

Tintern Year 1 Summer 1 Food, Glorious Food
Small Village, Big Horizons

Curriculum Area	Knowledge Area	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Reference to the Application of Knowledge Across All Curriculum Areas
<p><i>Food, Glorious Food</i></p> <p><i>Geography</i></p>	<p>Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK,</p>	<p>Children know what a farm is and the different types of farms, namely arable, livestock and dairy. Children know what happens on each type of farm and why farms are so important. Children know why farms are found in rural as opposed to urban areas.</p> <p>Children will be able to identify some of the main buildings in a farm, such as the pig sty, hen house and office, and how the land around the farm is used for pasture and crops</p> <p>Children know what the four points on a compass mean and how to use them to navigate around a map of a farm.</p> <p>Children will be able to describe where places are in relation to each other and how keys and symbols are used on maps to make them easier to read.</p> <p>Children know how to identify the four seasons of the year and identify their features.</p> <p>Children can describe what typically happens on a farm during each of the four season in terms of animal and crop care</p> <p>Children will know the difference between urban and rural areas and the ways in which towns and farms are different to each other in terms of both their human and physical features.</p>	<p>I ask what is this place like? • I tell others' the things I like and dislike about a place</p> <p>INVESTIGATION –</p> <ul style="list-style-type: none"> asking relevant questions; using a variety of sources to find out about events, people, processes and changes carrying out fieldwork and observational skills to develop a greater place knowledge <p>EXPRESSION</p> <ul style="list-style-type: none"> the ability to recall, select and organise information the ability to use key geographical vocabulary, data to describe and explain different aspects of human and physical geography <p>INTERPRETATION</p> <ul style="list-style-type: none"> the ability to draw meaning from maps, atlases, globes, and data collected through fieldwork; the ability to suggest meanings and draw conclusions from what they see 	<p>ENQUIRY QUESTIONS</p> <p>Q1 What different types of farms can we name (arable, livestock, dairy)</p> <p>Q2 What buildings would you find on a farm?</p> <p>Q3 What happens during the farming year?</p> <p>Key Vocabulary</p> <p>Agriculture</p> <p>Arable</p> <p>Dairy</p> <p>Rural</p> <p>Seasonality</p> <p>Foodmiles</p> <p>environment</p>	<p><i>Year A Term 1 EYFS science-seasons and weather</i></p> <p><i>Year A Term 6 EYFS Geography around the world</i></p> <p><i>Year A Term 6 EYFS Science Plants and their structure</i></p> <p><i>Year B Term 2 EYFS Local area geography</i></p> <p><i>Year B Term 2 EYFS Science Seasons</i></p>	<p><i>Year A Term 1 KS1 Science-Seasons</i></p> <p><i>Year A Term 1 Year 3 Geography -Maps of the World</i></p> <p><i>Year A Term 1 Year 3 Nutrition</i></p> <p><i>Year A Term 1 Year 5/6 land Uses</i></p> <p><i>Year A Term 2 KS1 Science-Plants and how they grow and Animals</i></p> <p><i>Year A Term 2 Year 3 Plants and Climates</i></p> <p><i>Year A term 2 yr4/5 science-digestion</i></p> <p><i>Year A term 4 yr5/5 science-diet</i></p> <p><i>Year A term5 EYFS art healthy foods</i></p> <p><i>Year A Term 6 KS1 Geography-Britain and the World</i></p> <p><i>Year B Term 5 KS1 Geog-Food</i></p> <p><i>Year B term 5 KS1 Art-archimboldo</i></p> <p><i>Year B term 1 Year 3 Climates</i></p> <p><i>Year B term 3 yr 4/5 Music</i></p> <p><i>Year B Term 5 year 4/5 geog World's Kitchen</i></p> <p><i>Year B Term 5 year 4/5 DT –healthy snacks</i></p> <p><i>Year B term 2 year 5/6 science-nutrients</i></p> <p><i>Writing</i></p>	<p>INVESTIGATION –</p> <p>EXPRESSION</p> <p>INTERPRETATION</p>

						<p>Year A term 6 EYFS Instructions</p> <p>Year A Term 6 KS1 Instructions</p> <p>Year A Term 2 yr 3 Instructions</p> <p>Yr B term 5 Yr 4/5 Instructions</p>	
Science	<p>Sc1/2.1 Plants</p> <p>Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Children know what a plant is, Children know a variety of common garden plants, are able to identify some of their features, and consider why they are appealing to people. Children name some wild plants, and know how their seeds came to be there. Children name trees, they know the differences between deciduous and evergreen trees. Children know the main parts of a variety of plants and describe their functions. Children know ways in which plants change over time.</p> <p>INVESTIGATION - asking relevant questions; knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSION - the ability to explain concepts, methods and practices; the ability to identify and articulate scientific understanding</p> <p>EVALUATION - the ability to evaluate a finished product and scientific investigation.;</p> <p>Distinguishing between opinion and fact</p>	<p>They talk about what they see, hear touch, smell or taste. They ask questions about what they see. They try to answer questions. They know why they are trying to find out things. They give some reasons why things may happen. They draw pictures of what they see, hear, touch, smell or taste. They can put the 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>Enquiry Questions</p> <p>Q1 What are the functions of different parts of the flowers (flower, stem, roots, leaves)</p> <p>Q2 do all plants grow in the same places?</p> <p>Q3 How do wild flowers get there ?</p> <p>Q4 How do plants grow from bulbs and seeds?</p> <p>Q4 Are the trees in the school grounds deciduous or evergreen?</p> <p>Key Vocabulary</p> <p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud • Names of trees in the local area • Names of garden and wild flowering plants in the local area</p>	<p>Year A Term1 EYFS Science-seasonal changes</p> <p>Year A term 1 KS1 Geog-weather</p> <p>Year A term 1 KS1 Science- seasons</p> <p>Year A term 3 EYFS music-seasons</p> <p>Year B Term2 Science-seasonal changes</p>	<p>Year A term 1 EYFS Science, seasonal changes,</p> <p>Year A term 6 KS1 science, plants</p> <p>Year A term 6 year 3, Plants</p> <p>Year B term 2 KS1 music-seasons</p> <p>Year B term 1 yr 3 Geog-climates and biomes</p> <p>Year B term 1 yr 5/6 Geog-resources and environments</p> <p>Year B term 5 KS1 science-plants</p> <p>Year B term 5 Year 3 Plants</p> <p>Year B term 5 Yr 4/5 Geog-world's kitchen</p> <p>Year B term 5 yr 4/5 science reproduction in plants</p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>EVALUATION</p>
RE	Religious Communities	<p>Know about similarities and differences between themselves and others, among families, communities and traditions. Begin to learn and become aware of their own cultures, beliefs and those of other people. Ask questions about religion and culture as they encounter them in everyday experiences. Examples of people who belong to religious communities – ways in which religion is an ordinary part of their lives (e.g. Christians visiting</p>	<p>Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>INVESTIGATION asking relevant questions;</p> <p>REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices</p>	<p>Enquiry Questions</p> <p>Why do people pray?</p> <p>Can you think when we worship in school?</p> <p>Do we all worship the same God/gods?</p> <p>Key vocabulary</p> <p>Religions</p> <p>Beliefs</p> <p>Pray</p> <p>Worship</p>	<p>Year B Term 1 EYFS RE: Myself</p> <p>Year B Term 2 EYFS RE: My Friends</p> <p>Year B Term 4 EYFS RE: Special Times for Me and Others</p> <p>Year B Term 3 EYFS PSHE/RSE: Respect</p> <p>Year B Term 1 EYFS English: autobiographies</p> <p>Year B Term 4 English: diaries</p>	<p>Year B Term 1 KS1 English: autobiography</p> <p>Year B Term 1 KS1 Music: Ourselves</p> <p>Year B Term 2 Year ¾ English: autobiographies</p> <p>Year B Term 1 Year ¾ Music: Ourselves</p> <p>Year B Term 2 Year 4/5 English: Diary accounts</p> <p>Year B Term 2 Year 5/6 RE: Big Question – Do you have to believe in God to be good?</p>	<p>INVESTIGATION</p> <p>REFLECTION</p> <p>EMPATHY</p> <p>SYNTHESIS</p>

	<p>Places of Worship</p>	<p>church to worship, Muslims participating in big community festival celebrations, Sikhs helping out in the langar [canteen] in the gurdwara, etc.) Use visits and visitors where possible Use stories/picture books to explore some ways in which religion is important to some people</p> <p>We live in different houses in the same community. There are lots of different people living in our community and we have shops, schools, houses. Churches and other places of worship like mosques, Mandirs, synagogues Use some stories from religious traditions as a stimulus to reflect on their own experiences and explore them Visit places of worship, learn new words associated with these places and show respect towards them. Use the senses to explore different artefacts from different religions Investigate how these artefacts are used by religious people in their places of worship</p>	<p>EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others and to see issues from their point of view. SYNTHESIS connecting different aspects of life.</p> <p>Having their own ideas Thinking of ideas Finding ways to solve problems Making links Making links and noticing patterns in their experience Children know about similarities and differences in relation to places and objects.. INVESTIGATION knowing how to use different types of sources as a way of gathering information; 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 APPLICATION making the association between religions and individual, community, national and international life; DISCERNMENT explaining the significance of aspects of religious belief and practice</p>	<p>Judaism/Christianity /Islam/Atheist/Hinduism/Sikhism</p> <p>Enquiry Questions Why is a place of worship important? What do people do in a church? Can you name any religions? Can you think of any other places where people worship? Key Vocabulary Church Mosque Mandir Synagogue Community Artifacts</p>	<p>Year B Term 4 EYFS RE: Special Times for Me and Others Year B Term 2 EYFS English: Bo, the Boston Church Mouse Year B Term 3 EYFS PSHE/RSE: Respect</p>	<p>Year B Term 1 Year 5/6 Music: World Unite Year B Term 5/6 Year 5/6 RE: Life Journeys Year A Term 1 KS1 RSE/PSHE: Families and People Year A Term 2 RSE/PSHE: Friendship and Community Year A Term 2 KS1 RE: Life Journey – Islam Year A Term 1 KS1 RE: Being Human – Islam Year A Term 3&4 Year 3&4 English: autobiographies Year A Term 1 Year 3&4 RSE/PSHE: Families and People</p> <p>Year B Term 2 KS1 English: Bo, the Boston Church Mouse Year B Term 6 KS1 English: Recounts Year B Term 4 KS1 RE: Islam – Community Year B Term 5/6 KS1 RE: Places of Worship Year B Term 2 KS1 RSE/PSE: Friendship and Community Year B Term 2/3 Year 4/5 RE: How do Muslims and Hindus worship? Year B Term 1 Year 4/5 Music: Community Year A Term 3 KS1 History: Churches and Castles (Iona, Lindisfarne and Sempingham) Year A Term 1 KS1 RE: God – Hinduism Year A Term 2 KS1 RE: God – Islam</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION APPLICATION DISCERNMENT</p>
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<p>Art/DT</p> <p>Arcimboldo</p>	<p>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 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>Children know who Arcimboldo was and where he lived. Children identify which medium Arcimboldo used for his work. Children compare Arcimboldo's portraits Children know which materials Arcimboldo used to represent each season. Children know why Arcimboldo used different materials to represent each season. Children can match each of Arcimboldo's element paintings to its title . Children explain why Arcimboldo used different flowers for each part of the portrait Children can talk about their work and compare it to the work of Arcimboldo. Children can name different works by Arcimboldo (Four Seasons, Flora, Earth, water and Air, The Cook, The Jurist, The Librarian)</p>	<p>Respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; . INVESTIGATION – asking relevant questions. •knowing how to use different types of sources as a way of gathering information. •knowing how pieces are created</p> <p>EXPRESSION – •the ability to explain techniques, colours and use of media. •the ability to identify and articulate opinions on how an artist has chosen to express their ideas. INTERPRETATION – •the ability to draw meaning from pieces of art. •the ability to suggest alternative meanings. REFLECTION – •the ability to reflect on pieces of art, including their purpose, meaning, and technique. •the process the artist went through to create their piece. APPLICATION – •making the association between the purpose, technique, media and meaning behind a piece. •identifying the purpose of the piece. DISCERNMENT – •explaining the significance of aspects of a piece of art. •developing insight into individuals and communities. •seeing clearly for themselves how individuals might learn from the artists they study. ANALYSIS –:</p>	<p>Who was Arcimboldo? What did he use in his paintings? How did he represent different seasons How did he use flowers? How do I recreate his paintings</p> <p>Key Vocabulary work, work of art, idea, starting point, observe, focus, design, improve. : primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p><i>Year B term 1 EYFS -Art-self portraits</i> <i>Year B term 2 EYFS Art-observational drawings</i></p>	<p><i>Year A term 2 Yr 3 Art Monet/Picasso</i> <i>Year A term 2 yr 4/5 Art Constable</i> <i>Year A term 5 Yr 4/5 Art portraits</i> <i>Year A term 1 Yr 5/6 Art- Hallam</i> <i>Year A term 2 yr 5/6 Art WARhol</i> <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>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION APPLICATION DISCERNMENT ANALYSIS</p>
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			<ul style="list-style-type: none"> •distinguishing between an artist's meaning and what others may interpret. •distinguishing between the features of a piece of art and its significance. 				
Music (music express)	<p>1.2 Number (Beat) Children will develop a sense of a steady beat through using movement, body percussion and instruments.</p> <p>KS1 NC P Lay tuned and untuned intruments musically. Listen with concentration and understanding to a range of high- quality live and recorded music.</p>	<p>Number Children recognise and develop a sense of a steady beat through using voices and body percussion.</p>	<p>Number Children identify the beat in music and can tap along.</p>	<p>1.2 Number ?Key Questions? What is a steady beat? What is the tempo? How do I know it has changed?</p> <p>Key vocab Beat Tempo Dynamics</p>	<p><i>Music Express that focus on Beat</i> 1.4 Weather, Spring 1 Year B, Autumn 1 Year A 1.5 Machines, Spring 2 Year A 1.8 Pattern, Spring 2 Year B, Summer 2 Year A 1.10 Our bodies, Autumn 1 Year B, Summer 1 Year A</p>	<p>1.5 Machines Summer 1 Year B KS1 Year A Aut 2 1.5 Machines Sum 1 2.4 Our bodies Sum 1 1.6 Number</p> <p>LKS2 Year B Aut 1 3.2 Building Aut 2 3.6 Time Spring 2 4.5 Building Summer 2 4.10 Time</p> <p>UKS2 Year A Spring 1 4.5 Buildings Summer 1 5.4 Keeping Healthy</p>	<p>INVESTIGATION INTERPRETATION APPLICATION SYNTHESIS</p>
	<p>1.5 Machines (Beat) KS1 NC Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Machines 1.5 Children will build on knowledge of the identifying the beat and being able to play along with a beat. Using body percussion and actions children will perform a beat at different speeds. Children will be work with Tempo of beat. They will play faster and slower and show increasing control of these changes in speed (tempo).</p>	<p>Machines 1.5 Children to learn to identify the beat in music. Children will accompany a song with a steady beat on percussion. Children will be able to play a beat at different speeds. Children will be able to control changes in speed whilst playing a beat.</p> <p>INVESTIGATION: Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music INTERPRETATION: the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo APPLICATION: Identifying key musical terminology and using it in description of music Exploring different ways music is made SYNTHESIS: taking inspiration from existing musical performances to perform music effectively</p>	<p>1.5 Machines Key Questions What is a steady beat? Can you play and maintain a steady beat? Can you play at different speeds (tempi)? Can you control changes in speed (tempi)?</p> <p>Key vocabulary Beat Rhythm Tempo (fast.slow)</p>	<p><i>Music Express that focus on Beat</i> 1.4 Weather, Spring 1 Year B, Autumn 1 Year A 1.5 Machines, Spring 2 Year A 1.8 Pattern, Spring 2 Year B, Summer 2 Year A 1.10 Our bodies, Autumn 1 Year B, Summer 1 Year A</p>	<p>KS1 Year A Aut 2 1.5 Machines Sum 1 2.4 Our bodies Sum 1 1.6 Number Year A LKS2 Aut 1 3.2 Building Year A Sum 1 4.5 Building Year A Y5 Spring 1 4.5 Buildings Sum 1 5.4 Keeping Healthy</p>	

<p>Computing</p> <p>1.5 Programming a moving robot</p>	<p>Yr 1 Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs</p>	<p>Children know the outcome of a command on a device. Children can match a command to an outcome Children know how to run a command on a device. Children can follow an instruction. Children can recall words that can be acted out. Children know how to give directions and compare forwards and backwards movements. Children can start a sequence from the same place. Children know how to predict the outcome of a sequence involving forwards and backwards commands. Children can compare left and right turns and experiment with turn and move commands to move a robot. Children know how to predict the outcome of a sequence involving up to four commands Children can plan a simple program and explain what my program should do. Children know how to choose the order of commands in a sequence/ Children know how to debug my program and identify several possible solutions Children can plan two programs and use two different programs to get to the same place</p>	<p>Yr 1 give commands one at a time to control direction and movement, including straight, forwards, backwards, turn; control the nature of events: repeat, loops, single events and add and delete features; give a set of Instructions to follow and predict what will happen; improve/change their sequence of commands by debugging; use key vocabulary to demonstrate knowledge and understanding in this strand</p> <p>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 the ability to evaluate how a computing system works.</p>	<p>What will happen....? How do we show a movement? Can we go backwards and forwards? How do we go in all four directions? What happens when we go wrong?</p> <p>Key Vocabulary Yr 1 algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink</p>	<p>Year A term 5 EYFS- Moving a robot Year A Term 6 EYFS- Introduction to Animation Year B Term 6 EYFS- Introduction to Animation</p>	<p>Year A term 5 KS1 -Robot algorithms Year A Term 6 Yr 3 Events and Actions Year A term 5 Yr4-repetition in shapes Year A term 5 yr 4/5 selection in physical computing Year A term 6 KS1 Introduction to quizzes Year A term 6 yr 4 repetition in games Year A term 6 yr 4/5 Selection in quizzes Year A term 6 Yr 5/6 variables in games Year A term 6 yr 5/6 sensing Year B term 5 KS1 -Robot algorithms Year B term 6 KS1 Introduction to quizzes ear B Term 6 Yr 3 Events and Actions Year B term 5 Yr4/5-repetition in shapes Year B term 5 yr 5/6 selection in physical computing Year B term 6 yr 4/5 repetition in games Year B term 6 yr 45/6 Selection in quizzes</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EVALUATION</p>
<p>PE</p> <p>Team activities</p>	<p>Pupils should be taught to: • 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; • participate in team games, developing simple tactics for attacking and defending</p>	<p>Children can identify useful spaces for passing and receiving a ball; Children know how to defend a goal or space; Children know how to indicate their intentions to their teammates; Children can attempt to evade defenders; Children can identify strengths and areas in which they could improve.</p>	<p>Describe how the body feels before, during and after exercise. Carry and place equipment safely. Use hitting skills in a game. Practise basic striking, sending and receiving Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency Pass the ball to another player in a game. Use kicking skills in a gameUse different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a gameBegin to use the terms</p>	<p>What do we mean by defending? What do we mean by attacking? How can we regain possession?</p> <p>Kick, throw, goal, dodging, pass, receive, tactics</p>	<p>Year A Term 5 EYFS -team games</p>	<p>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 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</p>	<p>INVESTIGATION- EXPRESSION- INTERPRETATION- APPLICATION DISCERNMENT ANALYSIS</p>

			<p>attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p> <p>. INVESTIGATION-</p> <ul style="list-style-type: none"> -asking relevant questions - using different approaches to determine skills and tactics <p>EXPRESSION-</p> <ul style="list-style-type: none"> -the ability to express themselves through movement -the ability to explain what they do and how they do it <p>INTERPRETATION-in PE, this covers</p> <ul style="list-style-type: none"> -understanding the effects of what they do and how this could be changed to improve or maintain a standard <p>APPLICATION</p> <ul style="list-style-type: none"> - make connections between different skills in different sports and how these are interlinked -to apply the skills, they have learnt in different situations <p>DISCERNEMENT-</p> <ul style="list-style-type: none"> -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team. <p>ANALYSIS-</p> <ul style="list-style-type: none"> -explaining what they have done to improve a skill and what can be done to improve efficiency the next time 			<p><i>Year B term 5 Yr 3 - defending/attacking skills</i></p>	
<p>PSHE/ RSE</p>	<p>Health and prevention</p> <p>Children should be able to talk about: Keeping well Clean, healthy and safe Children will learn about basic hygiene</p>	<p>Brainstorm symptoms of feeling unwell, e.g. coughing, sneezing, tummy ache, feeling sick, hot and cold. Address any misconceptions /remind children that cuts, and grazes are not illnesses that you can catch (contagious) they happen when we hurt ourselves. Discuss the word 'germs', ask the children 'what are they and what do they mean?' Explain that some germs are viruses that can spread illness and are so small you can't see them. Explain that we all get ill sometimes, and when we do, our body learns to fight these illnesses because our in-built protective</p>	<p>That germs can cause the flu. That germs spread on our hands.³ I know what a vaccine is and that it can help protect children, their friends and their families I know that washing my hands can help to prevent the spread of germs. I know that when I cough and sneeze, I need to catch it. I know that tissues can prevent my germs from spreading. 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;</p>	<p>Enquiry Questions</p> <p>Begin by asking children's experiences of feeling ill. Who helped them? Did they need medicine? What were their symptoms?</p> <p>Key Vocabulary Immune system Germs Bugs Hand washing</p>	<p>Year B Term 1 EYFS PSHE/RSE: Well-being Year B Term 1 EYFS Science: Animals Inc Humans Year B Term 4 EYFS Science: Exercise and health Year B Term 3 EYFS English: Information text</p>	<p>Year B Term 1 KS1 Science: Animals Inc Humans Year B Term 4 KS1 Science: Animals Inc Humans Year B Term 5 KS1 PSHE/RSE: being safe Year B Term 2 Y3&4 Science: Digestion & teeth Year B Term 3&4 Y3&4 PSHE/RSE: Health prevention Year B Term 3&4 Y4/5 PSHE/RSE: Health prevention Year B Term 3 Y4/5 Science: Animals Inc Humans</p>	<p>INVESTIGATION --: EXPRESSION</p>

		<p>defence - our immune system is triggered, helping to protect us against the illness next time. Discuss why it is important to protect ourselves from becoming ill. How do you think we can do this?</p> <p>Share or role play example scenarios: Either encourage the children to act out scenarios, or adults to act out/read scenario</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.</p>			<p>Year B Term 3 Y5/6 PSHE/RSE: Health prevention Year A Term 5 KS1 Science: Animals Inc Humans Year A Term 2 Y3&4 Science: Nutrition Year A Term 2 Y4/5 Science: Digestion and teeth Year A Term 2 Y5/6 Science: Circulatory system Year A Term 4 Y5/6 Science: diet, exercise drugs and lifestyle</p>	
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	<p>Tintern Year 1 Summer 2 Under the Sea Small Village, Big Horizons</p>
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	Key Knowledge	Knowledge Building Blocks	Key Skills	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge and Skills (see termly plans)	Reference to Future Knowledge and Skills (see termly plans)	Reference to the Process Knowledge Across All Curriculum Areas
<i>Under the sea</i>	Pupils should be taught to:	Children know the names and locations of the five oceans and seven continents. Children know how to locate some seas	<p>Yr 1</p> <ul style="list-style-type: none"> • I ask what is this place like? • I tell others' the things I like and dislike about a place 	<p>ENQUIRY QUESTIONS</p> <p>Year 1</p> <p>Q1 Where are the oceans and continents?</p>	<i>Year A Term 4 EYFS Geography Journeys</i>	<i>Year A Term 4 KS1 History -Seaside</i>	INVESTIGATION – EXPRESSION INTERPRETATION

			<p>Knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSION</p> <p>The ability to explain concepts, methods and practices</p> <p>The ability to identify and articulate scientific understanding</p> <p>INTERPRETATION</p> <p>The ability to suggest meanings</p> <p>APPLICATION</p> <p>The ability to be able to apply a range of scientific knowledge and skills in a range of contexts</p> <p>EVALUATION</p> <p>The ability to evaluate a finished product and scientific investigation</p>				
RE	<p><u>Our Beautiful World</u></p> <p>Explore and respond to the natural world and recognise there are some questions that are difficult to answer</p>	<p>Begin to learn and become aware of their own cultures, beliefs and those of other people.</p> <p>Ask questions about religion and culture as they encounter them in everyday experiences.</p> <p>Explore different stories of creation (including the Jewish story), e.g. Christianity, Hinduism</p> <p>Explore beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living thing being part of Brahman, the ultimate reality in Hinduism, etc.)</p>	<p>Having their own ideas</p> <p>Thinking of ideas</p> <p>Finding ways to solve problems</p> <p>Finding new ways to do things</p> <p>Making links</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions</p> <p>Testing their ideas</p> <p>Developing ideas of grouping, sequences, cause and effect</p> <p>Choosing ways to do things</p> <p>Planning, making decisions about how to approach a task, solve a problem and reach a goal</p> <p>Checking how well their activities are going</p> <p>Changing strategy as needed</p> <p>Reviewing how well the approach worked</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>INVESTIGATION</p> <p>asking relevant questions; knowing how to use different types of sources as a way of gathering information</p>	<p>Enquiry Questions</p> <p>Do you think there are questions we don't know the answer to?</p> <p>Do you think religion might provide some answers for some people?</p> <p>How do you think the world was created?</p> <p>How can we care for our world?</p> <p>What makes our world a beautiful place?</p> <p>Key Vocabulary</p> <p>Creation</p> <p>Environment</p> <p>Caring</p> <p>God/gods (Brahman)</p> <p>Stewardship</p>	<p>Year B Term 2 EYFS</p> <p>Geography: Local area</p> <p>Year B Term 5 EYFS</p> <p>Geography: Local area – farming</p> <p>Year B Term 6 EYFS</p> <p>English: Lighthouse</p> <p>Keepers Lunch</p> <p>Year B Term 4 EYFS</p> <p>Music: Our Land</p> <p>Year B Term 3 EYFS</p> <p>RSE/PSHE: Respect</p> <p>Year B Term 1 Year 1 RE: Creation</p> <p>Year B Term 4 EYFS PE: Outdoor activities (follow trails)</p>	<p>Year B Term 2 KS1</p> <p>Geography: Local area</p> <p>Year B Term 4 KS1</p> <p>Geography: Explorers</p> <p>Year B Term 6 KS1</p> <p>History: Holidays across time</p> <p>Year B Term 4 KS1 Music: Our Land</p> <p>Year B Term 3 KS1</p> <p>English: Information text</p> <p>Year B Term 6 KS1</p> <p>English: Recounts</p> <p>Year B Term 5/6 KS1 RE: Thankfulness</p> <p>Year B Term 1 Year 3&4</p> <p>English: Explanation text of geographical features</p> <p>Year B Term 6 KS1</p> <p>Geography: Maps of the World</p> <p>Year B Term 1 Y4/5 Art: Contrasting landscapes</p> <p>Year B Term 4 Y4/5 RE: Creation</p> <p>Year B Term 3&4 Year 5/6 RE: Creation</p> <p>Year B Term 2 Year 5/6</p> <p>English: Information text</p> <p>Year A Term 1 KS1</p> <p>Science: seasonal changes</p> <p>Year A Term 2 KS1</p> <p>Science: Habitats</p> <p>Year A Term 1 KS1 RE: Creation</p>	<p>INVESTIGATION</p> <p>INTERPRETATION</p> <p>EMPATHY</p> <p>ANALYSIS</p>

			<p>INTERPRETATION the ability to suggest meanings</p> <p>EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others and to see issues from their point of view.</p> <p>ANALYSIS distinguishing between the features of different religions</p>			<p>Year A Term 5 Year 4/5 RE: Creationism Year A Term ¼ Year 5/6 RE: Creation, Christianity and Science – conflicting or complimentary?</p>	
<p><i>Art/DT</i></p> <p>Moving Habitats</p>	<p>Yr ½ Pupils should be taught to: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>Children know that some books and products have moving parts Children know what sliders are and how they make a moving element Children know what levers are . Children know how to include them in a design Children know what a wheel mechanism is and how it can move round a pivot Children can design a habitat including at least 2 moving elements Children know how to draw a design for their product Children know how to adapt their design Children know how to strengthen a material Children know how to join materials together.</p>	<p>Yr ½ Explore an existing product. • Draw a simple design. • Make a picture which has at least one moving mechanism. • Start to understand what design criteria is used for. • Evaluate what they did well on their product build simple structures, exploring how they can be made stronger, stiffer and more stable; talk about and start to understand the simple working characteristics of materials and components; explore and create products using mechanisms, such as levers, sliders and wheels</p> <p>INVESTIGATION – asking relevant questions; carrying out investigative work to develop a better knowledge of products around us.</p> <p>EXPRESSION – the ability to suggest how products work in the real world.</p> <p>INTERPRETATION – The ability to interpret a design brief.</p> <p>APPLICATION –: applying new skills to making products.</p> <p>EVALUATION – the ability to evaluate a product.</p>	<p>How do books move? What is a slider? How does a lever work? How does a wheel mechanism enable different animals to appear? How can I use my design to create a product?</p> <p>Key Vocabulary Moving, design, product, slider, lever, wheel. Habitat, elements, strengthen, join</p>	<p><i>Year A term 3 EYFS DT Moving pictures</i> <i>Year A term 3 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></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION EVALUATION</p>

<p>Computing J 1.6 Programming B An introduction to animation</p>	<p>Yr 1 Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs</p>	<p>Children know how to find the commands to move a sprite. Children can compare different programming tools Children know how to use more than one block by joining them together Children can use a Start block in a program and then run my program. Children know how to find blocks that have numbers and change them Children know what happens when they do Children know how to include more than one sprite and can delete a sprite if needed Children know how to add blocks to each of my sprites Children know how to choose appropriate artwork for my project Children can decide how each sprite will move Children know how to create an algorithm for each sprite and use an algorithm to create a program Children know how to use sprites that match a design Children know how to add programming blocks based on an algorithm Children know how to test the programs</p>	<p>Yr 1 give commands one at a time to control direction and movement, including straight, forwards, backwards, turn; control the nature of events: repeat, loops, single events and add and delete features; give a set of Instructions to follow and predict what will happen; improve/change their sequence of commands by debugging; use key vocabulary to demonstrate knowledge and understanding in this strand</p> <p>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 the ability to evaluate how a computing system works.</p>	<p>What is Scratch? How do I choose a command for a given purpose? What happens when a series of commands are joined together? What are the numbers for? How do I move different sprites? Key Vocabulary Yr1 algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink</p>	<p>Year A term 5 EYFS- Moving a robot Year B term 5 EYFS- Moving a robot</p>	<p>Year A term 5 KS1 -Robot algorithms Year A Term 6 Yr 3 Events and Actions Year A term 5 Yr4- repetition in shapes Year A term 5 yr 4/5 selection in physical computing Year A term 6 KS1 Introduction to quizzes Year A term 6 yr 4 repetition in games Year A term 6 yr 4/5 Selection in quizzes Year A term 6 Yr 5/6 variables in games Year A term 6 yr 5/6 sensing Year B term 5 KS1 -Robot algorithms Year B Term 6 Yr 3 Events and Actions Year B term 5 Yr4/5- repetition in shapes Year B term 5 yr 5/6 selection in physical computing Year B term 6 KS1 Introduction to quizzes Year B term 6 yr 4/5 repetition in games Year B term 6 yr 45/6 Selection in quizzes</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EVALUATION</p>
<p>PE Running, throwing catching</p>	<p>Pupils should be taught to: • 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; • participate in team games, developing</p>	<p>Yr 1 Children know how to sprint in a straight line and explain what they can do to move faster; Children can change direction quickly when sprinting; Children know how to balance an egg on a spoon while travelling forwards; Children can jump from two feet to two feet in different directions, e.g. forwards, sideways, backwards; Children know how to use their</p>	<p>Yr 1 Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and</p>	<p>How do I improve my sprinting technique How do I combine running and jumping in a long jump How do I throw over a longer distance? Forward, backwards, jump, run, throw</p>	<p>Year A term 6 EYFS- Athletics</p>	<p>Year A term 6 EYFS- Athletics Year A term 6 KS1 Athletics Year A term 6 yr 3 Athletics Year A term 6 Yr 4/5 Athletics Year A term 6 yr 5/6 Athletics Year B term 6 KS1 Athletics</p>	<p>INVESTIGATION EXPRESSION APPLICATION INTERPRETATION DISCERNMENT ANALYSIS</p>

	<p>simple tactics for attacking and defending</p>	<p>arms and legs to help them jump further; Children can throw underarm with control and throw overarm with control; Children know how to alternate between jumping and hopping across an agility ladder; • move equipment between hoops independently; • Children can jump over a series of hurdles without stopping running first.</p>	<p>control a run over different distances. INVESTIGATION- -asking relevant questions - using different approaches to determine skills and tactics EXPRESSION- -the ability to express themselves through movement -the ability to explain what they do and how they do it INTERPRETATION -understanding the effects of what they do and how this could be changed to improve or maintain a standard APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills, they have learnt in different situations DISCERNMENT- -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team. ANALYSIS- -explaining what they have done to improve a skill and what can be done to improve efficiency the next time</p>			<p><i>Year B term 6 Yr 3 Athletics</i> <i>Year B term 6 Yr 4/5 Athletics</i> <i>Year B term 6 Yr 5/6 Athletics</i></p>	
<p>PSHE/RSE</p>	<p>Economic Well-being and Enterprise</p> <p>That money comes from different sources and can be used for different purposes, including The concepts of spending and saving</p> <p>Learn about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</p>	<p>Know how people make different choices around money Know money needs to be looked after Know how to carry out a transaction Know that we have to pay for things Know that we need money to pay for things Know that advertising and the items their friends have can influence the products they would like</p> <p>Enhanced/continuous provision - shop</p>	<p>Can buy or sell items from a shop Understand that we need money to buy items Understand different ways we can get money Understands what happens if we spend all of our money Understands some simple ways of saving money Understand that seeing adverts can make them want something that they didn't want previously INVESTIGATION –: asking relevant questions; knowing how to use different types of sources as a way of gathering information. EXPRESSION –</p>	<p>Enquiry Questions Can you buy anything you want from our shop? How will you know if you have enough money? What are some of the important items we need to buy from the shop? Why can I not just buy sweets/toys/ice-creams from the shop? Do you save money? What would you like to buy?</p> <p>Key Vocabulary Spending Saving Transaction Buying</p>	<p>Year B Term 6 EYFS English: Recounts</p>	<p>Year B term 6 KS1 PSHE/RSE: Economic well-being Year B term 6 Y3&4 PSHE/RSE: Economic well-being Year B term 6 5&6 PSHE/RSE: Economic well-being Year B term 5 5/6 PSHE/RSE: Economic well-being Year A term 6 KS1 PSHE/RSE: Economic well-being Year A term 6 Y3&4 PSHE/RSE: Economic well-being</p>	<p>INVESTIGATION EXPRESSION</p>

			<p>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>Selling Adverts</p>		<p>Year A term 6 Y4/5 PSHE/RSE: Economic well-being Year A term 6 KS1 PSHE/RSE: Economic well-being Year A term 6 Y5/6 PSHE/RSE: Economic well-being</p>	
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