><i>Year A term 2 Yr 3 Dance</i></p> <p><i>Year A term 2 Yr 4/5 Dance</i></p> <p><i>Year A term 2 yr 5/6 Dance</i></p> <p><i>Year A term 2 Yr 3 Dance</i></p> <p><i>Year B term 2 EYFS Dance</i></p>	<p>INVESTIGATION- EXPRESSION INTERPRETATION- APPLICATION DISCERNMENT- ANALYSIS-</p>

		<p>can improvise independently and adapt previous ideas to include in a dance; Children know how to • work effectively within a group to perform in canon; Children know how to combine actions to create a short motif; Children can mirror the movements of a partner; Children can copy and repeat actions in time with the music; Children can describe the sequence of a dance; Children can shape their bodies appropriately to represent an object and respond to changes of speed; Children can suggest some ways to improve their movements.</p>	<p>choreographic devices such as Unison canon and mirroring. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Perform skills with some control.</p> <p>INVESTIGATION-</p> <ul style="list-style-type: none"> <li>-asking relevant questions</li> <li>- using different approaches to determine skills and tactics</li> </ul> <p>EXPRESSION</p> <ul style="list-style-type: none"> <li>-the ability to express themselves through movement</li> <li>-the ability to explain what they do and how they do it</li> </ul> <p>INTERPRETATION-</p> <ul style="list-style-type: none"> <li>-understanding the effects of what they do and how this could be changed to improve or maintain a standard</li> </ul> <p>APPLICATION</p> <ul style="list-style-type: none"> <li>- make connections between different skills in different sports and how these are interlinked</li> <li>-to apply the skills, they have learnt in different situations</li> </ul> <p>DISCERNEMENT-</p> <ul style="list-style-type: none"> <li>-understanding and responding to the tactics and games of others</li> <li>-developing insights into tactics and working as a team.</li> </ul> <p>ANALYSIS-</p> <ul style="list-style-type: none"> <li>-explaining what they have done to improve a skill and what can be done to improve efficiency the next time</li> </ul>	<p>Key vocabulary Canon, sequence, unison, performance, repetition</p>		<p><i>Year B term 2 KS1 Dance</i> <i>Year B term 2 Yr 4/5 Dance</i></p>	
<p><b>PSHE/RS E</b></p>	<p>Physical Well being To learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</p>	<p>Know the characteristics and mental and physical benefits of an active lifestyle Know the importance of building regular exercise into daily and weekly routines and how to achieve this; for</p>	<p>Identify some ways of taking care of themselves List favourite foods and say which ones are important to keep them healthy and which</p>	<p>Enquiry Questions  What do we think we need to do to keep ourselves healthy? What do we do during our day that keeps us healthy?</p>	<p>Year B Term 1 EYFS PE: Mastering basic movements Year B Term 1 EYFS PE: Dance Year B Term 1 EYFS Music: Our Bodies</p>	<p>Termly PE lessons throughout Year A and Year B Year B Term 4 EYFS RSE/PSHE: Health and Prevention</p>	<p>INVESTIGATION EXPRESSION</p>

		<p>example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>Know the risks associated with an inactive lifestyle (including obesity)</p> <p>Stories or information books on the theme. <i>Ketchup on Your Cornflakes</i> by Nick Sharratt could be used for an engaging start to the session. Be aware that some pupils are in family circumstances that make it difficult to ensure that they can follow a healthy lifestyle or may have family members who have serious health-related illnesses.</p> <p>Pupils are beginning to evolve their self-image, this is an opportunity to help them feel good about themselves. It is important for pupils to know that exercise might not make you feel well at the time, but that the 'well' feeling may come later. It is best practice to talk about 'healthy.' food and 'not-so healthy' food, rather than 'good food' and 'bad food'.</p>	<p>ones need to be eaten in moderation</p> <p>Describe how physical activity, sleep and exercise helps their bodies to grow and helps them to feel well</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>What do we think healthy people do and don't do?</p> <p>What things can we do when we feel good and healthy?</p> <p><b>Key Vocabulary</b></p> <p>Diet</p> <p>Exercise</p> <p>Healthy</p> <p>Activity</p> <p>Sleep</p> <p>Rest</p>	<p>Year B Term 1 EYFS</p> <p>Science: Bodies and senses</p>	<p>Year B Term 4 KS1</p> <p>Science: Humans – exercise</p> <p>Year B Term 2 KS1</p> <p>RSE/PSHE: Physical well-being</p> <p>Year B Term 1 Y3&amp;4</p> <p>Music: Ourselves</p> <p>Year B Term 2 Y4/5</p> <p>RSE/PSHE: Physical well-being</p> <p>Year B Term 2 Y5/6</p> <p>RSE/PSHE: Physical well-being</p> <p>Year A Term 5 Y3/4</p> <p>Science: Muscles and human skeleton</p> <p>Year A Term 2 Y4/5</p> <p>Science: digestive system</p> <p>Year A Term 2 Y5/6</p> <p>Science: Circulatory System</p> <p>Year A Term 2 Y5/6 DT: design a healthy snack</p>	
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