

KS1

	Small Village, Big Horizons		British Values		National Curriculum	
Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Crowland/Regent/St James'/Westminster	Wonderful Weather	London's Burning	Castles and Cathedrals –	Oh, I do like to be beside the seaside!	I need a hero	Britain and the World
History/Geography	Seasons and weather within the United Kingdom and hot and cold areas of the World (Geography)	Great Fire of London, Samuel Pepys-significant individuals in history (History)	Life in castles, key features, local castles and cathedrals Tattershall and Lincoln-significant individuals and events beyond living memory (History)	Seaside holidays, then and now, local history, changes over time (History)	The lives of Florence Nightingale, Mary Seacole and Edith Cavell-significant individuals and events beyond living memory (History)	4 UK countries and capital cities, world countries continents and oceans on maps, simple compass points, map skills (geography)
Enquiry Questions	<p>Year 1</p> <p>Q1 what types of weather can you name?</p> <p>Q2 How are we affected by the weather?</p> <p>Q3 How do we forecast the weather?</p> <p>Q4 How can weather be dangerous?</p> <p>Q5 What do we know about extreme climates?</p> <p>Year 2</p> <p>Q1 What different types of weather can you name?</p> <p>Q2 What is the weather like today?</p> <p>Q3 how does the weather affect what we wear and what we do</p> <p>Q4 what does the weather forecast tell you?</p> <p>Q5 what effect can adverse weather have on humans?</p> <p>Q6 is the weather the same across the globe?</p> <p>Q7 what is the Arctic ?</p> <p>Year 3</p> <p>Q1 What do you mean by weather patterns?</p> <p>Q2 can you describe the weather and climate</p> <p>Q3 What effect does the weather have on the environment animals and plants</p> <p>Q4 how can you keep yourself safe in dangerous weather</p> <p>Q5 what are the key features of hot and cold climates</p>	<p>Year 1</p> <p>Q1 Where is London</p> <p>Q2 What was London like a long time ago</p> <p>Q3 How did people live at the time</p> <p>Q4 What would happen if there was a fire?</p> <p>Year 2</p> <p>Q1 What was London like in 1666?</p> <p>Q2 what were the differences between London then and now?</p> <p>Q3 How did the fire start</p> <p>Q4 what was life like at the height of the fire</p> <p>Q5 what did the King do to help year 3</p> <p>Q1 what was life like in Stuart London?</p> <p>Q2 what were the reasons for the start of the fire?</p> <p>Q3 What was the sequence of events?</p> <p>Q4 what was left of London after the fire ?</p> <p>Q5 how do we know ?</p> <p>Q6 Who was Samuel Pepys</p>	<p>Year 1</p> <p>Q1 why do we build castles? Q2 What was life like in a Castle? Q3 How have castles changed? Q4 What is Tattershall Castle like?</p> <p>Year 2</p> <p>Q1 Who built the first castles?</p> <p>Q2 What were the main features of a Castle?</p> <p>Q3 How and why did castles change?</p> <p>Q4 Who lived in a mediaeval Castle?</p> <p>Q5 What were the different jobs in the mediaeval Castle?</p> <p>Q6 What was life like in a mediaeval Castle for rich and for poor?</p> <p>Q7 Who built Tattershall castle?</p> <p>Year 3</p> <p>Q1 Who invaded England in 1066?</p> <p>Q2 where did the main battle between William and Harold take place?</p> <p>Q3 why were castles important for the Norman invaders?</p> <p>Q4 what were the similarities and differences between Maotte and Bailey and keep and Bailey castles</p> <p>Q5 why did the features of castles change</p> <p>Q6 how has Tattershall Castle changed overtime?</p> <p>Q7 what evidence do we have for the changes?</p>	<p>Year 1</p> <p>Q1 where do we go on holiday? Q2 Why did we go to the seaside? Q3 How have seaside Holidays changed ?</p> <p>Year 2</p> <p>Q1 In which part of the year do key Holidays take place?</p> <p>Q2 What features do we associate with seaside Holidays now?</p> <p>Q3 What might people do at the seaside today?</p> <p>Q4 What were seaside Holidays like in the past?</p> <p>Q5 When did seaside Holidays start to become popular?</p> <p>Q6 What were some of the features of seaside Holidays 100 years ago?</p> <p>Q7 How did seaside Holidays change overtime?</p> <p>Year 3</p> <p>Q1 What do you mean by wakes week?</p> <p>Q2 What features would be expected to see at the seaside today?</p> <p>Q3 What can we tell about the past from photographs?</p> <p>Q4 What were seaside Holidays like in the past?</p> <p>Q5 what is the same and what is different about seaside Holidays now and then ?</p> <p>Q6 what evidence can we use ?</p>	<p>Year 1</p> <p>Q1 what makes people famous? Q2 what famous people do we know today?</p> <p>Q3 what famous people do we know from the past</p> <p>Q4 How did Florence Nightingale?</p> <p>Q5 why do we remember her today?</p> <p>Year 2</p> <p>Q1 what do you mean by significant?</p> <p>Q2 who do they know that we would think is significant?</p> <p>Q3 who was Florence Nightingale?</p> <p>Q4 Who was Mary Seacole</p> <p>Q5 when did both live</p> <p>Q6 how did they change nursing?</p> <p>Year 3</p> <p>Q1 what questions would we ask of a significant person?</p> <p>Q2 what would this tell us about their lives?</p> <p>Q3 why do we consider Florence Nightingale, Mary Seacole and Edith Cavell as significant?</p> <p>Q4 When did they all live?</p> <p>Q5 How did they change the way we consider nurses?</p> <p>Q6 What lasting effects have they had ?</p>	<p>Year 1</p> <p>Q1 Where in the country do I live?</p> <p>Q2 What do we mean by physical features of a country?</p> <p>Q3 What is the difference between a County and a country?</p> <p>Q4 How did London grow?</p> <p>Year 2</p> <p>Q1 What are the countries and capital cities of countries of the UK?</p> <p>Q2 can I use a compass direction to find a location?</p> <p>Q3 What are the names of the seas surrounding the UK?</p> <p>Q4 What are some of the main rivers and areas of high ground in the UK?</p> <p>Q5 what is a County?</p> <p>Q6 who first settled in London?</p> <p>Q7 how has London grown and changed?</p> <p>Q8 why do places change?</p> <p>Year 3</p> <p>Q1 Can I label key cities and countries in the UK on a map</p> <p>Q2 how do I use 8 compass points to describe one location relative to another</p> <p>Q3 can I name the seas and rivers of the UK</p> <p>Q4 can I identify key areas of high ground on a map</p> <p>Q5 what counties are local to my area</p> <p>Q6 how has London changed since 1843</p> <p>Q7 where is the prime Meridian</p>

	Q6 how do people survive in extreme weathers?					Q8 how has population changed overtime Q9 How do London and Paris compare, what are the key similarities and differences?
Text based writing	Pugs of the Frozen North- Pullman	Diary entries -Samuel Pepys Vlad and the Great Fire- Cunningham	Robin Hood.	Mrs Armitage On Wheels Rosie's Walk	Vlad and the Florence Nightingale Adventure	Katie Morag
Non-Fiction Links	Letter Recount/Diary Poetry	Recount/Diary Non-Chronological Report Newspaper Report (Y3)	Narrative Poetry Explanation (Y3)	Instructions (Y2) Letter Narrative	Recount/Diary Instructions (Y2) Non-Chronological Report	Narrative Letter Biography (Y3)
Linked Subject Texts	And God said(Wilson/Dexter) RE How did we get here? (Bunting) RE Ramadan Moon(Robert/Adi)RE Here we are (Jeffers) RE One Year with Kipper (Inkpen) Science Alfie's weather (Inkpen) Science	A seed is Sleepy (Aston) Science The Gruffalo (Donaldson) Science	The Paper Bag Princess (Munsch) History See Inside Castles (daynes) History Thoughts to make your hear sing (LLoyd-Jones/Jago) RE	Ramadan Moon (Robert/Adi) RE		Katie Morag stories (Hederwick) Geog
Science Regent and Crowland	Seasonal Changes SC1/4.1Yr Seasonal changes- how the seasons affect what we do and what we see around us Yr 2 Habitats-how changes in seasons affect habitats	Animals/Habitats- inc living and non-living Yr 1 Identify and name animals in different groups Yr 2 Living and dead/food chains	Materials Yr 1 Disistinguish,/ identify Different materials and describe Yr 2 Identify and compare /suitability of materials	Materials Yr 1 compare/group different materials Yr 2 Changes in different materials (squashing, bending stretching)	Animals inc Humans Yr 1 Human body and the senses Yr 2 Offspring and basic needs	Plants Yr 1 Identify and name common plants and their structure Yr 2 Identify and name a variety of plants and animals and how seeds grow
Enquiry Questions	Year 1 Q1 How do I order months and seasons? Q2 What are the key features of each season? Q3 How do plants change according to season and why does this happen? Q4 how does weather change from season to season Q5 How does daylight change across the seasons Year 2 Q1 What do animals need to live? Q2 What is a habitat?	Year 1 Q1 What do mammals have in common? Q2 How do I group animals into birds, mammals, reptiles, fish and amphibians Q3 What are the key features of each group? Q4 What do animals eat? Q5 What are the key features of different animal bodies? Q6 Are people animals? Year 2 Q1 What do we mean by living and non living?	Year 1 Q1 What materials can I name and what can be made from them? Q2 What are the main properties of classroom objects(bendy/rigid, hard/soft, transparent/opaque) Year 2 Q1 What materials are common objects made from?	Year 1 Q3 What makes a material float or sink Q4 How do I select materials for a purpose? Q5 How can I test my material is fit for purpose? Year 2	Year 1 Q1 what are the main parts of a human body Q2 What are the key organs and where are they found? Q3 What are the five senses? Q4 Which body part do I use for each sense? Q5 What is the difference about touch? Year 2 Q1 What do we mean by offspring?	Year 1 Q1 What are the functions of different parts of the flowers (flower, stem, roots, leaves) Q2 do all plants grow in the same places? Q3 How do wild flowers get there ? Q4 How do plants grow from bulbs and seeds? Q4 Are the trees in the school grounds deciduous or evergreen? Year 2 Q1 What is the difference between a plant and a tree? Q2 How does the structure of a tree compare to the structure of a flower?

	<p>Q3 how will a habitat change over the year? Q4 How do animals adapt to the different seasons (camouflage/hibernation/migration)</p>	<p>Q2 Which things have never been alive? Q3 What do we mean by a food chain Q4 What is a food producer</p>	<p>Q2 What properties do materials have (magnetic/transparent/squashable/ Q3 What properties do metals have Q4 what makes a material suitable for purpose?</p>	<p>Q5 How can materials change shape? Q6 What materials did Dunlop, Mcadam and Macintosh invent</p>	<p>Q2 How do animals grow and change? Q3 What do animals need to survive?</p>	<p>Q3 How many different common and wild plants and trees can I identify? Q4 Which of the trees I can identify are deciduous and which are evergreen</p>
<p>Science St James/ Westminster</p>	<p>Animals Inc humans Yr 2 Habitats-how changes in seasons affect habitats Yr 3 Animals and nutrition and environment Yr3 Light</p>	<p>Living things – Yr 2 grouping animals by different characteristics, needs of animals Yr 3 Plants-growth, functions and requirements</p>	<p>Materials Yr 2 suitability/changes of materials Yr 3 compare how things move on different surfaces</p>	<p>Rocks-compare and group, fossils and soils Magnets-characteristics of magnets, poles, magnetism in materials</p>	<p>Animals inc Humans Yr 2 Offspring and basic needs Yr 3 Animals and humans skeletons and muscles</p>	<p>Plants r 2 Identify and name a variety of plants and how seeds grow Yr 3 Light and eye safety</p>
<p>Enquiry Questions</p>	<p>Year 2 Q1 What do animals need to live? Q2 What is a habitat? Q3 how will a habitat change over the year? Q4 How do animals adapt to the different seasons (camouflage/hibernation/migration)</p> <p>Year 3 Q1 what are the main 5 food groups? Q2 what do we mean by herbivore carnivore or omnivore? Q3 where in the environment did the three main animal types find their food ? Q4 why do we need light Q5 how is light reflected from surfaces? ?</p>	<p>Year 2 Q1 What do we mean by living and non living? Q2 Which things have never been alive? Q3 What do we mean by a food chain Q4 What is a food producer</p> <p>Year 3 Q1 Which part of the plant would we normally eat ? Q2 what is the function of a flower, stem, leaves and root? Q3 what needs do different plants have ? Q4 Who do plants need light to grow? Q5 how do we transport water in plants Q6 what is the life cycle of a flowering plant Q7 how is pollination vital to plant reproduction Q8 how are seeds dispersed</p>	<p>Year 2 Q1 What materials are common objects made from? Q2 What properties do materials have (magnetic/transparent/squashable/ Q3 What properties do metals have Q4 what makes a material suitable for purpose?</p> <p>Year 3 Q1 How can magnets make some objects move? Q2 Does the same object move the same way on different surfaces? Q3 Which surfaces make movement easier and why?</p>	<p>Year 2 Q5 How can materials change shape? Q6 What materials did Dunlop, Mcadam and Macintosh invent</p> <p>Year 3 Q1 How strong are magnets? Q2 Which materials block magnets? Q3 Are all metals magnetic? Q4 Do opposites attract?</p>	<p>Year 2 Q1 What do we mean by offspring? Q2 How do animals grow and change? Q3 What do animals need to survive?</p> <p>Year 3 Q1 What is an endoskeleton? Q2 Which bones can you name? Q3 How do muscles work? Q4 Do animals have the same skeletons?</p>	<p>Year 2 Q1 What is the difference between a plant and a tree? Q2 How does the structure of a tree compare to the structure of a flower? Q3 How many different common and wild plants and trees can I identify? Q4 Which of the trees I can identify are deciduous and which are evergreen</p> <p>Year 3 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?</p>

Art/DT	Natural art-Andy Goldsworthy, large scale artwork	Tudor housing Design, construct and evaluate a tudor house frame, using joints	Pulleys_ Design, construct and evaluate a drawbridge for a castle using pulleys	Landscapes and seascapes collages- Monet and Mertzinger, creating different landscapes	Textiles-Using Batik to add designs to plain fabrics	African Art- Key stage exhibition of African art using repeating pattern jewellery and sunset silhouettes
	<p>Yr 1</p> <p>Q1 Who was Andy Goldsworthy?</p> <p>Q2 What did he use in his artwork?</p> <p>Q3 How did he represent different moods?</p> <p>Q4 How did he use natural materials?</p> <p>Q5 How do I recreate his work?</p> <p>Yr 2</p> <p>Q1 What inspired Andy Goldsworthy?</p> <p>Q2 What was his source material?</p> <p>Q3 What did he use lines and curves for?</p> <p>Q4 What affected his artworks?</p> <p>Q5 How do we create a large scale artwork?</p> <p>Yr 3</p> <p>Q1 What do we mean by transient artwork and who were some famous artists?</p> <p>Q2 What was the focus for Andy Goldsworthy?</p> <p>Q3 How did he incorporate curves and spirals into his work?</p> <p>Q4 How can I research some ideas?</p> <p>Q5 How do we create a large scale artwork?</p>	<p>Yr ½</p> <p>What does a tudor house look like?</p> <p>How are the beams constructed?</p> <p>How can we join beams?</p> <p>What other features do I need to include?</p> <p>How do I join materials?</p> <p>What improvements do I need to make?</p> <p>Year 3</p> <p>Q1 What are the design features of a tudor house?</p> <p>Q2 What problems did the builders face?</p> <p>Q3 How were they constructed?</p> <p>Q4 How can I design a model houseframe?</p> <p>Q5 How do I join materials?</p> <p>Q6 How can I improve my design?</p>	<p>Yr ½</p> <p>Q1 How do you defend a castle?</p> <p>Q2 What is a moat?</p> <p>Q3 How can you cross a moat?</p> <p>Q4 What is a pulley?</p> <p>Q5 What is a hinge?</p> <p>Yr 3</p> <p>Q1 How were castles defended in norman times?</p> <p>Q2 Was a moat effective in keeping invaders out?</p> <p>Q3 How would you cross a moat?</p> <p>Q4 How are hinges and pulleys used to build a drawbridge?</p>	<p>Yr 1</p> <p>Q1 Who was Monet?</p> <p>Q2 Can I paint a picture of the school grounds?</p> <p>Q3 Who was Metzinger?</p> <p>Q4 Can I say how he drew landscapes?</p> <p>Q5 Can I make a mosaic?</p> <p>Yr 2/3</p> <p>Q1 What type of pictures did Monet paint?</p> <p>Q2 Can I paint a landscape in his style?</p> <p>Q3 How did his landscapes and cityscapes differ?</p> <p>Q4 What is cubism?</p> <p>Q5 How can I create a mosaic collage?</p> <p>Q6 How does the work of Monet and Metzinger compare?</p>	<p>Enquiry Questions</p> <p>Yr. ½</p> <p>Q1 What are fabrics?</p> <p>Q2 What fabrics can you name?</p> <p>Q3 How can we create different patterns?</p> <p>Q4 How can we use wax to resist the application of dye?</p> <p>Q5 How do we follow a pattern?</p> <p>Yr. 3</p> <p>Q1 How are different fabrics created?</p> <p>Q2 What are the different characteristics of fabrics?</p> <p>Q3 What strategies can we use to form and create patterns?</p> <p>Q4 Which countries use batik as a pattern process?</p> <p>Q5 How can we use different colours and wax layers to add pattern?</p>	<p>Yr 1</p> <p>Q1 Where is Africa?</p> <p>Q2 How did the masai use repeating patterns?</p> <p>Q3 Can I create a masai bracelet?</p> <p>Year 2</p> <p>Q1 What were tribal masks used for?</p> <p>Q2 Can I create my own mask using repeating patterns?</p> <p>Q3 Can I add features to my mask?</p> <p>Year 3</p> <p>Q1 What is a silhouette?</p> <p>Q2 Can I create a shaded background using paint?</p> <p>Q3 Can I add landscape silhouettes?</p> <p>Q4 Can I create a coil water jar?</p>
Music (Music Express)	<p>1.4 Weather (Exploring sounds) Using voices expressively and creatively.</p> <p>What are dynamics in music?</p>	<p>1.3 Animals (pitch) Experiment with, create, select and combine sounds.</p> <p>Q1 What animal could this music be like?</p>	<p>1.7 Our School (Exploring sounds) Play tuned and untuned instruments.</p> <p>Q1 What sounds can you hear around us?</p>	<p>2.1 Ourselves (Exploring sounds) Using voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>2.4 Our Bodies (Beat) Play tuned and untuned instruments musically.</p> <p>Q1. What is a steady beat?</p> <p>Q2. What is a rhythm ostinato pattern?</p>	<p>2.11 Water (Pitch) Using voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Q1. Can you join in the song?</p>

	<p>What actions can we use to match this piece of music or song? How can you match sounds to this music? Can you show your understanding of controlling duration and dynamics using your voice, body percussion and instruments? Can you respond to the music through movement?</p> <p>1.6 Seasons (Pitch) Select and combine sounds.</p> <p>What happens to the music you can hear? What is pitch? What are dynamics? (volume) How can we show the pitch change in drawings? Can you learn the actions to this song? What can you hear in the orchestral music?</p>	<p>Q2 How can we make a high pitch voice? Q3 How can we make a low pitch voice? Q4 What can you tell me about the pitch in this piece of music? Q5 What high pitch and low pitch sounds can you make to go with the music?</p> <p>1.5 Machines (Beat) Experiment with, create, select and combine sounds.</p> <p>Q1 What is a steady beat? Q2 Can you play and maintain a steady beat? Q3 Can you play at different speeds (tempi)? Q4 Can you control changes in speed (tempi)?</p>	<p>Q2 How can we record and produce these sounds?</p> <p>1.9 Storytime (Exploring sounds) Combine sounds</p> <p>Q1 How can music be used to tell a story? Q2, How can you add effects using music?</p>	<p>Q1. How can you create and respond to vocal and body percussion? Q2. How can you develop vocal sounds to express feelings? Q3. Can you use simple line graphics to show pitch shape and duration? Q4. How can mood be expressed using the voice? Q5. What is the structure to call and response songs?</p> <p>2.3 Our Land (Exploring sounds) Experiment with, create, select and combine sounds.</p> <p>Q1 What is timbre? Q2 How can we make descriptive sounds? Q3 Can you match the sound with the image? Q4 Can you explain your choices? Q5 Can you listen to and compare music? Q6 What ways can you make the sounds?</p>	<p>Q3. Can you recognise and play rhythmic patterns? Q4. Can you respond to a steady beat at different tempi? Q5. Can you play steady beats at different tempi on body percussion and instruments? Q6. Can you show your understanding of a steady beat by performing rhythmic movement patterns? 2.6 Numbers (Beat) Play tuned and untuned instruments musically.</p> <p>Q1. Can you perform a steady beat and simple rhythms using movement and body percussion? Q2. What is the difference between beat and rhythm? Q3. Can you perform simple rhythms using movement and percussion?</p>	<p>Q2. What actions could we use to show the pitch movement? Q3. Can you play a tuned percussion to the melody? Q4. What is a melody? Q5. What is pitch? Q6. What can you tell me about the pitch pattern? Q7. What is a score in music? Q8. Can you interpret the score? Q9. What music affect can we use to describe water?</p> <p>2.12 Travel (Performance) Using voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Q1. What is the pattern of physical movement? Q2. Can you sing and add movement to the song? Q3. How can you describe music using musical vocabulary? Q4. Can you listen to the music? Q5. What can you hear? Q6. What is the changing tempi? Q7. What is notation? Q8. How can your performance be improved?</p>
<p>Music St James and Westminster</p>	<p>2.8 Seasons (pitch) Using voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>How can you sing with expression? What is pitch shape of a melody? What is sing language, makton?</p>	<p>2.6 Numbers (Beat) Play tuned and untuned instruments musically.</p> <p>Can you identify and play the steady beat in dance music? Can you recall an increasing sequence of actions? Can you learn a rap and perform it with rhythmic actions? Can you copy a sequence of vocal and movement rhythms in a song?</p>	<p>2.3 Our Land (Exploring sounds) Experiment with, create, select and combine sounds.</p> <p>Q1 What is timbre? Q2 How can we make descriptive sounds? Q3 Can you match the sound with the image? Q4 Can you explain your choices? Q5 Can you listen to and compare music?</p>	<p>3.3 Sounds (Exploring Sounds) Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Q1. How are sounds produced? Q2. How are instruments classified? Q3. What is musical conversation structure?</p>	<p>3.8 Communication (Composition) Use and understand staff and other musical notations.</p> <p>Q1 How can you represent sounds with symbols? Q2. Can you use your voice creatively and expressively? Q3. Can you create and perform from a symbol score?</p>	<p>3.5 China (Pitch) Play and perform in solo and ensemble contexts, using voices and playing instruments.</p> <p>Q1. What is a pentatonic scale? Q2. Can you use graphic notations with the pentatonic scale? Q3. Can you show your understanding of pitch through composing, notating and reading graphic notation?</p>

	<p>How can you accompany a song with vocal and instrumental ostinato? Can you show the rising and falling pitch?</p> <p>2.9 Weather (exploring sounds) Listen with concentration and understanding to a range of high- quality live and recorded music. What is a rhythmic chant? What do you think of the orchestral music? How does the music depict the weather? What are repeated word patterns? What music would illustrate the story?</p>	<p>Can you play percussion rhythm patterns in four groups? Can you identify and tap the steady beat in a piece of orchestral music? Can you count the number of loud, irregular sounds in a piece of orchestral music? What is a grid score? Can you create and notate a repeating pattern (ostinato) on a grid score? Can you follow rhythm notation using body percussion? Can you follow rhythm notation to play percussion instruments?</p> <p>2.11 Water (Pitch) Using voices expressively and creatively by singing songs and speaking chants and rhymes. Q1. Can you join in the song? Q2. What actions could we use to show the pitch movement? Q3. Can you play a tuned percussion to the melody? Q4. What is a melody? Q5. What is pitch? Q6. What can you tell me about the pitch pattern? Q7. What is a score in music? Q8. Can you interpret the score? Q9. What music affect can we use to describe water?</p>	<p>Q6 What ways can you make the sounds?</p> <p>2.7 Storytime (exploring sounds) Using voices expressively and creatively by singing songs and speaking chants and rhymes. Q1. How can you combine sounds to create a musical effect? Q2. How can music, dance and drama be combined in storytelling? Q3. How can voices be used to create descriptive musical effects? Q4. Can you create and match descriptive sounds made with the voice? Q5. Can you perform to an audience? Q6. What makes a good audience?</p>	<p>Q4. What are idiophones? Q5. What is call and response? Q6. What are chordphones?</p> <p>3.6 Time (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments. Q1. What is a metre in a piece of music? Q2. Can you play an independent part in more than one metre simultaneously? Q3. What is an ostinato? Q4. Can you identify an ostinato? Q5. Can you perform rhythmic ostinato individually and in combination? Q6. What is a layering rhythm? Q7. Can you recognise rhythm patterns in staff notation?</p>	<p>3.9 Human Body (Structure) Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians. Q1. How does call and response structures work? Q2. What are word rhythms? Q3. What is binary form? Q4. Can show your understanding by performing binary form? Q5. Can you show your understanding by performing call and response?</p>	<p>Q3. Can you perform pentatonic song with tuned and untuned accompaniment? Q4. Can you show your understanding of graphic notation by playing in steps using it?</p> <p>3.10 Singing French (Pitch) Use and understand staff and other musical notations Q1. What is pitch through melody? Q2. Can you show your understanding of pitch through singing? Q3. What are pitch shapes? Q4. Can you show your understanding of notation by reading notations to play a melody?</p>
Computing (teach computing)	2.1computing systems and networks-IT around us	2.2 creating media-digital photography	2.3 creating media-making music	2.4 data and information-pictograms	2.5 Programming A-robot algorithms	2.6 programming B introduction to quizzes
Enquiry Questions	Q1 what are some uses and features of information technology? Q2 What information technology is in the home?	Q1 How do I use a digital device to take photographs? Q2 What options do I have? Q3 What makes a good photograph?	Q1 How does music makers feel? Q2 What patterns can we see in music? Q3 What are notes? Q4 How do I represent in animal in music?	Q1 What is a tally chart? Q2 What is a pictogram? Q3 What is an attribute? Q4 How do you describe using attributes? Q5 How do we use a computer to show data?	What is a sequence? What happens if I change the order? Why do programs work? What do programs look like?) What went wrong?	How do I start? What happens if.....? How can I change the program? How do I make my own program?

	<p>Q3 What information technology can be found beyond school</p> <p>Q4 How does information technology benefit us ?</p> <p>Q6 How do we use information technology safely</p>	<p>Q4 How can I make it even better?</p> <p>Q5 What tools can I use to improve it</p>				<p>What happens when it goes wrong?</p>
PE	<p>Mastering basic movements - travelling and moving with equipment</p>	<p>Dance-creating and practising a simple dance</p>	<p>Gymnastics-mastering basic gym movements</p>	<p>Outdoor activities – follow trails</p>	<p>Team games-passing and receiving a ball in different ways</p>	<p>Athletics-preparing for sports day</p>
Enquiry Questions	<p>Q1 can I run fast and slow?</p> <p>Q2 Can I change direction?</p> <p>Q3How do I bounce the ball?</p> <p>Q4How high can I jump?</p> <p>Q5 How far can I jump?</p>	<p>Q1 What is beat?</p> <p>Q2 How do I perform in unison and cannon?</p> <p>Q3 What is mirroring?</p> <p>Q4 What do we mean by motif?</p>	<p>Q1 What is a balance? Q2 How do I link movement?</p> <p>Q3 How do I perform a Roll?</p> <p>Q4 What is a sequence?</p>	<p>Q1 What is teamwork?</p> <p>Q2 How do I follow directions?</p> <p>Q3 What is a symbol?</p>	<p>Q1 What do you mean by defending?</p> <p>Q2 What do we mean by attacking?</p> <p>Q3 How do we regain possession?</p>	<p>Q1 How do I how do I improve my sprinting technique?</p> <p>Q2 How do I combine running and jumping into a long jump?</p> <p>Q3 How do I throw over a longer distance?</p>
RE (SACRE) Crowland/ Regent	<p>Creation-UC1.1</p> <p>What do Christians believe made the world?</p>	<p>God-Christianity</p> <p>To make a connection between Christian ideas of God as Creator and the importance for everyone (not just Christians) of being grateful for what we have.</p>	<p>God – Islam</p> <p>How is Allah described in the Qur'an? *Tawhid (Oneness of Allah), Creator, provider of all good things *99 names of Allah</p>	<p>Community – Islam</p> <p>What do Muslims do to express their beliefs?</p> <p>*Ibadah (worship and belief in action) – use of significant objects, e.g. prayer beads, prayer mats, compass*Respect for teachers and elders</p>	<p>Places of Worship -The Church and the Synagogue</p> <p>What key objects tell us about beliefs about God/humans/the world around them</p> <p>o how they are used in practice</p>	<p>Places of Worship -The Mandir and the Mosque</p> <p>What key objects tell us about beliefs about God/humans/the world around them or how they are used in practice</p>
Enquiry Questions	<p>Q1. Who made the world?</p> <p>Q2. What does the Creation story tell us about what God is like?</p> <p>Q3 What would they say to this Creator?</p>	<p>Q1. If someone believes God made the world, what might they say about it?</p> <p>Q2. What might they say to this Creator?</p>	<p>Q1 How is Allah described in the Qur'an?</p> <p>Q2 What do Muslims learn about Allah and their faith through the Qur'an</p> <p>Q3 Who is Muhammad? P</p>	<p>Q1 Does everyone worship the same?</p> <p>Q2 what their favourite toy/book/food is; tell them that they are not going to be able to play with/read/eat it for the next week. How do they feel?</p> <p>Q£ what is prayer and why is it important?</p> <p>Q\$What makes a place special?</p>	<p>Q! What is a church)?</p> <p>Q2 What are the key features of a church and how do they connect with Christian beliefs about God, the world and human beings?</p> <p>Q3 What makes a Christian church a special place?</p> <ul style="list-style-type: none"> Q4 What other kinds of spaces do Christians worship in? (e.g. Forest Church, house groups, etc. <p>Q5 what are the key elements of a synagogue?</p> <p>Q6 How are these used to reflect the Jewish relationship with God</p>	<p>Q1 What is a mosque/mandir?</p> <p>Q2 What are the key features of a both and how do they connect with religious beliefs about God, the world and human beings?</p> <p>Q3 What makes them a special place?</p> <p>Q4 What are the key beliefs of Muslims and Hindus</p>
RE (SACRE) Westminster /St James'	<p>Being Human-Islam</p> <p>What does the Qur'an say about how Muslims should treat others and live their lives?</p>	<p>Life Journey-Islam</p> <p>What do Muslims do to celebrate birth?</p>	<p>Thankfulness (Christianity)</p> <p>Stewardship-thankfulness for God's creations inc Harvest Festivals</p>	<p>Thankfulness (Judaism)</p> <p>Know and understand key festivals based on thankfulness such as Sukkot</p>	<p>Salvation-UC1.5 (core)</p> <p>Why Does Easter matter to Christians?</p>	<p>Inspirational Christians</p> <p>How can faith be seen in actions of inspirational Christians?</p>

		What does it mean and why does it matter to belong?		Know how Jews say thank you for important life events	The story and impact of Easter for Christians	Daniel, Noah, David, Esther, Mary, Jonah, the disciples
Enquiry Questions	<p>Q1. What do we know about Islam?</p> <p>Q2. Can you name any leaders/religious leaders?</p> <p>Q3. Can you name any religious texts?</p> <p>Q4. Are there any similarities between Christianity and Islam?</p>	<p>Q1. What do Muslims beliefs about God, the world and human beings?</p> <p>Q2. How does Muslim worship help create a feeling of belonging for Muslims?</p> <p>Q3. Do you know anything about a Christian baptism?</p> <p>Q4. How is a Muslim baby welcomed as part of the Muslim community?</p> <p>Q5. How does believing in God shape a Muslim's life?</p> <p>Q6. What is the best way for a Muslim to show commitment to God?</p>	<p>Q1 Are there some things that only particular people say thank you for? E.g. supporters of Lincoln City FC saying thank you for the team winning the checktrade trophy, pupils in Class 2 saying thank you to Miss Smith for helping them learn and explore new things this year...</p> <p>Q2 Different religious communities have special festivals to say thank you to God – do you only have to say thank you if you believe in God</p>	<p>Q1 Why do the jewish people make covenants?</p> <p>Q2 Why do Jews celebrate Sukkot</p> <p>Q3How do Jewish people say thank you for the birth of a new baby?</p>	<p>Q1 What Happened at Easter?</p> <p>Q2 Why did God allow Jesus to die?</p> <p>Q3 What does the resurrection show to Christians?</p> <p>Q4 Is there life after death?</p>	<p>Q1 Who was Daniel in the Bible?</p> <p>Q2 How was Daniel faithful to God?</p> <p>Q3 Who built the ark?</p> <p>Q4 What does Noah teach us?</p> <p>Q5 Did David go bad?</p> <p>Q6 Why did God forgive David</p> <p>Q7 Was David the best King of Israel</p> <p>Q8 Who was Esther in the Bible?</p> <p>Q9 How did God use Esther?</p> <p>Q10 Who was Jonah in the Bible?</p> <p>Q11 Why did Jonah disobey God?</p> <p>Q12 What scared Simon Peter?</p>
RSE	Topic One Families Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust.	Friendship and community – In My World, their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask	Topic Three Respect To acknowledge the existence of diversity within our community. To explore why respect is necessary within our community.	Topic Four -E-Safety Safety circles, online friends, asking for help	Topic Five-Being safe Dangers in the home and community, asking for help, emergencies	Topic Nine Economic well-being-fundraising for charity
Enquiry Questions	<p>Q1. What's the same / different from our family to your friend's family?</p> <p>Q2. What would you do if someone was hurting you at school?</p> <p>Q3. Who would you go to for help at school?</p> <p>Q4. Why do people fall out with each other?</p> <p>Q5. What can you do if you don't agree with your friend?</p> <p>Q6. What can you do if you and your friend have had an argument?</p> <p>Q7. Can we share what we are grateful for in our family?</p>	<p>Q1. Are you worried about anything that might happen this year?</p> <p>Q2. Can you tell me some good (positive) choices a person can make in school?</p> <p>Q3. How do you show you are a good listener?</p> <p>Q4. What do you do to get on with other children?</p> <p>Q5. If you're worried about something, who can you ask for help in school and at home?</p> <p>Q6. How does your teacher reward /praise children who make positive/helpful choices?</p>	<p>Q1 What does respect mean to me?</p> <p>Q2 What would be considered 'disrespectful'?</p> <p>Q3 Would some things be acceptable at home but not when out with their friends?</p> <p>Q5 Do we treat everyone the same?</p>	<p>Q1 Who can be in your 'safety circle'?</p> <p>Q2 Is someone you meet online a real friend?</p> <p>Q3 What do you do if something makes you feel worried/scared/unhappy?</p>	<p>Q1 Can you think of anything that might be dangerous within the home?</p> <p>Q2 Why do you need to keep safe at the beach/park/pond?</p> <p>Q3 Can you name any jobs where people keep us safe?</p> <p>Q4 What would you do in an emergency</p>	<p>Q1 How can you get money?</p> <p>Q2 What do we need money for?</p> <p>Q3 What do you want money for?</p> <p>Q4How can we save money?</p> <p>Q5 How can we raise funds?</p> <p>Q6 What can we raise funds for?</p>

