## Kelso/Ramsey/Hyde-Autumn 1 Resources and the Environment Small Village, Big Horizons

Curricu Ium 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
Resour ces and the enviro nment Geogr aphy	Pupils should be taught to: •describe and understand key aspects of: Dphysical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Dhuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Children know land is an important natural resource in the UK Children know the many ways land is used, Children know how it has changed and the factors limiting the ways in which it can be used. Children know how fossil fuels are produced Children know they can be used to produce electricity. Children know how this power is distributed across the UK via the National Grid. Children know some of the problems associated with burning coal and gas. Children know some alternative sources of energy production to coal and gas Children know about clean renewables ( wind, solar and Hydroelectric) Children know some of the major wood-producing countries around the world Children know	<ul> <li>I ask, "Which PHYSICAL and HUMAN features does this place have and compare with other locations?"</li> <li>I give detailed reasons for those features using geographical language.</li> <li>I ask, "What may this place be like in the future?" and describe the possibilities, giving reasons that I back up with evidence based on current knowledge.</li> <li>I provide a balanced view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons. INVESTIGATION –         <ul> <li>asking relevant questions;</li> <li>using a variety of sources to find out about events, people, processes and changes</li> <li>carrying out fieldwork and observational skills to develop a greater place knowledge</li> </ul> </li> <li>EXPRESSION         <ul> <li>the ability to recall, select and organise information</li> <li>the ability to describe and explain different aspects of human and physical geography INTERPRETATION</li> <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> </li> </ul>	Enquiry Questions Year 5 Q1 What natural resources can be found in Britain and how are they used? Q2 How are natural resources used to produce energy? Q3 How is electricity produced? Q4 Where in the world is wood produced? Q5 How is steel produced? Q6 How are glass and concrete made? Q7 What is the impact on the environment of overexploitation of natural resources Year 6 Q1 What do we mean by abundant natural resources and where can they be found it Britain? Q2 How do we use fossil fuels to produce electricity and what alternatives are there? Q3 why and from where are wood products imported, what do we mean by sustainable?	Year A term 6 EYFS Around the World Year A term 6 Geography Britain and the World Year A term 3 KS1 science materials Year A Term 1 Year 3 Geography-Maps of the World Year A term 1 year 4/5 Geography =Rivers Year B Term 5 EYFS geography-local area Year B term 3 KS1 science materials Year B term 3 Yr 3 Science electricity Year B term 2 yr 4/5 science electricity	Year B 1 Yr 5/6 science Electricity	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION

		Children know different	APPLICATION	Q4 What environmental			
		ways in which wood is used .	<ul> <li>making the association between</li> </ul>	impact does iron ore			
		Children know	aspects of life in different countries,	production have on the			
		some of the problems	<ul> <li>considering the impact of human</li> </ul>	landscape?			
		associated with wood	activities on the environment	Q5 What are the principal			
		production.	<ul> <li>learning both about and also from</li> </ul>	natural resources for glass			
		Children know the process of	geography	and concrete and what is the			
		how steel is produced.	DISCERNMENT	environmental impact of			
		Children know some of the	$\cdot$ explaining the importance of	extraction?			
		uses of steel 🛛	significant geographical events (				
		Children know how it is used	earthquakes, erosion studies)	Q6 What happens to the			
		and traded around the world	<ul> <li>developing insight into people,</li> </ul>	human and physical aspects			
		Children know	motives, actions and consequences;	of geography due to			
		how glass and concrete are	<ul> <li>seeing clearly for themselves how</li> </ul>	overexploitation of resources			
		produced Children know the	individuals might learn from the study				
		natural resources used in	of geographical issues.				
		their production.	ANALYSIS	Key Vocabulary			
		Children know what the	<ul> <li>distinguishing between opinion,</li> </ul>	Land use			
		meaning of 'abundant'	belief and fact;	Resource			
		resources is 🛛	$\cdot$ using data to draw conclusions or	Fossil fuels			
		Children know some of the	suggest hypotheses	Renewables			
		benefits and drawbacks of	<ul> <li>distinguishing between the features</li> </ul>	Abundant			
		exploiting natural resources	of both human and physical geography	overexploitation			
		Children know how to	nationally and internationally by	overexploitation			
		research an environmental	comparing and contrasting locations				
		concern	SYNTHESIS				
		Children know how to	<ul> <li>understanding the interdependence</li> </ul>				
		present their findings	of both human and physical aspects of				
			the world				
			<ul> <li>connecting different aspects of life for</li> </ul>				
			people across different locations.				
			EVALUATION -				
			$\cdot$ the ability to evaluate an event or				
			process of significance with reference				
			to evidence and argument;				
			<ul> <li>weighing up the respective evidence</li> </ul>				
			available and reach conclusion				
Scienc	6e1: associate the	Children know the main	Children describe how experimental	Key Questions	Year A term 1 EYFS	Year A term 6	INVESTIGATION
е	brightness of a lamp	circuit symbols and use these	evidence and creative thinking have	Year 5	science-seasonal	Yr5/6 science -	EXPRESSION
	or the volume of a	to draw circuit diagrams;	been combined to provide a scientific	Q 1 How can we represent a	changes	electricity	INTERPRETATION
	buzzer with the	Children know	explanation Children find an	circuit	Year A term 1 KS1 3		DISCERNMENT
	number and voltage	how major discoveries led to	appropriate approach when trying to	Q 2 How was electricity first	Science -seasonal		SYNTHESIS
Electric	of cells used in the	the	answer a question.	discovered?	changes		EVALUATION
ity	circuit	widespread use of electricity;	Children select from a range of	Q 3 How does changing the	Year A term3 yr 3		
	6e2: compare and	Children can explain the	sources of information. When	voltage affect a circuit	science electricity		
	give reasons for	effect of increasing or	investigation involves a fair test,				

variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches 6e3: use recognised symbols when representing a simple circuit in a diagram	decreasing the voltage on different parts of a circuit; Children know how our understanding of electricity has changed over time; Children know how to draw circuit diagrams using the correct symbols and label the voltage Children know how to represent circuits using symbols in a diagram. Children know about two of the most important scientific inventors in the field of electricity – Thomas Edison and Nikola Tesla. Children know what electricity is and how to measure it.	Children find the key factors to be considered. Children make predictions based on scientific knowledge and understanding. Children select apparatus and plan to use it effectively. Children make a series of observations, comparisons or measurements with precision. Children use the computer to collect data (data logging.) Children record observations and measurements systematically. Children can present (where appropriate) data as line graphs. Children use appropriate scientific language and conventions to communicate quantitative and qualitative data. Thy repeat observations and measurements and offer explanations for any differences . Children make practical suggestions about how working methods can be improved. INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information EXPRESSEION the ability to identify and articulate scientific theories, theories and studies. DISCERNMENT Explaining the significance of scientific studies and investigations. SYNTHESIS	Q 4 What do the symbols in a diagram represent Q5 Why were Tesla and Edison important Year 6 Q1 What are current and voltage? Q2 How is electricity produced in a cell? Q3 What are the key componenets of electrical circuits (switches, bells, buzzers, bulbs) Q3 How are these represented in circuits? Q4 How can we use electricity in the classroom for a purpose? Q5 Why do some circuits not work and how can we correct this? Q6 What were some of the key points in the domestic use of electricity? Vocabulary circuit symbol. cell/battery current. amps. voltage resistance. electrons	Year A term 6 yr 3 Light Year a term 2 yr 4/5 science electricity Year B term 6 Year 3 Science-Light Year B	

MFL	O6.1 Understand the main points and simple opinions in a spoken	Children know how to ask and talk about regular activities Children can say what they don't do Children know how	linking significant features of history and Science together in a coherent pattern. EVALUATION the ability to evaluate a finished product and scientific investigation; Distinguishing between opinion and fact Yr 5 Oracy: Understand numbers in multiples of 10 up to 100 Understand and give simple directions Say that	Key Questions Question 1 What did you do during the week? Question 2 What dont you	Nouns Unit 3.2 Year A term 2 yr 3	Nouns Unit 6.2 Year B term 2 yr 5/6	INTERPRETATION APPLICATION DISCERNMENT ANALYSIS
6.1 Le Weeke nd	spoken story, song or passage O6.2 Perform to an audience O6.3 Understand longer and more complex phrases or sentences O6.4 Use spoken language confi dently to initiate and sustain conversations and to tell stories L6.1 Read and understand the main points and some detail from a short written passage L6.2 Identify different text types and read short, authentic texts for enjoyment or information L6.3 Match sound to sentences and paragraphs L6.4 Write sentences on a range of topics using a model	to ask and say what other people do Children know how to talk about what you like/dislike doing	and give simple directions Say that Children don't understand and ask for something to be repeated Give information Use short sentences when asking and answering questions Prepare a short talking task alone or with a partner and present this with reasonable pronunciation Listen to a story or poem and identify key words and phrases <b>Reading:</b> Show understanding of a short text containing familiar and unfamiliar language Retrieve information from a text To make predictions based on existing knowledge Read aloud to a partner or small group Writing: Write a simple poem Write short sentences in a presentation or booklet Write simple instructions accurately Write sentences on a range of topics using a model Language: Use agreements of adjectives Manipulate language by changing an element in a sentence <b>Cultural:</b> Look at further aspects of everyday lives from the perspective of someone from another country Know about places of interest/importance within the county studied Year 6 <b>Oracy:</b> Follow short descriptions in order to find specific information	<ul> <li>do?</li> <li>Question 3 Do you like+</li> <li>Key Vocabulary</li> <li>Qu'est-ce que tu fais [le mercredi/le samedi]?</li> <li>Le lundi j'écoute de la musique, je joue (au basket), je mange [du gâteau], je regarde [la télé], je bois [du chocolat chaud], je fais du vélo, je fais du roller</li> <li>Tu fais ? joues ?</li> <li>regarde pas Je ne regarde pas Je ne joue pas</li> <li>Je ne bois pas de Je ne regarde pas Je ne fais pas de (+ activities from Lesson 1 + negatives)</li> <li>Qu'est-ce qu'il/elle fait le week-end? le lundi matin/ après-midi/soir?</li> <li>Le lundi matin, il/elle fait [du sport/du vélo], écoute [la radio/des CD], mange [un sandwich], boit [du jus d'orange], regarde(la télé), joue [au tennis/au foot]</li> <li>Est-ce que tu aimes faire/écouter/jouer/regarder</li> <li>?</li> </ul>	Unit 3.4 Year A term 4 yr 3 Unit 3.5 Year A term 5 yr 3 Unit 3.6 Year A term 6 yr 3 Unit 4.6 Year A term 6 Yr 4/5 Unit 5.	Unit 6.6 Year B term 6 yr 5/6	SYNTHESIS EVALUATION

IU6.1 Compare		Devise and perform a short sketch in	J'aime, Je n'aime pas,		
attitudes towards		role play situation Demonstrate	J'adore, Je déteste faire du		
aspects of everyday		creativity and imagination in using	vélo, écouter des CD/la		
life		known language in new contexts	radio, regarder la télé, jouer		
IU6.2 Recognise an		Listen attentively and understand	au		
understand some o	:	more complex phrases and sentences	football/tennis, faire du		
the differences		Understand longer and more complex	sport		
between		phrases or sentences Use spoken			
people		language confidently to initiate and			
peop.e		sustain conversations and to tell			
		stories Prepare a short presentation on			
		a familiar topic Be understood when			
		speaking in a different language			
		Reading : Use knowledge of word			
		<b>-</b>			
		order and sentence construction to			
		support the understanding of written			
		text Read and understand the main			
		points and some detail from a short			
		written passage. Read aloud with			
		confidence			
		Writing: Write sentences using some			
		Description Apply a range of linguistic			
		knowledge to create simple, written			
		pieces that can be understood Use			
		dictionaries to support writing			
		Language: Understand and use			
		negatives. Recognise patterns in the			
		foreign language			
		Cultural: Present information about an			
		aspect of culture Compare and			
		contrast countries where language is			
		spoken with this country Investigate			
		famous people / events from the			
		chosen country to be studied			
		Investigate cultural differences			
		INTERPRETATION			
		the ability to broaden vocabulary and			
		develop ability to understand new			
		words that are introduced into familiar			
		written material			
		the ability to suggest meanings			
		APPLICATION			
		making the association between			
		English and French			
		DISCERNMENT			

			explaining the significance of a new culture and the importance of understanding a language correctly ANALYSIS distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs SYNTHESIS linking significant features of languages together EVALUATION the ability to hold a conversation in French				
RE	God – Christianity UC 2b.1 (core) What does it mean if God is loving and holy?	Know that Christians believe God is omnipotent, omniscient and eternal, and that this means Godis worth worshipping. Know that Christians believe God is both holy and loving. Know Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. Know that Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.	Can identify some different types of biblical texts, using technical terms accurately. Can explain connections between biblical texts and Christian ideas of God, using theological terms. Can make clear connections between Bible texts studied about God and how Christians put these beliefs into practice; for example, through calling for justice, promoting forgiveness and so on. Can show how Christians put their beliefs about God into practice in worship: for example, through confession. Can weigh up how biblical ideas about love, holiness or forgiveness relates to the issues, problems and opportunities of their own lives and the world today, developing insights of their own. INVESTIGATION: asking relevant questions;	Enquiry Questions Q1. What words might you use to describe a being who could be 'God'? Q2. What does omnipotent mean? Q3. Think about God being just holy and not loving – what is the difference? Q4 What do you love about the world today? Q5. What do you not like? Q6. What did Jesus say about the people who nailed him to a cross? Key Vocabulary Omnipotent omniscient Eternal Injustice Angered The Fall Loving Forgiving	Year A Term 5 EYFS RE: My Life Year A Term 2 KS1 RE: God – Christianity Year A Term 3&4 KS1 RE: Thankfulness Year A Term 6 KS1 RE: Inspirational Christians Year A Term 3 Y3&4 RE: God – Incarnation Year B Term 3&4 KS1 RE: Jesus' teaching Year B Term 3&4 Y3&4 RE: God – Incarnation Year B Term 5 Y4/5 RE: Creation	Year A Term 1 Y5/6 RE: God- Christianity Year A Term 3 Y5/6 RE: Creation Year B Term 1 Y5/6 RE: God – Christianity Year B Term 3&4 Y5/6 RE: Creation	Investigation Reflection Empathy Discernment Evaluation

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			knowing how to use different types of				
			sources as a way of gathering				
			information				
			REFLECTION				
			the ability to reflect on feelings,				
			relationships, experience, ultimate				
			questions, beliefs and practices;				
			the ability to use stillness, mental and				
			physical, to think with clarity and care				
			about significant events, emotions and				
			atmospheres.				
			EMPATHY				
			the ability to consider the thoughts,				
			feelings, experiences, attitudes, beliefs				
			and values of others;				
			developing the power of imagination				
			to identify feelings such as love,				
			wonder, forgiveness and sorrow;				
			the ability to see the world through the				
			eyes of others and to see issues from				
			their point of view.				
			DISCERNMENT				
			explaining the significance of aspects				
			of religious belief and practice;				
			developing insight into people,				
			motives, actions and consequences;				
			seeing clearly for themselves how				
			individuals might learn from the				
			religions they study.				
			EVALUATION				
			the ability to debate issues of religious				
			significance with reference to evidence				
			and argument;				
			weighing up the respective claims of				
			self-interest, consideration for others,				
			religious teaching and individual				
			conscience				
Art/DT	Pupils should be	Children know what agate is.	review and revisit ideas in their	Enquiry Questions	Year A term 2 EYFS	Year A term 1 yr	INVESTIGATION –
	taught:	Children know that agate has	sketchbooks; offer feedback using	Q1. What is agate?	Art-van Gogh	5/6 Art-Pastels	EXPRESSION –
	to develop their	a ring structure. Children	technical vocabulary; think critically	Q2. What are the	Year A term \$ EYFS	Year B term 2 Yr	REFLECTION –
Agate	techniques,	know that watercolour is	about their art and design work;	characteristics of	Ary-landscapes	5/6 Art-oil	EMPATHY -:
waterc	including their	generally translucent.	use digital technology as sources for	watercolours?	Year A term4 KS1	pastels	APPLICATION –
olour	control and their use	Children know how to create	developing ideas; use key vocabulary	Q3. How do you create	Art-landscapes		DISCERNMENT -:
slices	of materials, with	light and dark shades of the	to demonstrate knowledge and	shades?			EVALUATION -:
5	c. materials, with		to demonstrate knowledge and				

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creativity,	same colour. Children know	understanding in this strand: create a	Q4 what are concentric	Year A term 6 KS1	
experimentation	what concentric means	colour palette, demonstrating mixing	rings?	Art-west indian art	
and an increasing	Children can vary shades of	techniques;use a range of paint	Q% how do you add texture	Year A term 2 yr 3	
awareness of	concentric rings. Children can	(acrylic, oil paints, water colours) to		Art-Monet	
different kinds of	blend shades, Children can	create visually interesting pieces;		Year A term 2 yr4/5	
art, craft and design;	use a brush effectively to give	use key vocabulary to demonstrate	sketchbook, develop, refine,	Art-Constable	
to create sketch	rings of different widths	knowledge and understanding in this	texture, shape, form,	Year B Term 1 EYFS	
books to record	Children can add sugar for	strand:	pattern, structure blend, mix,	Art-portraits	
their observations	texture. Children can	INVESTIGATION -	line, tone, shape, abstract,	Year B term 2 EYFS	
and use them to	compare their watercolours	<ul> <li>asking relevant questions;</li> </ul>	absorb, colour,	Art-observational	
review and revisit	with those of other artists	<ul> <li>knowing how to use different types of</li> </ul>	impressionism,	drawings	
ideas;	and evaluate their efforts	sources as a way of gathering	impressionists.	Year B term 2 EYFS	
to improve their		information;	···· P· ····	Art-aboriginal	
mastery of art and		<ul> <li>knowing how pieces are created</li> </ul>		Year B Term 1 KS1	
design techniques,		EXPRESSION -		Art-portraits	
including drawing,		•the ability to explain techniques,		Year B term 2 KS1	
painting and		colours and use of media;		Art-observational	
sculpture with a		•the ability to identify and articulate		drawings	
range of materials		opinions on how an artist has chosen		Year B term 2 KS1	
[for example, pencil,		to express their ideas.		Art-aboriainal	
charcoal, paint,		REFLECTION – in Art and Design this		Year B term 1 Yr 3	
clay];		includes:		Art-van Gogh	
about great artists,		•the ability to reflect on pieces of art,		Year B term1 Yr 4/5	
architects and				Art-landscapes	
		including their purpose, meaning, and technique.		Art-ianascapes	
designers in history					
		•the process the artist went through to			
		create their piece. EMPATHY –:			
		•the ability to consider the thoughts,			
		feelings, experiences, attitudes, beliefs			
		and values of others;			
		•developing the power of imagination			
		to identify feelings such as love,			
		wonder, forgiveness and sorrow;			
		•the ability to see the world through			
		the eyes of others and to see pieces of			
		art from their point of view.			
		APPLICATION -			
		<ul> <li>making the association between the</li> </ul>			
		purpose, technique, media and			
		meaning behind a piece;			
		<ul> <li>identifying the purpose of the piece.</li> </ul>			
		DISCERNMENT -:			
		<ul> <li>explaining the significance of aspects</li> </ul>			
		of a piece of art;			

Music	6.1 World Unite (Step dance performance) NC MU2/ 1.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	6.1 World Unite (Step dance performance) Children will explore beat and syncopation through song and body percussion. Children will develop co- ordination and rhythm skills. Children will perform a rhythmic sequence to a place of music. Children will develop the idea of pitch shape and relating it to movement.	<ul> <li>developing insight into individuals and communities;</li> <li>seeing clearly for themselves how individuals might learn from the artists they study</li> <li>EVALUATION -:</li> <li>the ability to debate the purpose behind a piece of art and the final outcome;</li> <li>the ability to debate the use of a certain type of media for a purpose</li> <li>6.1 World Unite (Step dance performance)</li> <li>Children keep a steady beat to a complex piece of music.</li> <li>Children sing the song and accompany it with body beat pattern, highlighting the syncopation of the melody.</li> <li>Children will arrange body beat patterns in unison and together.</li> <li>Learn and perform three melodies as patterns of higher and lower</li> </ul>	6.1 World Unite (Step dance performance) Key Questions What is the steady beat in the music? Can you sing the song and accompany it with a body beat pattern? Can you arrange body beat patterns in unison and together? Can you learn and perform the World Cup passing	6.1 World Unite (Step dance performance) Prior knowledge performance, composing Year B Y4/5 Sum 2 5.6 Performance Spring 1 4.12 Food and Drink Aut 2 4.11 In the	6.1 World Unite (Step dance performance) Year B Spring 2 6.4 Roots Summer 2 6.6 Moving On Year A Summer 2 6.6	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION
	Mu 2/ 1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.4 use and understand staff and other musical notations	Children will understand pitch through movement and notation. Children will create rhythm patterns. Children will arrange different musical sections to build a larger scale performance. Children will explore rhythm through dance. Children will combine different rhythms. Children will explore ways of combining and structuring rhythms through dance.	movements. Children will improvise scat sounds for melodies. Children will revise and rehearse in preparation for a performance. Children will learn a rhythmic dance sequence. Children will combine different rhythm sequences. Children will improvise and develop a dance sequence. INVESTIGATION Exploring a range of tuned and untuned instruments to compose music. Knowing how to use a range of sources to research music, composers and its history. EXPRESSION	game? Can you create a new cup passing beat patterns? Can you perform melodies as patterns of higher and lower movements? Can you combine a rhythm sequence with others? What is the structure of the dance rhythms? Can you improvise and develop a dance sequence?	Past Aut 1 4.2 Environment LKS2 Sum 2 4.11 In the Past Sum 1 4.9 Communication Spring 1 3.8 Communication Aut 2 3.4 Poetry Aut 1 3.1 Environment KS1 Sum 2 2.12 Travel EYFS/ Y1 Spring 2 1.11 Travel Year A Y6 Spring 2 World Unite Y4/5 Sum 2 5.5 At the Movies	Moving On	

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			the ability to recognise how composers		Aut 1 4.1 Poetry		
			express themselves through their		Aut 1 4.2		
			music.		Environment		
			INTERPRETATION		LKS2 Sum 2 4.12		
			the ability to draw meaning from a		Food and Drink		
			range of different musical pieces from		Sum 2 4.11 In the		
			a range of genres.		Past		
			the ability to interpret the reasons for		Aut 1 3.1		
			the changes in musical features in a		Environment		
			piece, such as dynamics, timbre, and		KS1 Sum 2 2.21		
			tempo.		Travel		
			APPLICATION		EYFS/KS1 Spring 2		
			identifying key musical terminology		1.11 Performance		
			and using it in description of music		, , , , , , , , , , , , , , , , , , ,		
			exploring different ways music is				
			made.				
			DISCERNMENT				
			recognising that people perceive music				
			in a range of different ways.				
			seeing how the great composers have				
			influenced modern music.				
			ANALYSIS				
			distinguishing between genres of				
			music				
			distinguishing between the features of				
			music				
			identifying instruments used within a				
			composition.				
			SYNTHESIS – in music this includes:				
			linking a range of musical devices				
			together to create effective				
			compositions.				
			taking inspiration from existing musical				
			performances to compose and perform				
			music effectively.				
			EVALUATION				
			the ability to evaluate their own and				
			other performances.				
			the ability to form opinions about				
			music from different genres.				
Сотри	Pupils should be	Children know that systems	use the skills already developed to	Q1 What are systems?	Year A term 1 EYFS	Year A term 1 yr	INVESTIGATION
ting	taught: Design,	are built using a number of	create content using unfamiliar	Q2 How do we use the	Computing-	5/6 Computing-	EXPRESSION
	write and debug	parts. Children know that a	technology;select, use and combine	internet?	technology around	communication	INTERPRETATION
	programs that	computer system features	the appropriate technology tools to		us		SYNTHESIS
	P. OBI GIUG CIUC	comparer system reatures					

5.1	accomplish specific	inputs, processes, and	create effect; review and improve their	Q3 How can we share	Year A term 1 Ks1		EVALUATION
Сотри	goals, including	outputs. Children know that	own work and support others to	information?	Computing-It		
ting	controlling or	computer systems	improve their work; save, retrieve and	Q4 How can we collaborate	around us		
system	simulating physical	communicate with other	evaluate their work,	on a project>	Year A term 1 Yr 3		
s and	systems; solve	devices Children know some	making amendments; insert a		Computing -		
networ	problems by	tasks that are managed by	picture/text/graph/hyperlink from the		connecting		
ks -	decomposing them	computer systems	internet or personal file search for		computers		
sharin	into smaller parts	Children know the human	information using appropriate	Key Vocabulary	Year A term 1 Yr 4		
g info	Use sequence,	elements of a computer	websites and advanced search	world wide web, search,	Computing-the		
5	selection, and	system Children can explain	functions within Google; use strategies	search engine, advanced	internet,		
	repetition in	the benefits of a given	to check the reliability of information	search, results, Google,	Year A term 1 yr		
	programs; work with	computer system Children	(cross-check with another source such	browser, terms of use, bias,	4/5 Computing-		
	variables and	know that data is transferred	as books);	authority, citation,	sharing		
	various forms of	using agreed methods	talk about the way search results are	plagiarism, source, website,	information		
	input and output	Children know that	selected and ranked;	secure, https, site, domain,	Year B term 1 EYFS		
	Understand	networked digital devices	check the reliability of a website,	website, browser, address	Computing_technol		
	computer networks,	have unique addresses.	including the photos	bar.	ogy around us		
	including the	Children know that data is	on site;		Year B term 1 KS1		
	internet; how they	transferred over networks in	tell you about copyright and		Computing -		
	can provide multiple	packets Children know that	acknowledge the sources of		technology around		
	services, such as the	connected digital devices can	information;		us		
	World Wide Web,	allow us to access shared files	use key vocabulary to demonstrate		Year B term 1 Yr 3		
	and the	stored online. Children know	knowledge and understanding in this		Connecting		
	opportunities they	how to send information	strand:		computers		
	offer for	over the internet in different			Year B term 1 Yr		
	communication and	ways. Children know that the	INVESTIGATION		4/5 Computing -the		
	collaboration	internet allows different	asking relevant questions;		internet		
	Select, use and	media to be shared	using different approaches to problem				
	combine a variety of	Children know some	solving, how something can be created				
	software (including	strategies to ensure	or works and debugging.				
	internet services) on	successful group work.	EXPRESSION				
	a range of digital	Children can make thoughtful	the ability to explain processes,				
	devices to design	suggestions on my group's	concepts and practice, rituals and				
	and create a range	work Children can compare	practices;				
	of programs,	working online with working	INTERPRETATION				
	systems and content	offline. Children can identify	the ability to understand computing				
	that accomplish	different ways of working	theories;				
	given goals,	together online	the ability to suggest meanings.				
	including collecting,	Children know that working together on the internet can	SYNTHESIS linking digital literacy, computer				
	analysing, evaluating and	be public or private. Children	science and information technology				
	presenting data and	can explain how the internet	together to deepen understanding of a				
	information	enables effective	variety of processes.				
	Use technology	collaboration	EVALUATION				
	safely, respectfully	conassilation	the ability to evaluate how a				
	and responsibly;		computing system works.				
	and responsibly,		computing system works.		I	l	

	recognise					
	acceptable/unaccep					
	table behaviour;					
	identify a range of					
	ways to report					
	concerns about					
	content and contact					
PE	Pupils should be	Netball	understand the importance of	Q1 Why do we need to	Year A term 1 yr 3	INVESTIGATION
Netbal	taught to: use	catch a netball with two	warming up and cooling down, carry	warm up and cool down?	attacking/defendin	EXPRESSION
1	running, jumping,	hands; • use elements of the	out warm ups and cools down	Q2 how do we pass the ball	g	INTERPRETATION
	throwing and	correct technique for the	effectively and safely, understand why	accurately?	Year A Term 5 EYFS	APPLICATION
	catching in isolation	chest pass,; • use elements of	exercise is good for health fitness and	Q3Ddo we move with the	-team games	DISCERNMENT
	and in combination;	the correct technique for the	well being, know ways they can	ball?	Year A term 5 KS1 -	ANALYSIS
	<ul> <li>play competitive</li> </ul>	shoulder pass,; • catch a	become healthier. Throw and catch	Q4 How do I find space in a	team games	SYNTHESIS
	games, modified	netball with one and two	accurately and successfully under	game	Year A term 5 Yr 3 -	EVALUATION
	where appropriate	hands; • use elements of the	pressure in a game . Show confidence	Q5 How do I defend my goal	defending/attackin	LVALOANON
	[for example,	correct technique for the	in using ball skills in various ways in a	Q5 now do r derend my goar	a skills	
	badminton,	bounce pass, • use elements	game situation and link these together	Key vocabulary	Year B term 5 Yr 3 -	
	basketball, cricket,		effectively. Choose to make the best	Forward pass, bounce pass,	defending/attackin	
		of the correct technique for	-			
	football, hockey,	the overhead pass,; • use	pass in the game situation and link a	shoulder pass, positions,	g skills	
	netball, rounders	more than one type of netball	range of skills together with fluency.	attacking, defending,	Year B Term 5 EYFS	
	and tennis], and	pass in a game situation; •	passing and receiving the ball on the	guarding	-team games	
	apply basic	land in different ways without	move. Keep and win back possession		Year B term 5 KS1 -	
	principles suitable	the ball and begin to	of the ball effectively and in a variety		team games	
	for attacking and	coordinate catching the ball	of ways in a team game. Demonstrate		Year B term 1 Yr 3 -	
	defending; •	with different landings; •	good awareness of space. Think ahead		throwing/catching	
	develop flexibility,	pivot using the correct	and plan attack or defence. Applying		skills	
	strength, technique,	footwork understand the	knowledge of skills for attacking and		Year A term 1 yr	
	control and balance	footwork rule; • move at	defending. Work as a team to develop		4/5	
	[for example,	different speeds and in	fielding strategies to prevent the		football/hockey	
	through athletics	different directions in specific	opposition from scoring. Follow and		Year A term 1 yr	
	and gymnastics]; •	drills to practise this and	create complicated rules to play a		5/6-netball/tag	
	compare their	sometimes effectively in a	game successfully. Communicate plans		rugby	
	performances with	game scenario; • know how to	to others during a game. Performing		Year B term 1 Yr	
	previous ones and	dodge and lead; • apply some	apply variety skills and techniques		4/5	
	demonstrate	of the attacking movement	confidently consistently and with		football/hockey	
	improvement to	skills they have learnt to	precision. Take part in competitive		,,	
rugby	achieve their	outwit a defender; • know	games with a strong understanding of			
, agay	personal best.	how to mark an opposition	tactics and composition. Thoroughly			
	personal best.	player (marking the ball or	evaluate their own and others work			
		marking the player) •	suggesting thoughtful and appropriate			
		perform some elements of				
			improvement.			
		the shooting • use attacking				
		and defending skills to	INVESTIGATION-			
		contribute towards the	-asking relevant questions			
		success of their team; •				

		evaluate their own and	- using different approaches to				
		other's performance and	determine skills and tactics				
		suggest improvements with	EXPRESSION-				
		support.	<ul> <li>-the ability to express themselves</li> </ul>				
			through movement				
			-the ability to explain what they do				
			and how they do it				
		Rugby	INTERPRETATION-				
		help lead and take part in	-understanding the effects of what				
		warm-ups and cool-downs	they do and how this could be changed				
		safely; • move with the ball	to improve or maintain a standard				
		using the correct technique	APPLICATION				
		with increasing speed and	- make connections between different				
		control, including changing	skills in different sports and how these				
		direction; • pass and receive	are interlinked				
		the ball using the correct	-to apply the skills, they have learnt in				
		technique with some control	different situations				
		and accuracy; • begin linking	DISCERNMENT-				
		together different skills in a	-understanding and responding to the				
		game with some fluency and	tactics and games of others				
		success; • begin	-developing insights into tactics and				
		demonstrating an awareness	working as a team.				
		of space in a game; • create	ANALYSIS-				
		rules to play a new game	-explaining what they have done to				
		successfully, with support; •	improve a skill and what can be done				
		follow more complex rules to	to improve a skill and what can be done				
		play a new game, with	SYNTHESIS				
		support; • demonstrate					
			-linking learning from one skill to another				
		knowledge of and begin to					
		use some skills and	-transfer of skills across an increasingly				
		techniques for attacking and	wide range of sports				
		defending in a game	EVALUATION				
		situation, with some success;	-evaluate what is good in a				
		<ul> <li>evaluate their own and</li> </ul>	performance				
		others' work and suggest	-understanding what can be done				
		improvements with support.	differently and what impact this may				
			have on the outcome				
PSHE/	Emotional Wellbeing	Know how mental and	Can recognise warning signs about	Enquiry Questions	Year A Term 1 EYFS	Year A Term 5	INVESTIGATION
RSE		physical health are linked.	wellbeing and how to		PSHE/RSE: Myself	Y5/6 PSHE/RSE:	EXPRESSION
	Looking after	Know how positive	seek support for themselves and	Q1. Can you devise a class	Year A Term 2 EYFS	Being Safe	INTERPRETATION
	ourselves; growing	friendships and being	others.	charter?	PSHE/RSE: Health	Year B Term 2	APPLICATION
	up; becoming	involved in activities such as	Understand the importance of	Q2. How can you contribute	and Safety	Y5/6 PSHE/RSE:	DISCERNMENT
	independent; taking	clubs, school and community	friendships; strategies for building	to the life of the school?	Year A Term 5 KS1	Physical	ANALYSIS
	more	groups support wellbeing.	positive		PSHE/RSE: Being	Wellbeing	SYNTHESIS
	responsibility		friendships; how positive friendships		Safe	Year B Term	EVALUATION
	Copolisionity		support wellbeing.			6Y5/6	

Know how to manage the influence of friends and family on health choices. know how to manage and contribute to situations involving them. Know how to recognise early signs of physical or mental ill- health and what to do about this, including whom to speak to in and outside school. Know that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on. Know that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else.	Understand about choices that support a healthy lifestyle, and recognise what might influence these. Understand how to recognise that habits can have both positive and negative effects on a healthy lifestyle Understand about what good physical health means; how to recognise early signs of physical illness. Understand that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk <sup>3</sup> . INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information. EXPRESSION – the ability to explain patterns of behaviour, beliefs, feelings and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media. INTERPRETATION –: the ability to draw meaning from different viewpoints, world events and societal change; the ability to use health information to be informed on issues pertaining to health and safety; the ability to be informed on physiological and emotional changes; the ability to be informed on physiological and emotional changes;	Q3. What makes an effective school councillor/Mini Police/Eco Champion etc? Q4. Can you plan a healthy meal? Q5 How do you stay physically and emotionally healthy? Q6. Can you change/break unhealthy behaviours/habits? Q7. How do we respond if something is against our human rights?	Year A Term 5 Y3&4 PSHE/RSE: Being Safe Year A Term 5 Y4/5 PSHE/RSE: Being Safe Year B Term 2 EYFS PSHE/RSE: Physical Wellbeing Year B Term 2 Y3&4 PSHE/RSE: Physical Wellbeing Year B Term 2 Y4/5 PSHE/RSE: Physical Wellbeing	PSHE/RSE: Growing and Changing	
	physiological and emotional changes; the ability to be informed on good and bad choices and how to respond to different situations;				

the ability to know where to seek help
and advice.
REFLECTION -:
the ability to reflect on feelings,
relationships, experiences,
stereotypes, beliefs and practices;
the ability to think with clarity and
care about significant events, emotions
and change.
EMPATHY –
the ability to consider the thoughts,
feelings, experiences, attitudes, beliefs
and values of others;
the ability to see the world through the
eyes of others and to see issues from
their point of view.
om their point of view.
APPLICATION –
making the association between
personal experiences and those of
others;
making the association between
individual, groups, community,
national and international life. DISCERNMENT-:
developing insight into people,
motives, actions and consequences;
the ability to understand emotional
and physical wellbeing;
the ability to understand different
types of families and relationships;
seeing clearly for themselves how
individuals might learn from PSHE and DCUF is used to back and action
RSHE in regards to health and safety.
ANALYSIS
distinguishing between opinion, belief
and fact.
SYNTHESIS –
linking significant features of
emotional, behavioural, physiological,
sociological, societal and health and
safety awareness together in a
coherent pattern;
connecting different aspects of life
EVALUATION –

	the ability to debate issues of significance with reference to evidence and argument; weighing up the respective claims of self-interest, consideration for others, personal preferences and individual conscience.		

Kelso/Ramsey/Hyde-Autumn 2 Volcanoes and Earthquakes
Small Village , Big Horizons

Curricu	Key Knowledge	Knowledge Building	Application of Knowledge	Enquiry Questions and Key	Reference to Prior	Reference to	Reference to the
lum		Blocks		Vocabulary	Knowledge (see	Future	Application of Knowledge
Areas					termly plans)	Knowledge	across all curriculum areas
						(see termly	
						plans)	
	Pupils should be	Children know the	<ul> <li>I ask, "Which PHYSICAL and HUMAN</li> </ul>	Enquiry Questions	Year A term 6 EYFS	Year B 1 Yr	INVESTIGATION
	taught to:	structure of the earth.	features does this place have and compare	Q1 What is the structure of	Around the World	5/6 science	EXPRESSION
	<ul> <li>describe and</li> </ul>	Children know what	with other locations?"	the earth?	Year A term 6	Electricity	INTERPRETATION
Volcan	understand key	the layers are called	<ul> <li>I give detailed reasons for those features</li> </ul>	Q2 What is the structure of	Geography Britain		APPLICATION
oes	aspects of:	Children know the	using geographical language.	the volcano?	and the World		DISCERNMENT

						1
and	Physical	functions of each	<ul> <li>I ask, "What may this place be like in the</li> </ul>	Q3 Where are volcanoes	Year A term 3 KS1	ANALYSIS
earthq	geography,	layer <sup> </sup>	future?" and describe the possibilities,	located?	science materials	SYNTHESIS
uakes	including: climate	the features of a	giving reasons that I back up with evidence	Q4 What are the dangerous	Year A Term 1 Year 3	EVALUATION
	zones, biomes	volcano. Children can	based on current Children knowledge.	features of volcanoes?	Geography-Maps of	
	and vegetation	name the features (	<ul> <li>I map land use of a location and devise</li> </ul>	Q5 What impact doe	the World	
Geogra	belts, rivers,	chimney, throat, ash	my own range of criteria.	volcanoes have on people?	Year A term 1 year	
phy	mountains,	cloud, gas, molten	<ul> <li>I provide a balanced view on an</li> </ul>	Q6 How are volcanoes and	4/5 Geography	
	volcanoes and	rock, crater, main	environmental issue affecting a locality	earthquakes linked?	=Rivers	
	earthquakes, and	vent, secondary vent,	and give my opinion on the issue, giving	Q7 What are the dangerous	Year B Term 5 EYFS	
	the water cycle	laval flow, volcanic	reasons.		geography-local area	
	🛙 human	bomb, magma	INVESTIGATION –	features of earthquakes?	Year B term 3 KS1	
	geography,	chamber, fumarole)	<ul> <li>asking relevant questions;</li> </ul>	Q8 How can we locate	science materials	
	including: types	Children know the	<ul> <li>using a variety of sources to find out</li> </ul>	epicentres on a map?	Year B term3 Yr 3	
	of settlement and	difference between	about events, people, processes and	Year 6	Science electricity	
	land use,	active and dormant	changes	Q1 What are the key layers	Year B term 2 yr 4/5	
	economic activity	Children know what	carrying out fieldwork and observational	of the earths structure	science electricity	
	including trade	active and extinct	skills to develop a greater place knowledge	called and what role do		
	links, and the	mean	EXPRESSION	they play?		
	distribution of	Children know how	<ul> <li>the ability to recall, select and organise</li> </ul>	Q2 What are the key		
	natural resources	to find some	information	features of a volcano and		
	including energy,	volcanoes on a map	the ability to use key geographical	how do they occur?		
	food, minerals	Children know the	vocabulary, data to describe and explain	Q3 Where are active and		
	and water	link between volcano	different aspects of human and physical	dormant volcanoes found		
		location and tectonic	geography	and what causes the		
		plates Children know	INTERPRETATION	difference?		
		what happens when a volcano explodes 🛙	<ul> <li>the ability to draw meaning from maps, atlases, globes, and data collected through</li> </ul>	Q4 What are the physical		
		Children know what	fieldwork;	and human characteristics		
		the outcomes of an	<ul> <li>the ability to suggest meanings and draw</li> </ul>	of living in a volcano area		
		explosion are	conclusions from what they see	Q5 What features cause		
		Children know what	APPLICATION	earthquakes and how are		
		the terms Volcanic	<ul> <li>making the association between aspects</li> </ul>	these linked to volcanoes		
		ash. Lava flow	of life in different countries,	Q6 How can we use latitude		
		Volcanic bombs	<ul> <li>considering the impact of human</li> </ul>	and longitude to track		
		Pyroclastic flow Mud	activities on the environment	earthquakes?		
		, flow (or 'lahar') mean	<ul> <li>learning both about and also from</li> </ul>			
		Children know what	geography	Key Vocabulary		
		happened when	DISCERNMENT	•core, nner cor, outer core,		
		Souffriere exploded	<ul> <li>explaining the importance of significant</li> </ul>	mantle		
		Children know that	geographical events ( earthquakes, erosion	crust •chimney, throat, ash		
		people live near	studies) ;	cloud		
		volcanoes. Children	· developing insight into people, motives,	gas, molten rock, crater,		
		know that there are	actions and consequences;	main vent, secondary vent,		
		agricultural benefits	<ul> <li>seeing clearly for themselves how</li> </ul>	lava flow		
		to volcanoes	individuals might learn from the study of			
			geographical issues.			

		<ul> <li>☑ Children know that there are some tourist benefits to volcanoes Children know where earthquakes occur</li> <li>Children know what the impact of tectonic plates has Children know why earthquakes and volcanoes are linked</li> <li>Children know what happens when an earthquake happens</li> <li>☑ Children know what the outcomes are</li> <li>Children know what the terms Ground shaking, Tsunamis ,Landslides, Raising or lowering of land,Liquefaction ☑</li> <li>Children know what we mean by latitude and longitude</li> <li>Children know how to use these to identify a location</li> </ul>	ANALYSIS • distinguishing between opinion, belief and fact; • using data to draw conclusions or suggest hypotheses • distinguishing between the features of both human and physical geography nationally and internationally by comparing and contrasting locations SYNTHESIS • understanding the interdependence of both human and physical aspects of the world • connecting different aspects of life for people across different locations. EVALUATION – • the ability to evaluate an event or process of significance with reference to evidence and argument; • weighing up the respective evidence available and reach conclusion	volcanic bomb, magma chamber fumarole, dormant, active, extinct • crust, core, mantle, tectonic plate, fault line, boundary line, Ring of Fire •, eruption, avalanche, scorching hot, ombs, volcanic ash, lava flow, volcanic bombs, pyroclastic flow, mud flow (or 'lahar') avalanche, shaking, tsunami, landslide, raising/lowering of land, liquefaction			
Science Animal s inc Human s=nutri tion	6b2: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 6b3: describe the ways in which nutrients and water are transported within animals, including humans.	Children know that the human circulatory system is composed of 2 parts - the systemic circulation and the pulmonary circulation. Children know about the role of the heart, blood vessels, and the components of blood such as red and white blood cells, platelets and plasma. Children know that the human heart is a vital organ.	Children describe how experimental evidence and creative thinking have been combined to provide a scientific explanation Children find an appropriate approach when trying to answer a question. Children select from a range of sources of information. When investigation involves a fair test, Children find the key factors to be considered. Children make predictions based on scientific knowledge and understanding. Children select apparatus and plan to use it effectively. Children make a series of observations, comparisons or measurements with precision.	Enquiry Questions Year 5 Q1 What does the human circulatory system consist of Q2 What is the role of the different components of blood Q3 How does the heart work. Q 4 What is the role of blood in the body Q 5 What effect does alcohol have on the body? Year 6	Year A term 1EYFS science- animals/names Year A term 5 ks1 science - animals/senses Year A term1 yr 3 science animals/nutrition Year A term 5 yr 3 animals/skeletons yearA term 2 yr 4/4 science animals/digestion Year a term 2 yr 4/5 science electricity	Year A term 4 Yr5/6 science -animals/diet	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNEMENT ANALYSIS EVALUATION

	Children know how blood flows through its double pumps system to the lungs and all around the body, supplying oxygen and removing waste products Children know about the active ingredient in alcoholic drinks (alcohol or ethanol), and that the strength of a beverage can be measured as the percentage alcohol by volume (% ABV). Children know about the short and long- term effects of alcohol consumption.	Children use the computer to collect data (data logging.) Children record observations and measurements systematically. Children can present (where appropriate) data as line graphs. Children use appropriate scientific language and conventions to communicate quantitative and qualitative data. Thy repeat observations and measurements and offer explanations for any differences . Children draw conclusions that are consistent with the evidence and relate these to scientific knowledge. Children make practical suggestions about how working methods can be improved. INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information EXPRESSEION the ability to identify and articulate scientific understanding INTERPRETATION the ability to draw meaning from scientific theories, theories and studies; the ability to suggest meanings APPLICATION The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts. DISCERNMENT Explaining the significance of scientific studies and investigations. ANALYSIS distinguishing between the feature's methods of different investigations EVALUATION the ability to evaluate a finished product and scientific investigation; Distinguishing between opinion and fact.	Q1 What are pulmonary and systemic circulation? Q2 How do the components of blood support the circulatory system? (cells, platelets and plasma) Q3 What is the function of the heart in supplying oxygen and removing waste products? Q4 How does heart rate change over time? Q5 how can we maintain a healthy heart? Vocabulary Circulation Pulmonary Systemic Platelets Cells Plasma Oxygenated Alcohol comsumption	Year B term 1 EYFS science senses Year B term 4 ks1 science animals/exercise Year B term 2 Year 3 Science-animals digestion Year B term 3 yr 4/5 science animals/changes		
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	00.4.11		N . F	K. O. History	<b>A</b> <i>t</i>		
MFL	O6.1 Understand	Children know how to	Yr 5	Key Questions	Numbers	None	INVESTIGATION
	the main points	ask and say what	Oracy: Understand numbers in multiples of	Question 1 What do you	Unit 3.1 Year A term		EXPRESSION
	and simple	clothes they'd like.	10 up to 100 Understand and give simple	want to buy?	1 yr 3		INTERPRETATION
	opinions in a	Children know how to	directions Say that Children don't	Question 2 What is it like	UNit 3.4 Year A term		APPLICATION
	spoken	To give opinions	understand and ask for something to be	Question 3 What colour do	4 yr 3		DISCERNMENT
	story, song or	about	repeated Give information Use short	you want?	Unit 3.6 Year A term		ANALYSIS
	passage	clothes.Children know	sentences when asking and answering	Question 4 How much!	6 yr 3		SYNTHESIS
6.2	O6.2 Perform to	how to say what	questions Prepare a short talking task		Unit 4.2 Year A term		EVALUATION
Le	an audience	clothes you wear.	alone or with a partner and present this	Key Vocabulary	2 Yr 4/5		
Weeke	O6.3 Understand	Children can ask and	with reasonable pronunciation Listen to a	Qu'est-ce que tu veux? Tu	Unit 4.3 Year A term		
nd	longer and more	talk about prices	story or poem and identify key words and	veux? Je voudrais un t-	3 yr 4/5		
	complex phrases	(including numbers	phrases	shirt, un pantalon, un			
	or sentences	60-80)	Reading: Show understanding of a short	chapeau, une veste, une			
	O6.4 Use spoken		text containing familiar and unfamiliar	jupe, une chemise, des			
	language confi		language Retrieve information from a text	chaussures, des lunettes			
	dently to initiate		To make predictions based on existing	de soleil + et	Nouns	Nouns	
	and sustain		knowledge Read aloud to a partner or	C'est comment? C'est			
	conversations		small group	moche, beau,trop grand,	Unit 3.2 Year A term	Unit 6.6 Year	
	and to tell stories		Writing: Write a simple poem Write short	trop petit, trop cher	2 yr 3	B term 6 yr	
	L6.1 Read and		sentences in a presentation or booklet	et/mais Je porte un	Unit 3.4 Year A term	5/6	
	understand the		Write simple instructions accurately Write	pantalon, un chapeau,	4 yr 3	570	
					,		
	main points and		sentences on a range of topics using a model	un t-shirt, une veste, une	Unit 3.5 Year A term		
	some detail from			chemise, une jupe, des	5 yr 3		
	a		Language: Use agreements of adjectives	chaussures, des lunettes de	Unit 3.6 Year A term		
	short written		Manipulate language by changing an	soleil rose, orange,	6 yr 3		
	passage		element in a sentence	marron, rouge(s) jaune(s),	Unit 4.6 Year A term		
	L6.2 Identify		Cultural:Look at further aspects of	vert(e)(s), bleu(e)(s),	6 Yr 4/5		
	different text		everyday lives from the perspective of	noir(e)(s),	Unit 5.		
	types and read		someone from another country Know	blanc(s), blanche(s)			
	short, authentic		about places of interest/importance within	C'est combien? Ça coûte			
	texts for		the county studied	[soixantedouze] euros			
	enjoyment or			Numbers 60 to 80			
	information						
	L6.3 Match sound		Year 6				
	to sentences and		Oracy: Follow short descriptions in order to				
	paragraphs		find specific information				
	L6.4 Write		Devise and perform a short sketch in				
	sentences on a		role play situation Demonstrate creativity				
	range of topics		and imagination in using known language				
	using a model		in new contexts				
	IU6.1 Compare		Listen attentively and understand				
	attitudes towards		more complex phrases and sentences				
	aspects of		Understand longer and more complex				
	everyday life		phrases or sentences Use spoken language				
	IU6.2 Recognise		confidently to initiate and sustain				
	and understand		conversations and to tell stories Prepare a				
	and understand	1	conversations and to tell stones riepdle d	1	l	1	

some of the	short presentation on a familiar topic Be		
differences	understood when speaking in a different		
between	language		
people	Reading : Use knowledge of word order		
	and sentence construction to support the		
	understanding of written text Read and		
	understand the main points and some		
	detail from a short written passage. Read		
	aloud with confidence		
	Writing: Write sentences using some		
	Description Apply a range of linguistic		
	knowledge to create simple, written pieces		
	that can be understood Use dictionaries to		
	support writing		
	Language: Understand and use negatives.		
	Recognise patterns in the foreign language		
	Cultural: Present information about an		
	aspect of culture Compare and contrast		
	countries where language is spoken with		
	this country Investigate famous people /		
	events from the chosen country to be		
	studied Investigate cultural differences		
	INVESTIGATION		
	asking relevant questions about the		
	language;		
	broaden cultural experiences and		
	investigate a new way of speaking		
	EXPRESSION		
	the ability to develop accurate		
	pronunciation and intonation so that		
	others understand when they are reading		
	aloud or using familiar words and phrases;		
	the ability to present ideas and information		
	orally to a range of audiences		
	INTERPRETATION		
	the ability to broaden vocabulary and		
	develop ability to understand new words		
	that are introduced into familiar written		
	material		
	the ability to suggest meanings		
	APPLICATION		
	making the association between English		
	and French		
	DISCERNMENT		
	DISCLIMINENT		

			explaining the significance of a new culture and the importance of understanding a language correctly ANALYSIS distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs SYNTHESIS linking significant features of languages together EVALUATION the ability to hold a conversation in French				
RE	Big Question - Do you have to be believe in God to be good? Opportunity to study Humanism and explore beliefs such as social justice and the The Golden Rule	Know about accepting individual responsibility to reason about our actions Know the Humanist view on the importance of reason, empathy, compassion, and respect for the dignity of all persons when deciding how to act Know about the absence of sacred texts, divine rules, or unquestionable authorities to follow Know about reward and punishment as insufficient motivations to do good; consideration of the consequences of our actions on others and the outcome if everyone	Understand that humanists believe the Golden Rule is so universal because it evolved naturally from the fact our species has long lived together in communities. Understand that Humanists believe those who care about others and act on it usually have better relationships and more fulfilling lives: they are happier. Understand that Humanists believe the Golden Rule can be worked out by anyone, anywhere, through experience. It does not need to be given by a god or gods. Understand that Humanists believe it is a basic principle based on our common humanity and which grew from a natural capacity for reason and empathy. INVESTIGATION: asking relevant questions; knowing how to use different types of sources as a way of gathering information EXPRESSION the ability to explain concepts, rituals and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media REFLECTION	Enquiry Questions Q1. Is Humanism a belief system or an attitude to life? Q2. What do Humanists believe? Q3. How do Humanists decide what is right and wrong? Q4. How do Humanists try to make the world a better place? Q5. What difference does being a Humanist make to people? Q6. Do humanists have any rules? When might they think it is OK to break them? If it's OK to break rules, does that make them pointless? Q7. Is the Golden Rule enough on its own? Can it go wrong? Q8. What practical action do humanists take to work for justice and equality?	Year A Term 1 EYFS RE: Myself Year A Term 6 Y3&4 RE: Biq Question – what is a good life? Year A Term 2 Y5/6 RE: Big Question – Humanism Year A Term 3 EYFS RSE/PSHE: Respect Year A Term 3 KS1 RSE/PSHE: Respect Year A Term 3 Y3/4 RSE/PSHE: Respect Year A Term 3 Y4/5 RSE/PSHE: Respect Year B Term 6 Y3&4 RE: Gig Question – Who Am I? Year B Term 5/6 Y4/5 RE: In depth study	Year A Term 4 Y5/6 RE: Creation and science Year A Term 3 Y5/6 RSE/PSHE: Respect Year B Term 2 Y5/6 RE: Big Question - Humanism	Investigation Expression Reflection Empathy Application Discernment Evaluation

		were to act in the same way Know the value of general moral principles but the need for flexibility and the opportunity to question rules Know that The Golden Rule as a naturally evolved ethical principle, present in a wide variety of cultures throughout history Know the importance of practical action for humanists; judging not what people say but what they do	the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices; the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres. EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to see the world through the eyes of others and to see issues from their point of view. APPLICATION making the association between religions and individual, community, national and international life; identifying key religious values and their interplay with secular ones. DISCERNMENT explaining the significance of aspects of religious belief and practice; developing insight into people, motives, actions and consequences EVALUATION the ability to debate issues of religious significance with reference to evidence and argument; weighing up the respective claims of self- interest, consideration for others, religious teaching and individual conscience	Q9. Can you be a humanist if you don't always try to be good? Key Vocabulary Humanist Humanist Humanity Atheism Agnosticism Science Evidence Curiosity Reason Empathy Compassion Respect Dignity The Golden Rule Responsibility Human rights Happy Human Flourishing Celebrant			
Art Drawin g people in action	Pupils should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation	Children can visualise and demonstrate a sequence of actions. Children can record from first-hand observation. Children can comment on how artists use form and figures in movement	review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: create a colour palette, demonstrating mixing	Enquiry Questions Q1. What do we mean by action? Q2. How can we show an emotion? Q3. How can we create the illusion of movement?	Year A term 2 EYFS Art-van Gogh Year A term \$ EYFS Ary-landscapes Year A term4 KS1 Art- landscapes Year A term 6 KS1 Art-west indian art	Year A term 1 yr 5/6 Art- Pastels	INVESTIGATION EXPRESSION EMPATHY INTERPRETATION APPLICATION ANALYSIS SYNTHESIS

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and an increasing	art. Children can	techniques;use a range of paint (acrylic, oil	Q5how do Muybridge,	Year A term 2 yr 3	
awareness of	identify how facial	paints, water colours) to create visually	Boccioni and Delauney	Art-Monet	
different kinds of	features alter when	interesting pieces;	show movement	Year A term 2 yr4/5	
art, craft and	engaged in physical	use key vocabulary to demonstrate		Art-Constable	
design;	activity. Children can	knowledge and understanding in this		Year B Term 1 EYFS	
to create sketch	record from	strand:	Key Vocabulary	Art-portraits	
books to record	experience and			Year B term 2 EYFS	
their	imagination. Children	INVESTIGATION –	Action, layering, printing,	Art-observational	
observations and	can use colours to	<ul> <li>asking relevant questions;</li> </ul>	montage,	drawings	
use them to	reflect an idea or	<ul> <li>knowing how to use different types of</li> </ul>		Year B term 2 EYFS	
review and	emotion. Children	sources as a way of gathering information;		Art-aboriginal	
revisit ideas;	know something of	<ul> <li>knowing how pieces are created</li> </ul>		Year B Term 1 KS1	
to improve their	the work of different	EXPRESSION –		Art-portraits	
mastery of art	artists who portray	<ul> <li>the ability to explain techniques, colours</li> </ul>		Year B term 2 KS1	
and design	movement in their	and use of media;		Art-observational	
techniques,	work, including	<ul> <li>the ability to identify and articulate</li> </ul>		drawings	
including	Muybridge, Boccioni	opinions on how an artist has chosen to		Year B term 2 KS1	
drawing, painting	and Delaunay, and	express their ideas.		Art-aboriginal	
and sculpture	look at different	EMPATHY -:		Year B term 1 Yr 3	
with a range of	techniques used to	<ul> <li>the ability to consider the thoughts,</li> </ul>		Art-van Gogh	
materials [for	create the illusion of	feelings, experiences, attitudes, beliefs and		Year B term1 Yr 4/5	
example, pencil,	movement. Children	values of others;		Art-landscapes	
charcoal, paint,	can experiment with	<ul> <li>developing the power of imagination to</li> </ul>		Year B term 2 Yr 5/6	
clay];	different techniques.	identify feelings such as love, wonder,		Art-watercolours	
about great	Children can annotate	forgiveness and sorrow;			
artists, architects	their work. Children	•the ability to see the world through the			
and designers in	understand how they	eyes of others and to see pieces of art from			
history	can adapt the style of	their point of view.			
-	artists for their own	APPLICATION -:			
	purposes. Children	<ul> <li>making the association between the</li> </ul>			
	know what a	purpose, technique, media and meaning			
	montage is and look	behind a piece;			
	at some examples.	<ul> <li>identifying the purpose of the piece.</li> </ul>			
	Children can	ANALYSIS -:			
	experiment with	<ul> <li>distinguishing between an artist's</li> </ul>			
	different methods	meaning and what others may interpret;			
	and techniques .	<ul> <li>distinguishing between the features of a</li> </ul>			
	Children can arrange	piece of art and its significance.			
	images to produce	SYNTHESIS –			
	the illusion of	<ul> <li>linking the style of artists together;</li> </ul>			
	movement. Children	<ul> <li>connecting technique to a period of art.</li> </ul>			
	can describe what	0 1			
	they think and feel				
	about their own				
	artwork and the work				
	of others. Children				
	e. ethersi enharen				

Model       6.2 Journeys (song cycle performance)         Model       6.2 Journeys (song cycle performance)         Model       6.2 Journeys (song cycle performance)         Notice for construction of more set the process of evaluation? +       Children villatern to sing sections of a song and feature to sing sections of song and effect must be bard more sets and perform the bard more sets of the performance)       Children villatern to sing sections of a song and feature to sing sections of a song.       Children will learn to sing the unison song and perform the work sections of a song and feature to sing sections of a song and feature to sing sect					1			
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Mistic       6.2 Journeys       6.2 Journeys (Song cycle performance)       8.2			piece of artwork,					
Mist:       6.2 Journeys       6.2 Journeys (Song cycle performance)       6.2 J			considering how they					
Mask       6.2 Journeys (Song cycle experiments with different methods and techniques. Children can arrange images to create the illusion of movemen • Children can discuss their own work and the work of others. Children can discuss their own work and the work of others. Children can discuss in their work. Children util lasm to sing sections of a song and feel the three beat metre using solo and expressive sing and three part and perform in solo and expressive sing their voices and contexts, using a part- song with children will learn to sing the unison song cycle performance, Children will learn to sing the unison song children will learn to sing the unison song cycle performance Children will learn the theothes cycle Children will learn to sing the unison song. Children will learn to sing the unison song. Children will learn to sing the unison song. Children will			• ·					
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increasing performance. song. Can you sing the verses in unison? <i>KS1 Summer 2 2.12 Moving On Travel</i>			•					
accuracy, fluency, Children stage a Children prepare a performance of two unison? Travel					-			
		0	•	•			ivioving On	
control and performance with songs. Can you prepare a EYFS/ Y1 Spring 2			-					
			•					
expression. awareness of Children will learn a melody and explore performance? 1.11 Travel					•	1.11 Travel		
Mu2/1.5 audience. the structure of a song. What is the melody and		Mu2/1.5	audience.	the structure of a song.	What is the melody and			
Appreciate and structure of the song?		Appreciate and	<u> </u>		structure of the song?			

					,
understand a	Children sing a pop	Children will sing a vocal warm- up and	What are the major/ minor	Year A	
wide range of	song with backing	identify the major/ minor sequences in a	sequences in a song?	Y4/5 Sum 2 5.5 At the	
high- quality live	harmony.	song.	What is a song cycle?	Movies	
and recorded	Children will learn	Children will perform a series of songs to	What multimedia can you	LKS2 Summer 2 4.11	
music drawn	about a song's	decide on an order for a song cycle.	use in your performance?	In the Past	
from different	structure.	Children will prepare a multimedia		KS1 Sum 2 2.21	
traditions and	Children will learn to	performance of their song cycle.		Travel	
from great	sing major and minor			EYFS/KS1 Spring 2	
composers and	note patterns	INVESTIGATION		1.11 Performance	
musicians.	accurately.	Investigating how the voice and body can			
Mu2/1.6 develo	Children will learn a	be used to make sounds.			
p an	pop song with	Exploring a range of tuned and untuned			
understanding of	understanding of its	instruments to compose music.			
the history of music	structure. Children will develop	EXPRESSION			
music	a song cycle	the ability to explore music as a medium			
	performance	for expressing themselves.			
	incorporating mixed	INTERPRETATION			
	media.	the ability to interpret the reasons for the			
	Children develop	changes in musical features in a piece, such			
	planning, directing	as dynamics, timbre, and tempo.			
	and rehearsal skills.	APPLICATION			
	and renearsarskins.	identifying key musical terminology and			
		using it in description of music			
		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.			
		SYNTHESIS			
		linking a range of musical devices together			
		to create effective compositions.			
		taking inspiration from existing musical			
		performances to compose and perform			
		music effectively. EVALUATION			
		the ability to evaluate their own and other			
		performances.			

Сотри	Select, use, and	Children know that	use search tools to find and use an	Q1 What do we use	Year A term 2 EYFS	Year A term 2	INVESTIGATION
ting	combine a variety	vector drawings are	appropriate website and content; use	drawing tools for?	Computing-painting	Yr 5/6	EXPRESSION
5.2	of software	made using shapes.	strategies to improve results when	Q2 what is a vector	Year A term 3 EYFS	Computing -	INTERPRETATION
Creatin	(including	Children know the	searching online; use key vocabulary to	drawing?	Computing-writing	3d modelling	REFLECTION
g	internet services)	main drawing tools.	demonstrate knowledge and	Q3 How do we create layers	Year A term 2 KS1	Year A term 3	APPLICATION
media	on a range of	Children know how a	understanding in this strand, use	Q4How do we group	Computing-	yr 5/6	ANALYSIS
Vector	digital devices to	vector drawing is	appropriate keyboard commands to amend	objects	photography	Computing -	SYNTHESIS
drawin	design and create	different from paper-	text on a device; use applications and		Year A term 3 Ks1	web pages	EVALUATION
gs	a range of	based drawings.	devices in order to communicate ideas,	Key Vocabulary	Computing-music	Year B term 2	
	programs,	Children can identify	work, and messages; save, retrieve and		Year A term 2 Yr 3	Year B term 3	
	systems, and	the shapes used to	evaluate work, making amendments;	: filter, Google, search	Computing-	yr 5/6	
	content that	make a vector	insert a picture/text/graph/hyperlink from	engine, image, keyboard,	animation	Computing -	
	accomplish given	drawing Children	the internet or a personal file;	insert, tabledraw, object,	Year A term 3 Yr 3	video editin <mark>g</mark>	
	goals, including	know that each	use key vocabulary to demonstrate	shape, line, line colour, fill	Computing-		
	collecting,	element added to a	knowledge and understanding in this	colour, group, ungroup,	publishing Year A		
	analysing,	vector drawing is an	strand:.	font, size, text box, format,	term 2 Yr 4		
	evaluating, and	object. Choildren can	:	image, wrap text, plan, link,	Computing -audio		
	presenting data	move, resize, and	INVESTIGATION	image, object, link,	editing		
	and information	rotate objects	asking relevant questions;	hyperlink, minimise,	Year A term 2 Yr 4/5		
		Children know how to	using different approaches to problem	restore, size, move, screen,	computing vector		
		use the zoom tool to	solving, how something can be created or	split, create, organise, file,	drawing		
		help add detail to	works and debugging.	folder, close, exit, search,	Year A term 3 Yr 4		
		drawings. Children	EXPRESSION	print, password,	Computing photo		
		can explain how	the ability to explain processes, concepts	screenshot, snipping tool,	editing		
		alignment grids and	and practice, rituals and practices;	shift, undo, redo, menu,	Year A term 3 Yr 4/5		
		resize handles can be	the ability to identify and articulate	dictionary, highlight, cursor,	Video-editing		
		used to improve	computational thinking.	toolbar, spellcheck	Year B term 2 EYFS		
		consistency. Children	INTERPRETATION		Computing-painting		
		know how to modify	the ability to suggest meanings.		Year B term 3 EYFS		
		objects to create	REFLECTION		Computing-writing		
		different effects.	the ability to reflect on why their process		Year B term 2 KS1		
		Children know that	may not have worked and use resilience to		Computing-painting		
		each added object	problem solve		Year B term 3 Ks1		
		creates a new layer in	APPLICATION		Computing-writing		
		the drawing. Children	making the association between		Year B term 2 Yr 4/5		
		can identify which	computing, maths, technology and science.		Computing -audio		
		objects are in the	the ability to apply a range of		editing		
		front layer or in the	computational knowledge and skills in a		Year B term 3 Yr 4/5		
		back layer of a	variety of contexts and subjects.		Computing photo		
		drawing Children	ANALYSIS		editing		
		know how to change	distinguishing between prediction and fact;				
		the order of layers in	distinguishing between the feature's		Year B term 2 Yr 3		
		a vector drawing	methods of different investigations.		Computing-		
		Children know how to	SYNTHESIS		animation		
		copy part of a	linking digital literacy, computer science				
		drawing by	and information technology together to				

		duplicating several object Children can group to create a single object. Children know how to reuse a group of objects to further develop a vector drawing, Children can create alternatives to vector drawings and suggest improvements	deepen understanding of a variety of processes. EVALUATION understand what can be done differently and what impact this may have on the outcome			
PE	Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	children know how to demonstrate a range of dance techniques such as isolation tempo and repetition. Children can combine and link an increasing number of movement phrases and patterns both individually and within a pair of group. Children can create movements in response to different sounds. Children can use this skill of improvisation responding to stimuli will stop children know how to adapt and change their movements according to different stimuli. Children know how to combine and link a small number of movement phrases and patterns. Children know how to listen to and respond accordingly to advice from others as to how	understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns.Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary	Question one how can I respond to stimuli? Question 2 what dance techniques can I use? Question 3 how can I work in a group? Question4 can I represent objects and actions through dance question 5 how do I put a range of movements together? Question 6 how do I make it better? Key vocabulary Isolation, repetition, tempo, sequence, stimuli	Year A term 2 EYFS Dance Year A term 2 KS1 Dance Year A term 2 Yr 3 Dance Year A term 2 Yr 4/5 Dance Year A term 2 Yr 5/6 Dance Year A term 2 Yr 3 Dance Year B term 2 EYFS Dance Year B term 2 KS1 Dance Year B term 2 Yr 4/5 Dance	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION

						r	
		to improve their	to compare and improve work. Link actions				
		performance will stop	to create a complex sequence using a full				
		children know how to	range of movement. Perform the sequence				
		clearly create	in time to music. Perform and apply a				
		movements to	variety of skills and techniques confidently,				
		represent an idea.	consistently and with precision.				
		Children know how to	INVESTIGATION-				
		assess their own and	-asking relevant questions				
		others performances	- using different approaches to determine				
		and begin to suggest	skills and tactics				
		improvement.	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				
			- 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				
			SYNTHESIS				
			-linking learning from one skill to another				
			-transfer of skills across an increasingly				
			wide range of sports				
			EVALUATION				
			-evaluate what is good in a performance				
			-understanding what can be done				
			differently and what impact this may have				
			on the outcome	<u> </u>			
PSHE/	Health and	Know how to	Understand about stereotypes; how they	Enquiry Questions	Year A Term 1 EYFS	Year A Term	INVESTIGATION
RSE	Wellbeing	recognise and respect	can negatively influence behaviours and		PSHE/RSE: Myself	15/6	EXPRESSION
		similarities and				PSHE/RSE:	INTERPRETATION
	•	•	•	•	•		

What makes up our identity?	differences between people and what they	attitudes towards others; strategies for challenging stereotypes.	Q1. How are we different and the same?	Year A Term 1 KS1 PSHE/RSE: Families	Families and People	APPLICATION DISCERNMENT
our lucitity.	have in common with	Understand and recognise what makes	Q2. What factors contribute	and People	Year B Term	ANALYSIS
Identity; personal	others.	them special.	to a person's identity?	Year A Term 1 Y3&4	6 Y5/6	SYNTHESIS
attributes and	Know that there are a	Able to recognise the ways in which we are	Q3. Can personal qualities	PSHE/RSE: Families	PSHE/RSE:	EVALUATION
qualities;	range of factors that	all unique.	change someone's identity?	and People	Growing and	
similarities and	contribute to a	Understand about personal identity; what	Q4. Do stereotypes inform	Year A Term 1 4/5	Changing	
differences;	person's identity (e.g.	contributes to who we are (e.g. ethnicity,	us of a person's identity?	PSHE/RSE: Families		
individuality;	ethnicity, family,	family, gender, faith, culture, hobbies,	Q5. How can you challenge	and People		
	faith, culture, gender,	likes/dislikes)	negative stereotypes?	Year B Term 1 EYFS		
stereotypes	hobbies,	Understand that for some people gender	negative stereotypes:	PSHE/RSE: Emotional		
Identity; personal	likes/dislikes).	identity does not correspond with their	Key Vocabulary	well-being		
attributes and	Know how	biological sex	Stereotypes	Year B Term 1 Y3&4		
qualities;	individuality and	Can recognise their individuality and	Gender/Race/Class/Sexual	PSHE/RSE: Emotional		
similarities and	personal qualities	personal qualities	Orientation	well-being		
differences;	make up someone's	INVESTIGATION –	Ethnicity	Year B Term 1 Y4/5		
individuality;	identity (including	asking relevant questions;	Faith	PSHE/RSE: Emotional		
stereotypes	that gender identity is part of personal	knowing how to use different types of sources as a way of gathering information.	Identity	well-being		
	identity and for some	EXPRESSION -:	Similarities/differences			
	people does not	the ability to explain patterns of behaviour,	Tolerance			
	correspond with their	beliefs, feelings and practices;	Empathy			
	biological sex).	the ability to identify and articulate	Understanding			
	Know about	matters of deep conviction and concern,	British Values			
	stereotypes and how	and to respond to PSHE and RSHE issues				
	they are not always	through a variety of media.				
	accurate, and can	INTERPRETATION -				
	negatively influence	the ability to draw meaning from different				
	behaviours and	viewpoints, world events and societal				
	attitudes towards	change;				
	others.	the ability to know that we are all different				
	Know how to	and we live in a diverse world;				
	challenge stereotypes	the ability to use health information to be				
	and assumptions	informed on issues pertaining to health				
	about others.	and safety;				
		the ability to be informed on physiological				
		and emotional changes; the ability to be informed on good and bad				
		choices and how to respond to different				
		situations;				
		the ability to know where to seek help and				
		advice.				
		REFLECTION -:				
		the ability to reflect on feelings,				
		relationships, experiences, stereotypes,				
		beliefs and practices;				

the ability to think with clarity and care
about significant events, emotions and
change.
EMPATHY -:
the ability to consider the thoughts,
feelings, experiences, attitudes, beliefs and
values of others;
the ability to see the world through the
eyes of others and to see issues from their
point of view.
om their point of view.
APPLICATION -:
making the association between personal
experiences and those of others;
making the association between individual,
groups, community, national and
international life.
DISCERNMENT-:
developing insight into people, motives,
actions and consequences;
the ability to understand emotional and
physical wellbeing;
the ability to understand different types of
families and relationships;
seeing clearly for themselves how
individuals might learn from PSHE and
RSHE in regards to health and safety.
ANALYSIS –
distinguishing between opinion, belief and
fact.
SYNTHESIS –
linking significant features of emotional,
behavioural, physiological, sociological,
societal and health and safety awareness
together in a coherent pattern;
connecting different aspects of life.
EVALUATION -:
the ability to debate issues of significance
with reference to evidence and argument;
weighing up the respective claims of self-
interest, consideration for others, personal
preferences and individual conscience.