Key Stage 2 Curriculum Map Year B Summer

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

| | | | making the association | | | Voor Ptorm 21. | 1 |
|---------|--|--|--|----------------------------|----------------------|---------------------------------|------------------------------|
| | | | between aspects of life in | | Writing(diaries) | Year B term 2 yr 4/5 diaries | |
| | | | different societies, | | Year A term 2 KS1 | 4/5 diaries Year B term 6 yr | |
| | | | · considering the impact of past | | diaries | 5/6 diaries | |
| | | | events on the present | | Year B term 2 KS1 | 570 uluries | |
| | | | learning both about and also | | diaries | | |
| | | | - | | Year B term 4 EYFS | | |
| | | | from history. DISCERNMENT | | diaries | | |
| | | | | | alaries | | |
| | | | • explaining the importance of | | | | |
| | | | significant people and events | | | | |
| | | | from history; | | | | |
| | | | developing insight into | | | | |
| | | | people, motives, actions and | | | | |
| | | | consequences; | | | | |
| | | | seeing clearly for themselves | | | | |
| | | | how individuals might learn | | | | |
| | | | from the study of history. | | | | |
| Science | 3a1: identify and | Children know the different parts of | | Question1 What are the | Year A Term1 EYFS | Year B term 5 Yr | INVESTIGATION |
| Science | | | They recognize why it | | | | |
| | describe the functions of different | foodplants, including roots, tuber, stem, bulb, | is important to collect data to | different parts of a plant | Science-seasonal | 4/5 Geog-world's kitchen | EXPRESSION INTERPRETATION |
| Dianta | | trunk, branch, leaf, flower, and fruit. Children | answer questions. They act on | Question 2. What Do Plants | changes | Kitchen | _ |
| Plants | parts of flowering | know the function of the flower, stem, leaves | suggestions and put | Need to Grow Well? | Year A term 1 KS1 | | APPLICATION |
| Year 3 | plants: roots, | and roots. Children know the differences in | forward their own ideas about | Question3 What is | Science, seasonal | Year B term 5 yr | ANALYSIS |
| | stem/trunk, leaves | plants when grown in sand rather than | how to find the answer to a | transpiration? | changes, | 4/5 science | EVALUATION |
| (| and flowers | compost. Children know about the 4 stages in | question. With help they can | Question 4 What are | Year A term 1 KS1 | reproduction in | |
| Summe | 3a2: explore the | the life cycle of a flowering plant - | carry out a fair test and explain | pollination and dispersal? | Geog-weather | plants | |
| r 1) | requirements of | germination, growth, flowering, and | why it was fair. They predict | | Year A term 3 EYFS | | |
| | plants for life and | fertilisation/seed production. Children know | what might happen before they | | music-seasons | | |
| | growth (air, light, | that pollination is vital to flowering plant | carry out any tests. They | | Year A term 6 EYFS | | |
| | water, nutrients from | reproduction. Children know there are | measure length, mass, time and | Maarkalaa | Science Plants | | |
| | soil, and room to | different dispersal methods evolved by plants | temperatures using suitable | Vocabulary | Year A term 6 KS1 | | |
| | grow) and how they | including dispersal by gravity, by wind, by | equipment. They use scientific | Seed dispersal, | science, plants | | |
| | vary from plant to | water, and by animals | vocabulary to | transportation, | Year B term 1 yr 3 | | |
| | plant | | describe their observations. | stem, | Geog-climates and | | |
| | 3a3: investigate the | | They record observations, | leaves, | biome | | |
| | way in which water is | | comparisons and | photosynthesis | Year B term 1 yr 5/6 | | |
| | transported within | | measurements using tables, | nutrients, | Geog -resources and | | |
| | plants | | charts, text and labelled | trunk, | environments | | |
| | 3a4: explore the part | | diagrams. They give reasons | seed formation, | Year B Term2 | | |
| | that flowers play in | | for observations. They look for | pollination. | Science-KS1 | | |
| | the life cycle of | | patterns in their data and try | | seasonal changes | | |
| | flowering plants, | | to explain them. They suggest | | Year B term 2 KS1 | | |
| | including pollination, | | how they can make the | | music-seasons | | |
| | seed formation and | | improvements to their work | | Year B term 5 KS1 | | |
| | seed dispersal. | | INVESTIGATION | | science-plants | | |
| | | | 1 | 1 | | | |

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

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

| L4.3 Read some familiar words and phrases aloud and pronounce them accurately L4.4 Write simple words and phrases using a model and some words from memory IU4.2 Know about some aspects of everyday life and compare them to their own IU4.4 Learn about ways of travelling to the country/countries | the ability to present ideas and information orally to a range of audiences INTERPRETATION the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material the ability to suggest meanings APPLICATION making the association between English and French DISCERNMENT explaining the significance of a new culture and the importance of understanding a language correctly ANALYSIS distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of | un t-shirt (t-shirt), un chapeau (hat), une jupe (skirt) describing colour of clothes: colours met so far, plus blanc(he) (white) and noir(e) (black) | Unit4.5 Year A Term 5 Yr4/5 | |
|---|---|--|--------------------------------|--|
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| RE | Summer 1 | Know that Christians believe that Jesus rose | Are able to order Creation, | Enquiry Questions | Year B Term 3&4 | Year B Term 1 Year | EXPRESSION |
|----|------------------------|--|----------------------------------|------------------------------|--------------------|--|----------------|
| | Salvation - | again and that faith in him will give eternal life | Incarnation and Salvation | Q1 Why do Christians call | KS1 RE: Jesus' | 4/5 RE: Pilgrimage | INTERPRETATION |
| | Understanding | to the believer. | within a timeline of the Bible's | the day Jesus died 'Good | teaching | Year B Term 6 Year | REFLECTION |
| | <u>Christianity</u> | Learn that Easter celebrates Jesus dying to | 'big story'. | Friday'? | Year B Term 4 EYFS | 4/5 English: | EMPATHY |
| | Know the texts about | take the punishment (atonement), pay the | Children can describe and | Q2 What does the ultimate | RE: Special Times | Explanation text | DISCERNMENT |
| | the entry into | dept of sin (redemption) so that people can be | understand some Christian | sacrifice mean? | foe Me and Others | Year B Term 1 Year | SYNTHESIS |
| | Jerusalem, and the | forgiven by God and live in a relationship with | teaching on salvation. | Q3 What do Christians | Year B Term 3&4 | 5/6 English: Non | |
| | death and | him. | They can express their personal | believe about the sacrifice | Year 3&4 RE: | chronological | |
| | resurrection of Jesus. | Know that Christians believe that Jesus rose | reflections and thoughts on | of Jesus? | Incarnation | report | |
| | Know the biblical | again and that faith in him will give eternal life | Christian teaching on salvation. | Q4 How does Jesus' sacrifice | Year B Term 5/6 | Year B Term 1 Year | |
| | texts and what it | to the believer. | Make links between some of | affect the way Christians | Year 3&4 English: | 5/6 RE: What does | |
| | means to some | | the stories and teachings in the | lead their lives? | Diary of a Roman | it mean if God is | |
| | Christians. | Christians see Holy Week as the culmination of | Bible and life in the world | | Soldier | loving and holy? | |
| | Make simple links | - | | Key Vocabulary | Year B Term 5/6 | Year B Term 2 Year | |
| | between the Gospel | Jesus' earthly life, leading to his death and | today, expressing some ideas of | Salvation | Year 3&4 History: | 5/6 RE: Big | |
| | texts and how | resurrection. | their own clearly. | Crucifixion | Romans | Question – Do you | |
| | Christians mark the | The various events of Holy Week, such as the | EXPRESSION | Resurrection | | have to believe in | |
| | Easter events in their | Last Supper were important in showing the | the ability to explain concepts, | Palm Sunday | | God to be good? | |
| | church communities. | disciples what Jesus came to earth to do. | rituals and practices; | Maundy Thursday | | Year A Term 1 Year | |
| | Know how Christians | Christians today trust that Jesus really did rise | the ability to identify and | Good Friday Easter Sunday | | 4/5 RE: Pilgrimage Year A Term 1 Year | |
| | show their beliefs | from the dead, and so is still alive today. | articulate matters of deep | Stations of the Cross | | 5/6 RE: God – | |
| | about Palm Sunday, | Christians remember and celebrate Jesus' last | conviction and concern, and to | Jerusalem/Via Delarosa | | Christianity | |
| | Good Friday and | week, death and resurrection. | respond to religious issues | Atonement (forgiving or | | Christianity | |
| | Easter Sunday in | | through a variety of media. | pardoning of sin) | | | |
| | worship. | Know that the word 'good' means different | INTERPRETATION | Redemption | | | |
| | | things to different people | the ability to draw meaning | Incarnation | | | |
| | | | from artefacts, works of art, | The Last Supper | | | |
| | | Religious texts for the children to learn: | poetry and symbolism; | Reconciliation | | | |
| | | | the ability to suggest meanings | | | | |
| | | Christianity: | REFLECTION | | | | |
| | | The 'Golden Rule' (Mark 12:30-31) – 'love God | the ability to use stillness, | | | | |
| | | and love your neighbour as yourself' | mental and physical, to think | | | | |
| | | The Sermon on the Mount (Matthew 5:1-12) | with clarity and care about | | | | |
| | | Parables - The Good Samaritan, the Lost | significant events, emotions | | | | |
| | | Sheep; | and atmospheres. | | | | |
| | | Know ways in which Christians live this out, | EMPATHY | | | | |
| | | e.g. foodbanks, street pastors, links with | the ability to consider the | | | | |
| | | global Christian communities or other | thoughts, feelings, experiences, | | | | |
| | | Christian denominations, | attitudes, beliefs and values of | | | | |
| | | Know the ways in which beliefs affect daily | others: | | | | |
| | | living, e.g. choosing which food to buy | developing the power of | | | | |
| | | (fairtrade or not?), how to travel on holiday | imagination to identify feelings | | | | |
| | | (environmental impact?), etc. | such as love, wonder, | | | | |
| | | lenvironnentai inipacti j, etc. | | | | | |
| | | | forgiveness and sorrow; | | | | |

| | | DISCERNMENT explaining the significance of aspects of religious belief and practice; SYNTHESIS linking significant features of religion together in a coherent pattern | | | | |
|---|--|--|---|---|--|--|
| Summer 2 Big Questions – Islam and Humanism Who am I/ What is a good life? Does God exist? Is there life after death? Opportunity to look at guidelines and laws in various religions and non- | Islam: Hadith (teachings/sayings/advise given by the Prophet Muhammad) – "None of you truly believes unless he loves for his brother what he loves for himself" (Hadith Nawawi 13); The importance of good character/behaviour (akhlaq), e.g. Qur'an 33.21, 33.21; the importance of charity (zakat), e.g. Quran 2.215, 2.274; The importance of looking after the environment, e.g. Quran 2. 60, 6.38, 6.99; Ways in which beliefs affect daily living, e.g. giving in charity, engaging with the wider local | Can think about how understanding what 'bad' is might help us understand what 'good' is (the via negativa – understanding what something is by thinking about what it is not) Can share examples and explain different religious and non- religious viewpoints using biblical text or theological understanding about what is perceived by some as being right and what is wrong Can share ways in which | Enquiry Questions Q1 Is a tsunami that floods a village a 'good' tsunami? Q2 A cancer cell that proliferates a 'good' cancer cell? Q3 What does 'good' look like in your school? At home? Key Vocabulary Fairtrade Foodbanks | Year B Term 6 EYFS RE: Our Beautiful World Year B Term 6 EYFS PSHE/RSE: Economic well- being Year B Term 5/6 KS1 RE: Thankfulness Year B Term 2 Year 3&4 English: Balance argument Year A Term 5 EYFS | Year A Term 5/6 Year 4/5 History: Wals and Barricades Year A Term 1&2 Year 4/5 English: Persuasion Year A Year 4/5 Term 3 RSE/PSHE: Respect Year A Term 3&4 Year 5/6 History: Pilgrim Fathers Year A Term 3&4 Year 5/6 English: Greta Thunberg Year A Term 2 Year 5/6 RE: Do you believe in God to be good? Humansim | INVESTIGATION EXPRESSION REFLECTION EMPATHY EVALUATION |
| religious worldviews Chance to explore whether 'good' | community through events such as #VisitMyMosque, etc. Humanism: | Christians live out Jesus' work or make decisions | Foodbanks Humanism Quran Parables Gospels (Four Evangelists) | Year A Term 5 EYFS Heroes: Greta Thunberg Year A Term 5 EYFS RSE/PSHE: Fairtrade | Humansim Year B Term 1 Year 4/5 RSE/PSHE: Well-being | |

| means the same thing to everybody | Key principles – trusting scientific method, rejecting the idea of the supernatural, making ethical decisions on basis of reason, empathy and a concern for human beings and sentient animals, belief that in the absence of an afterlife and any overarching purpose in the universe, humans can act to give their life meaning by seeking happiness in this life and helping others to do the same. | Can share ways in which Muslims try to follow Prophet Muhammed and live a good life Can share ways in which a Muslim demonstrate the importance of good character and behaviour Can share the key principles of Humanism INVESTIGATION asking relevant questions EXPRESSION the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media. REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices; EMPATHY developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to see the world through the eyes of others and to see issues from their point of view. 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 tacching and | Prophet Muhammed | Year A Term 4&4 KS1 RE: Thankfulness Year A Term 3 KS1 History: Churches | Year B Term 6 Year 4/5 PSHE/RSE: Economic enterprise Year B Term 2 Year 5/6 English: balanced argument Year B term 2 Year 5/6 RE: Do you believe in God to be good – social justice and atheism | |
|--------------------------------------|---|--|---------------------|--|--|--|
| | | - | | | | |

| Roman bust sculptu res | taught: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history. | 3D. Children know that sculptures can be made from a variety of materials (marble, stone, wood, metal, glass, clay, plaster), Children know that sculptures can be carved or formed. Children know that many roman sculptures represented Roman emperors or gods. Children know that these sculptures were carved from large blocks of stone. Children know that this was a long, slow process. Children know that there are still people who sculpt (Degas, Hepworth, Moore) Children know that sculptures can be realistic or abstract. Children know that sculpture uses a variety of tools. Children know how to plan a carving using a sketchbook to record ideas. Children know how to add and remove material to create a lifelike representation Children know how to add texture for features. Children know how to add surface colour and detail | explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand:.INVESTIGATION -: using a variety of sources to find out about events, people, processes and changes. carrying out investigative work to develop a better knowledge of products around us. EXPRESSION - the ability express opinions (using product knowledge.) INTERPRETATION - the ability to use technical vocabulary to describe and explain different products and talk about their purpose in making the world a better place. The ability to interpret a design brief. APPLICATION -: applying new skills to making products. applying designing skills to suit a design brief. ANALYSIS - distinguishing between the need of the product and the benefit of it. understanding the purpose of a design brief and how to best achieve it. EVALUATION -: the ability to evaluate a product. weighing up the respective evidence | Q2 What is the difference between carving and forming? Q3 What materials are used? Q4 Who are the famous sculptures? Q5 How do I design my sculpture? Q6How do I ensure it is 3D? Q6How do I ensure it is 3D? Q6How do I use tools to carve? Key Vocabulary line, pattern, texture, form, record, detail, question, observe, refine. cut, make and combine shapes to create recognisable forms;rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet | transient sculptures Year A term 1 yr3 topography Year B Term 1 EYFS self portraits | 5/6 portraits Year B term 3 Yr 4/5 clay statues Year B term 5 yr5/6 Greek theatre masks | EXPRESSION INTERPRETATION ANALYSIS APPLICATION |
|---------------------------------|--|---|--|--|---|--|---|
|---------------------------------|--|---|--|--|---|--|---|

| Music | Summer 1 | 4.7 Ancient Worlds (structure) | Children will listen and explore song | Key Questions | Music Express | Structure | |
|-------|-----------------------|---|---|-----------------------------|-----------------------|---------------------|----------------|
| | 4.7 Ancient Worlds | Children learn a verse and chirus song. | structures and learn to sing the chorus | Q1 What is a structure in a | Structure is not a | Year A LKS2 Spring | INVESTIGATION |
| | (structure) | Children learn that melodies have | of a song. | song? | direct focus prior to | 2 4.7 Ancient | EXPRESSION |
| | NC Mu2/1.3 listen | phrases and explore layers and | They will explore the changing of | Q2 Can you learn the words | this. | Worlds | INTERPRETATION |
| | with attention to | layering. | dynamics by adding layers of sound. | and sing the chorus of a | Performance and | Summer 1 3.9 | APPLICATION |
| | detail and recall | Children compare and contrast | Children will be able to sing in a | song? | exploring sounds is | Human Body | |
| | sounds with | structure and are able to identify | layered structure and recognise | Q3 Can you explore the | a prior focus in Y1 | Y5 Spring 1 4.7 | |
| | increasing aural | minimalist structure. | features of minimalism in a layered | phrasing of a song melody? | and Y2. | Ancient Worlds | |
| | memory | They play in groups, combining | structure. | Q4 What are the dynamics | Year Map B | Spring 2 5.3 Life | |
| | Mu2/1.4 use and | sections of music in a layered | Using knowledge of structure children | in a song? | EYFS Aut 1 1.1 | Cycles | |
| | understand staff and | structure. They rehearse and prepare | will rehearse sections of a layered | Q5What are the layers in | Ourselves | Year B Y5 Aut 1 4.4 | |
| | other musical | for a performance. | structure, combining sections of a | piece of music? | Aut 2 1.7 Our School | Recycling | |
| | notations | | layered structure and perform a | Q6What is the process of | Spring 1 1.4 | Y5 Aut 2 4.7 | |
| | Mu2/1.6 develop | | layered structure. | composition in minimalism? | Weather | Ancient Worlds | |
| | an understanding of | | | | Spring 1 1.9 | Spring 2 5.3 Life | |
| | the history of music. | | | Key Vocabulary | Stroytime | Cycles | |
| | | | | Structure | Spring 2 1.11 | | |
| | | | | Verse | Performance | | |
| | | | | Chorus | | | |
| | | | | Coda | KS1 Aut 1 1.2 | | |
| | | | | Dynamics | Ourselves | | |
| | | | | Phrase | Aut 2 1.7 Our School | | |
| | | | | Crescendo | Spring 1 1.4 | | |
| | | | | Diminuendo | Weather | | |
| | | | | Outro | Spring 1 1.9 | | |
| | | | | Ostinato. Ostinati | Storytime | | |
| | | | | Minimalism | Spring 2 2.3 Our | | |
| | | | | Graphic score | Land | | |
| | | | | Texture | Summer 2 2.21 | | |
| | | | | | Travel | | |
| | | | | | | | |
| | | | | | LKS2 Aut 1 3.1 | | |
| | | | | | Environment | | |
| | | | | | Aut 2 3.4 Poetry | | |
| | | | | | Spring 1 3.8 | | |
| | | | | | Communication | | |
| | | | | | Spring 2 4.3 Sounds | | |
| | | | | | | | |
| | | | | | | | |
| | | | 4.9 Communication (composition) | | 4.9 Communication | | |
| | | | Children are able to identify musical | 4.9 Communication | Year Map A | | |
| | | | features of a tune. | 4.5 Communication | EYFS Aut 1 1.4 | | |
| | 4.9 Communication | | They are able to learn and perform a | Key Questions? | Weather | | |
| | | | | Q1 What musical features | Aut 2 1.1 Ourselves | | |
| | (composition) | 4.9 Communication (composition) | song. | • | | 4.9 | |
| | Mu2/1.2 improvise | 4.9 Communication (composition) | | can you identify? | Spring 1 1.7 Our | - | |
| | and compose music | | | Q2 What is a score? | School | Communication | |

| for a range of | Children build on knowledge of | Children write their own lyrics for a rap | Q3 Can you follow a score to | Spring 2 1.11 Travel | Composition | |
|-----------------------|---------------------------------------|---|------------------------------|----------------------|---------------------|--|
| purposes using the | rhythms copy melodies. | and are able to compose and perform | learn the instrumental | Summer 1 1.9 | Year B | |
| interrelated dimensio | | | | | | |
| | Children play ostinato and layer them | their rap. | parts? | Storytime | Y5 Aut 1 4.2 | |
| ns of music | in a performance. | | Q4 Can you discuss the | | Environment | |
| | Children use music to communicate a | | meaning and structure of a | KS1 Aut 1 1.4 | Spring 1 4.12 Food | |
| Mu2/1.3 listen with | meaning | | rap? | Weather | and Drink | |
| attention to detail | Children compose a rap. | | Q5 Can you write your own | Spring 1 1.7 Our | (performance) | |
| and recall sounds | | | lyrics? | School | Summer 2 5.6 | |
| with increasing aural | | | Q6bWhat is a rap? | Spring 2 2.1 | Celebration | |
| memory | | | Q7 What is a layered | Ourselves | (performance) | |
| | | | ostinato? | Spring 2 2.3 Our | Y6 Summer 1 6.5 | |
| | | | | Land | Class Awards | |
| | | | Key vocabulary | Summer 2 2.12 | | |
| | | | Rhythmic ostinato/ ostinati | Travel | | |
| | | | Melodic ostinato/ ostinati | | Year A | |
| | | | Harmony | LKS2 Aut 1 3.1 | LKS2 Summer 2 | |
| | | | Chord/ chordal | Environment | 4.12 Food and | |
| | | | Ostinato/ ostinati | Aut 2 3.3 Sounds | Drink | |
| | | | Ostillato, ostillati | Spring 1 3.11 | Y5 Aut 1 4.1 Poetry | |
| | | | | Ancient Worlds | Aut 1 4.2 | |
| | | | | Spring 2 4.7 Ancient | Environment | |
| | | | | Worlds | Summer 2 5.5 At | |
| | | | | | | |
| | | | | Summer 1 4.3 | the movies | |
| | | | | Sounds | Y6 Summer 1 6.5 | |
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| | | | | Food and Drink | | |
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|---|---|---|---|---|--|---|------------------------------|
| | 4.10 Time (Beat) NC MU2/ 1.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Mu 2/ 1.2 Improvise and compose music for a range of purposes using the interrelated dimensions of music NC Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations Mu2/1.6 develop an understanding of the history of music. 4.11 In the Past (notation) NC MU2/ 1.1 Play and perform in solo and ensemble contexts, using their | Children will be able to identify the metre in a new song. Children will sing in 3 independent parts. Children will play and sing in repeated patterns (ostinato) from notation. Children will understand syncopation and use off- beat rhythm in improvisation Children will combine independent parts in more than one metre. Children will identify how a well-known story has been told in music. Children will create music which tells a story. | Using music featuring clocks children will gain increased understanding of rhythm and syncopation. They will learn to sing and play bell patterns, listen to an orchestral clock piece and create their own descriptive music. 4.11 In the Past Children will use a variety of notations to build performances from different periods and styles. Children will develop an understanding of the history of music through listening and learning a Renaissance dance, Wagner's Bridal March and the | Key Questions? What is the metre of a song? Can you identify the repeated patterns (ostinato)? Can you play and sing repeated patterns from notation? W What is syncopation? Can you show the off- beat rhythm? How has the music been used to tell a story? Can you create music which tells a story? Key vocabulary Beat Metre Rhythm Syncopation Chord Riff Break | Year B LKS2 Spring 2 4.5 Building Aut 2 3.6 Time Aut 1 3.2 Building KS1 Summer 1 1.5 Machines Aut 2 1.8 Pattern Aut 1 1.10 Our Bodies EYFS/ Y1 Sum 1 1.5 Machines Spring 2 1.8 Patterns Aut 1 1.10 Bodies Year A LKS2 Sum 1 4.5 Buildings Aut 1 3.2 Buildings KS1 Sum 1 2.6 Numbers Sum 1 2.4 Our Bodies Aut 2 1.5 Machines EYFS/ Y1 Sum 2 1.8 Pattern Sum 1 1.10 Our Bodies Spring 2 1.5 Machines | Year B Y4/5 Summer 1 5.4 Keeping Healthy Y6 Elements of 1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan. Year A Y4/5 Spring 1 4.5 Buildings Sum 1 5.4 Keeping Healthy Y6 Elements of 1.1,1.2,1.3 1.4 and 1.6 are in each Y6 | EXPRESSION INTERPRETATION |

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| Compu ting 3.5 Progra mming A sequen cing Sounds | Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including | Children can identify the objects in a Scratch project (sprites, backdrops) Children know that objects in Scratch have attributes (linked to) Children know that commands in Scratch are represented as blocks Children know that each sprite is controlled by the commands they choose Children can choose a word which describes an on-screen action for their design Children can create a program following a design Children know how to start a program in different ways. Children can create a sequence of connected commands. Children know that the objects in a project will respond exactly to the code. Children know what a sequence is.Children know how to create sound commands Children ca norder notes into a sequence. Children know how to build a sequence of commands . Children can decide the actions for each sprite in a program. Children know how to make design choices for their artwork. Children can identify and name the objects they will need for a project. Children can relate a task description to a design. Children can implement as algorithm as code | use logical thinking to solve an open- ended problem by breaking it up into smaller parts; write a program, putting commands into a sequence to achieve a specific outcome; give a set of instructions to follow and predict what will happen; keep testing a program and recognise when it needs to be debugged; use variables to create an effect, e.g. repetition, if, when, loop; use key vocabulary to demonstrate knowledge and understanding in this strand INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging. EXPRESSION | Q1 What is Scratch? Q2 What is a command? Q3 How do programs start? Q4Why do commands need to be in order Q5How do I change the appearance of my project | Year A term 5 EYFS- programming a robot Year A term 5 KS1 - Robot algorithms Year A Term 6 EYFS- Introduction to Animation Year A term 6 KS1 Introduction to quizzes Year B term 5 EYFS- programming a robot Year B term 5 KS1 - Robot algorithms Year B Term 6 EYFS- Introduction to Animation Year B term 6 KS1 Introduction to quizzes | Year A Term 6 Yr 3 Events and Actions Year A term 5 Yr4- repetition in shapes Year A term 5 yr 4/5 selection in physical computing Year A term 6 yr 4 repetition in games Year A term 6 yr 4/5 Selection in quizzes Year A term 6 Yr 5/6 variables in games Year A term 6 yr 5/6 sensing Year B Term 6 Yr 3 Events and Actions Year B term 5 Yr4/5-repetition in shapes Year B term 5 yr 5/6 selection in physical computing Year B term 6 yr 4/5 repetition in games Year B term 6 yr 4/5 celection in quizzes | INVESTIGATION EXPRESSION REFLECTION APPLICATION DISCERNMENT |
| Progra mming B Events and Actions | collecting, analysing, evaluating and presenting data and information | between an event and an action. Children can choose which keys to use for actions and explain my choices Children can identify a way to improve a program | the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking. REFLECTION | Q1 How does a Sprite move? Q2 What directions can I move in? Q3 Can I change a program to a new context | Year A term 5 KS1 - Robot algorithms Year A Term 6 EYFS- Introduction to Animation | Year A term 5 Yr4- repetition in shapes | |

| | | Children know how to choose a character for my project. Children can choose a suitable size for a character in a maze. Children know how to | the ability to reflect on why their process may not have worked and use resilience to problem solve. APPLICATION | Q4 How do I add new features? Q5 What happens when it goes wrong? | Year A term 6 KS1 Introduction to quizzes Year B term 5 EYFS- | Year A term 5 yr 4/5 selection in physical computing Year A term 6 yr 4 | |
|--|--|---|---|--|--|--|---|
| | | program movement. Children know how to use a programming extension. Children can consider the real world when making design choices. Children know how to choose blocks to set up my program Children know how to identify additional features (from a given set of blocks) Children can choose suitable keys to turn on additional features. Children know how to build more sequences of commands to make their design work. Children know how to test a program against a given design. Children can match a piece of code to an outcome. Children can modify a program using a design. Children can make design choices and justify them. Children know how to implement a design and evaluate a project | the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects. DISCERNMENT seeing clearly for themselves how they use computing in their daily lives and in future employment. EVALUATION understand what can be done differently and what impact this may have on the outcome | Q6 How do I make a maze? : decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable. | programming a robot Year B term 5 KS1 - Robot algorithms Year B Term 6 EYFS- Introduction to Animation Year B term 6 KS1 Introduction to quizzes Year B Term 5 Yr 3 Programming Sound | repetition in games Year A term 6 yr 4/5 Selection in quizzes Year A term 6 Yr 5/6 variables in games Year A term 6 yr 5/6 sensing Year B Term 6 Yr 3 Events and Actions Year B term 5 Yr4/5-repetition in shapes Year B term 5 yr 5/6 selection in physical computing Year B term 6 yr 4/5 repetition in games Year B term 6 yr 45/6 Selection in quizzes | |
| PE Defend ing and attacki ng skills | Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles | Children know some of the basic principles of invasion games; Children can recognise and begin to apply basic attacking skills such as dodging, with some success; Children know how to recognise and apply basic defending skills such as marking and intercepting, with some success; Children can pass, receive and travel with a ball in a variety of ways with increasing control and accuracy; Children know how to identify and use tactics to help themselves and their team keep possession of the ball; Children can use space well to pass and receive a ball. | Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success Know how to keep and win back possession of the ball in a team game. | Q1 What do we mean by defending? Q2 What do we mean by attacking? Q3 How can we regain possession? Marking, intercepting, dodging, pass, receive, tactics | Year A term 1 yr 3 attacking/defendin g Year A Term 5 EYFS -team games Year A term 5 KS1 - team games Year A term 5 Yr 3 - defending/attackin g skills Year B term 5 Yr 3 - defending/attackin g skills Year B Term 5 EYFS - team games Year B term 5 KS1 - team games | Year A term 1 yr 4/5 football/hockey Year A term 1 yr 5/6-netball/tag rugby Year B term 1 Yr 4/5 football/hockey Year B term 1 Yr 5/6 netball/tag rugby | INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT |

| athletic s | uitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | Children know how to apply and try to improve existing running, throwing and jumping skills; Children can demonstrate increasing control and coordination when running and performing a jump or throw; Children can identify and demonstrate how different running techniques can affect their performance and focus on improving their sprinting technique. Children can demonstrate some rhythm and technique when running over obstacles; Children know how to perform the standing long jump using the correct technique to achieve the furthest possible distance; Children know how to perform the underarm, overarm and push throws with control and accuracy and develop their technique; Children can follow step- by-step instructions and copy actions to learn new techniques with some accuracy, control and fluency; | Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. INVESTIGATION-in Pe, this covers -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 DISCERNEMENT- -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team | Q1 How do I improve my sprinting technique Q2 How do I combine running and jumping in a long jump Q3 How do I throw over a longer distance? Flexibility, strength, pace, acceleration, teamwork | Year B term 1 Yr 3 - throwing/catching skills 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 EYFS- Athletics Year B term 6 KS1 Athletics | Year A term 6 EYFS-Athletics Year A term 6 KS1 Athletics Year A term 6 Yr 4/5 Athletics Year A term 6 yr 5/6 Athletics Year B term 6 Yr 5/6 Athletics | |
|---------------|--|--|--|---|--|--|--|
| PSHE/R SE | Summer 1 E-Safety Taught the responsible use of mobile phones/tablets: safe keeping (looking | Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. | Understand how to make informed decisions about health Understand about the elements of a balanced, healthy lifestyle. Understand about how sleep contributes to a healthy lifestyle; routines that support | Enquiry questions Q1 How can you balance the time spent online with other activities? Q2 What do the different ratings mean on video games or films? | Year A and Year B Computing - E- safety shared at the start of every topic Year B Term 4 KS1 PSHE/RSE: E-safety | Year A and Year B Computing - E- safety shared at the start of every topic | INVESTIGATION EXPRESSION INTERPRETATION APPLICATION |

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

| | Consider hosting a 'World at Work' | job or career choice; that people may | Dedication | Year A Term 6 KS1 | |
|--|--|--|------------|-------------------|--|
| | Week or invite visitors in to speak to | choose to do voluntary work which is | | PSHE/RSE: | |
| | the children. | unpaid | | Economic well- | |
| | Children know that the demand for | Can demonstrate some of the skills | | being and | |
| | certain jobs changes and evolves. | that will help them in their future | | enterprise | |
| | Children know that some jobs have not | careers e.g. teamwork, communication | | • | |
| | been discovered. | and negotiation. | | | |
| | | | | | |
| | | INVESTIGATION - | | | |
| | | asking relevant questions; | | | |
| | | knowing how to use different types of | | | |
| | | | | | |
| | | sources as a way of gathering | | | |
| | | information. | | | |
| | | EXPRESSION -: | | | |
| | | the ability to explain patterns of | | | |
| | | behaviour, beliefs, feelings and | | | |
| | | practices; | | | |
| | | the ability to identify and articulate | | | |
| | | matters of deep conviction and | | | |
| | | concern, and to respond to PSHE and | | | |
| | | RSHE issues through a variety of | | | |
| | | media. | | | |
| | | INTERPRETATION - | | | |
| | | the ability to draw meaning from | | | |
| | | different viewpoints, world events and | | | |
| | | societal change; | | | |
| | | the ability to know that we are all | | | |
| | | - | | | |
| | | different and we live in a diverse | | | |
| | | world; | | | |
| | | the ability to use health information to | | | |
| | | be informed on issues pertaining to | | | |
| | | health and safety; | | | |
| | | the ability to be informed on | | | |
| | | physiological and emotional changes; | | | |
| | | the ability to be informed on good and | | | |
| | | bad choices and how to respond to | | | |
| | | different situations; | | | |
| | | the ability to know where to seek help | | | |
| | | and advice. | | | |
| | | REFLECTION | | | |
| | | the ability to reflect on feelings, | | | |
| | | relationships, experiences, | | | |
| | | stereotypes, beliefs and practices; | | | |
| | | the ability to think with clarity and | | | |
| | | | | | |
| | | care about significant events, emotions | | | |
| | | and change | | | |