## • Key Stage 1 Curriculum Map Year A

## Crowland/Westminster/Regent/St James Spring 1 Castles and Cathedrals Small Village, Big Horizons

	Key Knowledge	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge and Skills (see termly plans)	Reference to Future Knowledge and Skills (see termly plans)	Reference to application of knowledge across all curriculum areas
Торіс	Yr. ½ Pupils	Crowland Children should.	ENQUIRY SKILL	Year 1	Year B term 1 EYFS-	Year A Term 2 KS1 History	INVESTIGATION
Castles	should be taught	Know that England was invaded by	Yr. 1/2Ask and begin to	Q1 Why do we build castles?	History Marvellous Me	London's Burning	EXPRSSION
and	about: changes	different people.	answer questions about	Q2What was lifelike in	Year B term 3 EYFS History	Year A term 4 KS1 History	INTERPRETATION
Cathedrals	within living	Know castles were built for defence.	events	castles?	Space	seaside	APPLICATION
	memory. Where	Know some of the key features of	e.g., When? What	Q3 How have castles changed?	Year B term 4EYFS	Year A term 4 Yr3 History	
	appropriate, these	motte and baily castles.	happened? What was it	Q4 What is Tattershall Castle	History-Pirates	Stone Age	
	should be used to	Know that castles changed as	like? Why? Who was	like?	-	Year A term 4 Yr4/5	
	reveal aspects of	weapons became better.	involved?	Year 2		History Anglo Saxons	
	change in national	Know some of the weapons used to	Yr. 3 Ask and answer	Q1 Who built the first castles?		Year A term 4 Yr. 5/6	
	life, events	attack castles.	questions about the past,	Q2 What were the main		History Pilgrim fathers	
	beyond living	Know some of the roles people	considering aspects of	features of a Castle?		Year A term 5 KS! History-	
	memory that are	undertook in a medieval castle.	change, cause, similarity and	Q3 How and why did castles		Heroes	
	significant	Know what rich and poor ate and	difference and significance	change?		Year A Term 5 yr3 History	
	nationally or	wore in castles.	INVESTIGATION asking	Q4 Who lived in a mediaeval		Commonwealth	
	globally, •the lives	Know who built Tattershall castle.	relevant questions.	Castle?		Year A term 5 yr4/5	
	of significant	Westminster Children should:	<ul> <li>Using a variety of sources</li> </ul>	Q5 What were the different		History barricades	
	individuals in the	Know who invaded England.	to find out about events,	jobs in the mediaeval Castle?		Year A Term 5 Yr. 5/6	
	past who have	Know where the main battle	people and changes	Q6 What was life like in a		Crime	
	contributed to	between William and Harold took	EXPRESSION	mediaeval Castle for rich and		Year B term 1 KS1 History	
	national and	place.	· The ability to recall, select	poor?		-Marvellous Me	
	international	Know the similarities and	and organise information	Q7 Who built Tattershall		Year B Term 2 Guy Fawkes	
	achievements.	differences between motte and	· The ability to use key	castle?		Year B term 2 yr. 4/5	
	Some should be	bailey and keep and bailey castles.	historical dates and	Year 3		History Vikings	
	used to compare	Know Why castles were important	vocabulary to describe and	Q1 Who invaded England in		Year B term 3 KS1 History	
	aspects of life in	for the Norman invaders.	explain different periods in	1066?		Space	
	different periods	Know what the features of a castle	history	Q2 where did the main battle		Year B term 3 Yr. 3 History	
	•	were.	INTERPRETATION	between William and Harold		Transport	
		Know how and why castles changed.	<ul> <li>The ability to draw</li> </ul>	take place?		Year B term 3 Yr. 4/5	
	Yr. 3 a study of an	Know why castles were important.	meaning from artefacts,	Q3 why were castles		History Egyptians	
	aspect or theme in	Know who lived in a medieval	works of art, relics and	important for the Norman		Year B term 3 Yr. 5/6	
	British history that	castle.	buildings;	invaders?		History Parliament	
	extends pupils'	Know what the different jobs in a	<ul> <li>The ability to suggest</li> </ul>	Q4 what were the similarities		Year B Term 4 KS1 History-	
	chronological	medieval castle were.	meanings and draw	and differences between		Explorers	
	knowledge	Know who was powerful in	conclusions from what they	Motte and Bailey and		Year B Term 5 Yr. 3	
	beyond 1066	medieval times.	see			History -Romans	
		Know who built Tattershall Castle.	APPLICATION	Key Vocabulary		Year B term 5 Yr. 5/6	
		Know how it has changed over	<ul> <li>Making the association</li> </ul>			Ancient Greeks	
		time?	between aspects of life in	Fairy story defence		Year B term 6 Yr. 4/5	
		Know what evidence we have for	different societies,	Castle Medieval		History-Maya	
		these changes	<ul> <li>Considering the impact of</li> </ul>	Real roles			
			past events on the present	Rich motte and bailey			
			<ul> <li>Learning both about and</li> </ul>	Poor invaders			
			also from history.	Normans			
			-		1	1	1

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Science	Yr. 1 Distinguish	Yr. 1	Yr. ½	Year 1	Year B Term3 EYFS	Year A term 3 KS1 Science,	INVESTIGATION
Materials	between an object	Children can identify and name a	they talk about what they	Q1 What materials can I name	Science-materials	materials	EXPRESSION
Yr. 1	and the material	variety of everyday materials,	see, hear touch, smell or	and what can be made from		Year A term 3 Yr3 science,	INTERPRETATION
Distinguis	from which it is	including wood, plastic, glass, metal,	taste. They ask questions	them?		Rocks and soils	APPLICATION
h, /	made	water, and rock by	about what they see. They	Q2 What are the main		Year A term 1 year4/5	ANALYSIS
identify	Identify and	matching a material to its name.	try to answer questions.	properties of classroom		Science, States of Matter	EVALUATION
Different	name a variety of	Children know how to describe a	They know why they are	objects (bendy/rigid,		Year A term 5 Yr5/6	
materials	everyday	material using their senses	trying to find out things.	hard/soft,		science-properties and	
and	materials,	Children know that materials have	They give some reasons why	transparent/opaque)		changes in materials	
describe	including wood,	different properties	things may happen. They	Year 2		Year B term 3 KS1	
Yr. 2	plastic, glass,	Children can name different	draw pictures of what they	Q1 What materials are		Materials	
Identify	metal, water and	properties-hard/soft/permeable,	see, hear, touch, smell or	common objects made from?		Year B term 6 yr5/6	
and	rock	impermeable/flexible/rigid/float/sin		Q2 What properties do		properties and changes in	
			taste. They can put the			materials	
compare	Describe the	k. Children hanne hann ta aandust a	information on a chart. They	materials have		materials	
/suitability	simple physical	Children know how to conduct a	make some measurements	(magnetic/transparent/squash			
of	properties of a	test. Children know how to sort	of what they observe. (e.g.,	able/			
materials	variety of	objects by their properties	Loud, quiet, long short etc)	Q3 What properties do metals			
Yr. 3	materials	Yr. 2	they use the computer to	have			
compare	Compare and	Children can identify and name a	draw what they have	Q4 what makes a material			
how	group together a	variety of everyday materials,	observed. They can tell	suitable for purpose?			
things	variety of	including wood, plastic, glass, metal,	others what they have	Year 3			
move on	everyday	water, and rock by	done. They can tell others	Q1 How can magnets make			
different	materials on the	matching a material to its name.	what they have found out.	some objects move?			
surfaces	basis of their	Children know that materials have		Q2 Does the same object			
	simple physical	different properties	INVESTIGATION - asking	move the same way on			
	properties	Children can name different	relevant questions; knowing	different surfaces?			
	3e1: compare how	properties-hard/soft/permeable,	how to use different types	Q3 Which surfaces make			
	things move on	impermeable/flexible/rigid/magneti	of sources as a way of	movement easier and why?			
	different surfaces	c. Children know that some metals	gathering information	-			
	3e2: notice that	are magnetic, and some are not.	EXPRESSION – the ability to	Key Vocabulary			
	some forces need	Children know how to sort objects		Materials			
	contact between	by their properties	explain concepts, methods	Objects			
	two objects, but	Children know how to conduct a	and practices; the ability to	Properties			
	magnetic forces	test.	identify and articulate	Rigid. Flexible, hard, soft,			
	can act at a	Yr. 3	scientific understanding	permeable, impermeable,			
	distance	Children know that materials have	INTERPRETATION – the	flexible, magnetic			
	3e3: observe how	different properties					
	magnets attract	Children can name different	ability to draw meaning				
	some materials	properties-hard/soft/permeable,	from scientific theories,				
	and not others	impermeable/flexible/rigid/magneti	theories and studies; the				
	3e4: compare and	c. Children know that some metals	ability to suggest meanings				
	group together a	are magnetic, and some are not.	APPLICATION - making the				
	variety of	Children know that magnetic	association in Science				
	everyday	attraction can make an object move.	between chemistry, biology				
	materials on the	Children know that the same object	and physics; To ability to be				
			able to apply a range of				
	basis of whether they are attracted	will move in a different way depending on the surface being	scientific knowledge and				
	to a magnet, and	used. Children understand the term	skills in a variety of				
	identify some	friction. Children can conduct a fair	contexts.				
			ANALYSIS – distinguishing				
	magnetic	test					
	materials		between the feature's				
			methods of different				
			investigations				
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			EVALUATION – the ability to evaluate a finished product and scientific investigation.				
RE	Crowland and Regent Spring 1 God – Islam Beliefs about God The oneness of God (Tawhid) Creation and harmony Humans being on the straight path Muhammed and the Qur'an Golden Threads	Know that Muslims believe in the one God (tawhid), created the universe in harmony Know that he created human beings to help keep the universe in harmony Know that Muslims believe he provided a straight path (shariah) to help keep the universe in harmony Know that Muslims have guidance to help humans follow the straight path (Qur'an, prophets, natural world) Know that Muslims have 99 Names of Allah – ways in which Muslims try to understand what God is like (not 100 because you can never fully know God) Know the Qur'an is the holy book of Islam; the words of God, providing guidance for human beings Know that the Prophet Muhammad – the final prophet; receives guidance (i.e., the Qur'an) directly from God, lives it out in his own life and leads people along the straight path Know the story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power')	Understand Muhammed is a special person to help Muslims make good choices Recall the story of how Muhammed received the Qur'an from Angel Jibril Understand Muslim beliefs about one God and that he created the world as he wanted it to be – in harmony Understand what the straight path is and its importance for Muslims Understand that Muslims believe God made the world exactly as he wanted it to be – creation story/harmony INVESTIGATION knowing how to use different types of sources as a way of gathering information EXPRESSION the ability to explain concepts, rituals and practices. the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media. INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism. the ability to suggest meanings	Enquiry Questions How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an Who is Muhammad? Prophet Key Vocabulary Islam Tawhid Qur'an Mohammed Angel Jabril Harmony Straight path Creation Allah Shariah Knight of Power	Year B Term 1 Crowland and Regent RE: Creation Year A Term 1 Crowland and Regent RE: Creation	Year A Term 3 Crowland and Regent RE: Islam – Community Year A Term 1 KS1 RE: Islam – Being Human Year A Term 2 KS1 RE: Islam – Life Journey Year A Term 3 KS1 PSHE/RSE: Respect Year A Term 2 Y3&4 RE: Islam – God Year A Term 3 Y3&4 PSHE/RSE: Respect Year A Term 2 Y4/5 RE: How do Muslim's worship? Year A Term 3 Y4/5 PSHE/RSE: Respect Year A Term 6 Y5/6 RE: Islam – Rights of passage Year A Term 2 Y3&4 RE: Islam – God Year B Term 2 /3 Y4/5 RE: How do  Muslim's worship? Year B Term 6 Y5/6 RE: Islam – Life journey	INVESTIGATION EXPRESSION INTERPRETATION
	<u>St James' and</u> <u>Westminster</u> <u>Thankfulness-</u> <u>Christianity</u> Making links with 'life journeys' for Christians	Christianity-stewardship Know about the importance of gratitude (saying thank you) – do you only have to say thank you if you believe in God? Stewardship- connect with beliefs about <mark>God as creator and human</mark>	They understand the different ways in which Christians say thank you to God (e.g., at baptism, prayer – speaking and listening to God; s Pupils can understand that harvest festival is a way of	Enquiry Questions Q1 Are there some things that only particular people say thank you for? E.g., supporters	Year A EYFS Term 2 RSE – Friendship and Community	Year B Y3 Term 2 RSE/PSHE - Friendship and Community Year B Y3 Term 2 RSE/PSHE - Respect Year B Y4/5 Term 5/6 RE – In depth study of Judaism Year B Y5/6 Term 2 English – Explanation Text	INVESTIGATION EXPRESSION INTERPRETATION EMPATHY APPLICATION

	Know and understand key festivals based on thankfulness such as Harvest, Know how Christians say thank you for important life events and welcome them such as a birth of a new baby Golden Threads	beings as stewards (i.e., there to look after God's creation); responsibility for the environment because of Christian beliefs Prayers-saying thank you to God for all his gifts-e.g., of physical and emotional gifts to Christians Harvest festival – saying thank you for the harvest; explore different ways in which Christians around the world celebrate harvest, in India, harvest time occurs in late December and early January, so for Indian Christians, harvest time is around the time they are celebrating the birth of Jesus at Christmas – explore the painting Dalit Madonna (Jyoti Sahi), which shows Mary and baby Jesus and is full of imagery of harvest time; make connections with the gifts of the created world (fruit, vegetables, flowers, etc.) and the gift of Jesus	saying thank you for the gifts of the natural world They can explore the idea of different types of gifts, e.g., of time, of talents, of money, etc. Make links between this and what Christians do during Harvest festival. INVESTIGATION knowing how to use different types of sources as a way of gathering information EXPRESSION the ability to explain concepts, rituals and practices. the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media. INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism. the ability to suggest meanings EMPATHY developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow. APPLICATION making the association between religions and individual, community, national and international life. SYNTHESIS connecting different aspects of life.	of Lincoln City FC saying thank you for the team winning the checkatrade trophy, pupils in Class 2 saying thank you to Miss Smith for helping them learn and explore new things this year 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? Key Vocabulary Thankfulness Stewardship prayer Harvest	Year A EYFS Term 4 RE – Special Times for Me and Others Year A EYFS Term 5 RE – My Life Year A EYFS Term 4 English – Recounts Year A EYFS Term 5 English – Information Texts Year B EYFS Term 3 English – Information Texts Year B EYFS Term 3 RSE - Respect	Year B Y5/6 Term 5 English – non chronological report Year B Y5/6 Term 5 RE – Life Journey Year A Term 5/6 RE – Life Journey and Rites of Passage	SYNTHESIS
Art/DT	(Yr. ½) Pupils should be taught to: •select from and use a range of tools and equipment to perform practical	Yr. ½ Children know what a castle is. Children know that a castle needed defending. Children know that some castles were surrounded by a Moat. Children know the to bridge was required to cross the Moat. Children know that the bridge was called a	Yr. 1/2 use their knowledge of existing products and their own experience to help generate their ideas; design products that have a purpose and are aimed at an intended user; explain how their products will look and	Enquiry Questions Yr. ½ Q1 How do you defend a castle? Q2 What is a moat? Q3 How can you cross a moat? Q4 What is a pulley? Q5 What is a hinge	Year A term 3 EYFS Moving Pictures Year A term 3 KS1 DT pulleys for drawbridge Year B Term 2 EYFS Art vehicles Year B Term 2 KS1 Art vehicles	Year A term 3  Yr. 3  DT moving vehicle Year A term 1 yr. 4/5 bridge construction Year A term 3 Yr. 5/6 DT model ship Year A term 5 yr. 5/6 Key designers	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION

1						
	tasks [e.g.,	drawbridge. Children know that the	work through talking and		Year B term 2 Yr. 3 DT	
	cutting, shaping,	bridge was raised and lowered to	simple annotated drawings;	Yr. 3	moving model	
j	joining and	defend the castle. Children know	design models using simple	Q1 How were castles	Year B term 2 Yr. 4/5 DT	
1	finishing]	that a hinge was needed to raise the	computing software; plan	defended in Norman times?	boats	
- (	<ul> <li>select from and</li> </ul>	drawbridge. Children know that a	and test ideas using	Q2 Was a moat effective in	Year B term 3 Yr. 5/6 DT	
1	use a wide range	pulley was used to raise the	templates and mock-ups;	keeping invaders out?	electrical components	
(	of materials and	drawbridge. Children know how to	understand and follow	Q3 How would you cross a		
	components,	create a hinge. Children know how	simple design criteria; work	moat?		
i	including	to use a simple pulley system to	in a range of relevant	Q4 How are hinges and pulleys		
(	construction	raise a drawbridge. Children know	contexts, for example	used to build a drawbridge?		
r.	materials, textiles	how to join material safely. Children	imaginary, story-based,	-		
:	and ingredients,	know how to create a drawbridge	home, school and the wider			
;	according to their	from lolly sticks. Children know have	environment. with support,			
	characteristic	to use a spool to create a pulley	select from a range of			
۰	Yr. 3 Pupils	system.	materials, textiles and			
ſ	should be taught	Yr. 3 Children know what a castle is.	components according to			
	to:	Children know that a castle needed	their characteristics; learn to			
	<ul> <li>select from and</li> </ul>	defending. Children know that some	use hand tools safely use a			
	use a wider range	castles were surrounded by a Moat.	range of materials and			
	of tools and	Children know the to bridge was	components, with help,			
	equipment to	required to cross the Moat. Children	measure and mark out; cut,			
	perform practical	know that the bridge was called a	shape and score materials			
	tasks [e.g.,	drawbridge. Children know that the	with some accuracy;			
	cutting, shaping,	bridge was raised and lowered to	assemble, join and combine			
	joining and	defend the castle. Children know	materials, components or			
-	finishing],	that a hinge was needed to raise the	ingredients; stages of the			
	accurately	drawbridge. Children know that a	process.			
	<ul> <li>select from and</li> </ul>	pulley was used to raise the	Yr. 3;explain how particular			
r	use a wider range	drawbridge. Children know how to	parts of their products work;			
	of materials and	create a hinge. Children know how	use annotated sketches and			
	components,	to use a simple pulley system to	cross-sectional drawings to			
	including	raise a drawbridge. Children know	develop and communicate			
	construction	how to join material safely. Children	their ideas; when designing,			
r.	materials, textiles	know how to create a drawbridge	explore different initial			
;	and ingredients,	from lolly sticks. Children know have	ideas before coming up with			
;	according to their	to use a spool to create a pulley	a final design; when			
	functional	system. Children know have to	planning, start to explain			
	properties and	evaluate how successful their pulley	their choice of materials and			
	aesthetic qualities	system is. Children can suggest	components including			
	•	amendments and improvements.	function and aesthetics; test			
		•	ideas out through using			
			prototypes; develop and			
			follow simple design			
			criteria; in a systematic			
			order; learn to use a range			
			of tools and equipment			
			safely, appropriately and			
			accurately use a wider range			
			of materials and			
			components, including			
			construction materials and			
			kits, textiles and mechanical			
			and electrical components;			
			with growing independence,			
			measure and mark out to			

	the nearest cm and		
	millimetre; cut, shape and		
	score materials with some		
	degree of accuracy;		
	assemble, join and combine		
	material and components		
	with some degree of		
	accuracy; explore and		
	evaluate existing products,		
	explaining the purpose of		
	the product and whether it		
	is designed well to meet the		
	intended purpose; explore		
	what materials /ingredients		
	products are made from and		
	suggest reasons for this;		
	consider their design criteria		
	as they make progress and		
	are willing to alter their		
	plans, sometimes		
	considering the views of		
	others if this helps them to		
	improve their product;		
	evaluate their product		
	against their original design		
	criteria;		
	INVESTIGATION -:		
	asking relevant questions;		
	knowing how to use		
	different types of sources as		
	a way of gathering		
	information;		
	knowing how pieces are		
	created		
	EXPRESSION -		
	•the ability to explain		
	techniques, colours and use		
	of media;		
	•the ability to identify and		
	articulate opinions on how		
	an artist has chosen to		
	express their ideas		
	INTERPRETATION -		
	•the ability to draw		
	<ul><li>meaning from pieces of art;</li><li>the ability to suggest</li></ul>		
	alternative meanings.		
	APPLICATION –		
	•making the association		
	between the purpose,		
	technique, media and		
	meaning behind a piece;		
	•identifying the purpose of		
	the piece.		
	ine piecei		

Music	1.7 Our School	1.7 Our School (Exploring sounds)	1.7 Our School (Exploring	1.7 Our School (Exploring	1.7 Our School (Exploring	1.7 Our School (Exploring	INVESTIGATION
(Music	(Exploring sounds)	Children will explore different sound	sounds)	sounds)	sounds)	sounds)	EXPRESSION
express)	MU1/1.1 Use their	sources and materials.	Children will map sounds in	Key Questions	Year B	Year B	INTERPRETATION
	voices	Children will explore the materials	the classroom and play a	What sounds can you hear in	EYFS/Y1 Aut 2 1.7 Our	EYFS/ Yr. 1	APPLICATION
Crowland	expressively and	ad sounds of percussion	sequence of them.	the classroom?	School	Spring 1 1.9 Storytime	
Regents	creatively by	instruments.	Children will explore the	Can you map the sounds on a	KS1	KS1	
5	singing songs and	Children will analyse the dynamics	materials and sounds of	classroom map?	Aut 1 1.1 Ourselves	Spring 1 1.4 Weather, 1.9	
	speaking in chants	and duration of sounds around the	percussion instruments.	What sounds can you hear		Storytime	
	and rhymes.	school.	Children will listen to real	around school?		Spring 2 2.3 Our land	
	Mu1/1.2 Play	Children will create two contrasting	sounds in school and record	Can you record your own	Year A	Y2/3	
	tuned and	textures.	their own.	sounds?	EYFS/ Y1	Aut 1 2.1 Ourselves	
	untuned	Children will learn to sing a new	Children will compose music	Can you compose music which	Sum 1 1.9 Storytime	Aut 2 2.3 Our Land	
	instruments	song.	which captures atmosphere.	captures atmosphere?	Spring 1 1.7 Our School	Spring 1 2.9 Weather	
	musically	Children will interpret sounds and	Children will learn to sing a	Can you learn to sing a new	Aut 2 1.1 Ourselves	2.7 Storytime	
	MU1/1.4	explore instruments.	new song and listen to the	song?	Aut 1 1.4 Weather	Summer 1 3.3 Sounds	
	Experiment with,	Children will create a soundscape as	sounds in it.	Can you film the environment		Year B (has Mu2/1.5)	
	create, select and	part of a song performance.	Children will film their	of your school?		LKS2 Aut 1 3.1	
	combine sounds		environment.	What is a soundscape?		Environment	
	using interrelated		Children will create a	Can you create a soundscape		3.2 Building	
	dimensions of		soundscape of their school	of your school surroundings		Aut 2 3.4 Poetry	
	music.		surroundings and add it to	and add it to the song?		Spring 2 4.3 Sounds	
			the song they learnt.			4.5 Building	
				Key vocabulary		Y4/5	
			INVESTIGATION:	Timbre (rustle, scrunch, tear,		Aut 1 4.2 Environment	
			Investigating how the voice	tap, rub)		4.4 Recycling	
			and body can be used to make sounds	Dynamics (loud/quiet) Duration (long/short)		Spring 1 4.6 Around the World	
			Exploring a range of tuned	Texture		4.12 Food and Drink	
			and untuned instruments to	Texture		Spring 2 5.3 Life Cycles	
			compose music			Sum 1 5.4 Keeping	
			EXPRESSION: the ability to			Healthy	
			explore music as a medium			Y6	
			for expressing themselves			Aut 2 6.2 Journeys	
			INTERPRETATION: the			Spring 1 6.3 Growth	
			ability to interpret the			Spring 2 6.4 Roots	
			reasons for the changes in				
			musical features in a piece,			Year A	
			such as dynamics, timbre,			EYFS/Y1 Summer 1 1.9	
			and tempo			Storytime	
			REFLECTION: the ability to			KS1 Aut 1 1.4 Weather	
			consider their own			Spring 1 1.7 Our School	
			performances and evaluate the effectiveness and levels			1.9 Storytime	
			of success			Spring 2 2.1 Ourselves 2.3 Our land	
			APPLICATION: exploring			Y2/3	
			different ways music is			Aut 1 2.9 Weather	
			made			Spring 1 2.3 Our Land	
			SYNTHESIS: linking a range			2.7 Storytime	
			of musical devices together		1.9 Storytime (Exploring	Spring 2 3.3 Sounds	
			to create effective		sounds)	LKS2 (has Mu2/1.5)	
			compositions		Year B	Aut 1 3.1 Environment	
			EVALUATION: the ability to		EYFS/ Yr1 Spring 1 1.4	3.2 Buildings	
			evaluate their own and		Weather	Aut 2 3.3 Sounds	
			other performances		Aut 2 1.7 Our School	Spring 2 4.6 Around the	
					Aut 1 1.1 Ourselves	World	

1.9 Storytime	<b>x</b>	1.9 Storytime (Exploring	1.9 Storytime (Exploring		Sum 1 4.3 Sounds
(Exploring so		sounds)	sounds)	Year A	4.5 Building
How can mus	, , , , , , ,	Children learn how music	Key Questions	EYFS/ Y1	Sum 2 4.12 Food and
used to tell a		can be used to tell a story.	How can you describe this	Sum 1 1.9 Storytime	Drink
story?	Children add instruments to match	Children identify and start	music? Is it fast? Slow, loud or	Spring 1 1.7 Our School	Y4/5
Mu1/ 1.3 List		to use musical terms to	quiet?	Aut 2 1.1 Ourselves	Aut 1 4.2 Environment
with	Children create music to match an	describe contrasts of fast	How can music tell a story?	Aut 1 1.4 Weather	Aut 2 4.6 Around the
concentratio		and slow, loud and quiet.	Can you add sound effects to	Aut 1 1.4 Weather	World
understandir	-	Children use this knowledge	the music?		Spring 1 4.5 Buildings
a range of hig		to perform a musical.	Can you play fast, slow, loud		Spring 2 5.3 Life Cycles
quality live a		to perform a musical.	and quiet?		Summer 2 5.4 Keeping
recorded mu		INVESTIGATION:	Can you match music to the		Healthy
Mu1/ 1.4		Investigating how the voice	event in the story?		Sum 2 5.5 At the Movies
Experiment v	vith	and body can be used to	Can you perform with others?		Y6
create, select		make sounds			Aut 1 6.4 Roots
combine sou		Investigating own feelings	Key vocabulary		Spring 1 6.2 Journeys
		and emotions related to a	Tempo- fast, slow		Spring 2 6.3 Growth
		range of musical	Dynamics- loud, quiet		-p
		experiences	Timbre		
		EXPRESSION: the ability to			1.9 Storytime (Exploring
		recognise how composers			sounds)
		express themselves through			Year B
		their music			KS1
		INTERPRETATION: the			Aut 1 1.1 Ourselves
		ability to interpret the			Aut 2 1.7 Our School
		reasons for the changes in			Spring 1 1.4 Weather, 1.9
		musical features in a piece,			Storytime
		such as dynamics, timbre,			Spring 2 2.3 Our land
		and tempo			Y2/3
		EMPATHY: the ability to			Aut 1 2.1 Ourselves
		consider the thoughts,			Aut 2 2.3 Our Land
		feelings, experiences,			Spring 1 2.9 Weather
		attitudes, opinions and			2.7 Storytime
		values of others.			Summer 1 3.3 Sounds
		Developing the power of			Year B (has Mu2/1.5)
		imagination to identify ways			LKS2 Aut 1 3.1
		to express feelings through			Environment
		music such as love,			3.2 Building
		excitement and sorry			Aut 2 3.4 Poetry
		APPLICATION: identifying			Spring 2 4.3 Sounds
		how music is used for a			4.5 Building
		variety of reasons, for			Y4/5
		religion, relaxation,			Aut 1 4.2 Environment
		communication etc			4.4 Recycling
		Identifying key musical			Spring 1 4.6 Around the
		terminology and using it in			World
		description of music			4.12 Food and Drink
		SYNTHESIS: linking a range			Spring 2 5.3 Life Cycles
		of musical devices together			Sum 1 5.4 Keeping
		to create effective			Healthy
		compositions			Y6
		Taking inspiration from			Aut 2 6.2 Journeys
		existing musical			Spring 1 6.3 Growth
		performances to compose			Spring 2 6.4 Roots
		1			

			1	1		1	
			and perform music			Year A	
			effectively			EYFS/Y1 Summer 1 1.9	
			Evaluation: the ability to			Storytime	
			evaluate their own and			KS1 Aut 1 1.4 Weather	
			other performances			Spring 1 1.7 Our School	
			other performances			1.9 Storytime	
						Spring 2 2.1 Ourselves	
						2.3 Our land	
						Y2/3	
						Aut 1 2.9 Weather	
						Spring 1 2.3 Our Land	
						2.7 Storytime	
						Spring 2 3.3 Sounds	
						LKS2 (has Mu2/1.5)	
						Aut 1 3.1 Environment	
						3.2 Buildings	
						Aut 2 3.3 Sounds	
						Spring 2 4.6 Around the	
						World	
						Sum 1 4.3 Sounds	
						4.5 Building	
						Sum 2 4.12 Food and	
						Drink	
						Y4/5	
						Aut 1 4.2 Environment	
						Aut 2 4.6 Around the	
						World	
						Spring 1 4.5 Buildings	
						Spring 2 5.3 Life Cycles	
						Summer 2 5.4 Keeping	
						Healthy	
						Sum 2 5.5 At the Movies	
						Y6	
						Aut 1 6.4 Roots	
						Spring 1 6.2 Journeys	
						Spring 2 6.3 Growth	
Westminst	2.3 Our Land	2.3 Our Land (Exploring sounds)	2.3 Our Land (Exploring	2.3 Our Land (Exploring	2.3 Our Land (Exploring	2.3 Our Land (Exploring	INVESTIGATION
er	(Exploring sounds)	Children explore timbre and texture	sounds)	sounds)	sounds)	sounds)	EXPRESSION
St James	Mu1/1.3 Listen	to understand how sounds can be	Children will explore myths	Key Questions	Year B	Year B	INTERPRETATION
	with	descriptive.	of Scotland and Northern	What sounds can you hear?	EYFS/Y1 Aut 2 1.7 Our	Y2/3	APPLICATION
	concentration and	Children will match sounds to	Ireland using vocal and body	What is the music describing?	School	Spring 1 2.9 Weather	
	understanding to	images.	percussion sounds.	What sounds on instruments	Aut 1 1.1 Ourselves	2.7 Storytime	
	a range of high-	Children will create and perform	Children will identify water-	can you use to accompany the	Spring 1 1.9 Storytime	Summer 1 3.3 Sounds	
	quality live and	descriptive instrumental music	inspired instrumental	monster and giant myths?	KS1	Year B (has Mu2/1.5)	
	recorded music.	•	sounds in music.	What vocal and body	Aut 1 1.1 Ourselves	LKS2 Aut 1 3.1	
		inspired by British myths and					
	MU1/1.4	legends.	Children will explore	percussion sounds can be used	Aut 2 1.7 Our School	Environment	
	Experiment with,	Children listen to and identify	instrumental sounds to	with the myths?	Spring 1 1.4 Weather, 1.9	3.2 Building	
	create, select and	contrasting sections of descriptive	accompany monster and	What can you hear in the ice	Storytime	Aut 2 3.4 Poetry	
	combine sounds	music.	giant myths.	inspired music?		Spring 2 4.3 Sounds	
	using interrelated	Children will match descriptive	Children will explore myths	What instrumental sounds can		4.5 Building	
	dimensions of	sounds to images.	of Wales and England using	accompany the knights and	Year A	Y4/5	
	music.	Children will identify ways of	vocal and body percussion	heroes' myths?	EYFS/ Y1	Aut 1 4.2 Environment	
		producing sounds.	sounds.	Why do we rehearse?	Sum 1 1.9 Storytime	4.4 Recycling	
				,	Spring 1 1.7 Our School		
			1	1	Spring 1 1.7 Our School	1	1

	Children will listen to and evaluate	Children will identify ice-	Can you evaluate the	Aut 2 1.1 Ourselves	Spring 1 4.6 Around the
	composition.	inspired instrumental	performance?	Aut 1 1.4 Weather	World
	Children will rehearse and refine to	sounds in music.		KS1	4.12 Food and Drink
	develop a performance.	Children will explore	Key vocabulary	Aut 1 1.4 Weather	Spring 2 5.3 Life Cycles
		instrumental sounds to	Тетро	Spring 1 1.7 Our School	Sum 1 5.4 Keeping
		accompany the knights and	Dynamics	1.9 Storytime	Healthy
		heroes' myths.	Beat	Spring 2 2.1 Ourselves	Y6
		Children will rehearse the	Rhythm	2.3 Our land	Aut 2 6.2 Journeys
		vocal sounds and chants for	Drone		Spring 1 6.3 Growth
		Map of myths.	Melody		Spring 2 6.4 Roots
2.7 Storytir	ne	Children will rehearse the	Duration		5pring 2 0.4 Nool3
(exploring	sounds)	instrumental sounds for	Texture		Vora A
Mu1/ 1.1 U					Year A
their voices	2.7 Storytime (exploring sounds)	Map of Myths.	Timbre		Y2/3
	children continue to develop them	Children will rehearse,			Aut 1 2.9 Weather
expressivel		record and make a Map of			Spring 1 2.3 Our Land
creatively b	by sounds to create a musical effect.	myths slide show.			2.7 Storytime
singing son	gs and Children understand how music,				Spring 2 3.3 Sounds
speaking ch	hants dance and drama can combine in	INVESTIGATION:			LKS2 (has Mu2/1.5)
and rhyme		Investigating how the voice			Aut 1 3.1 Environment
Mu1/ 1.4	Children will explore their voices to	and body can be used to			3.2 Buildings
Experiment	and the second sec	make sounds			Aut 2 3.3 Sounds
		Investigating own feelings			Spring 2 4.6 Around the
create, sele		and emotions related to a	2.7 Storytime (exploring		World
combine so	voice.	range of musical	sounds)		Sum 1 4.3 Sounds
using the		experiences	Key Questions	2.7 Storytime (exploring	4.5 Building
interrelate	u .	INTERPRETATION: the	• •		Sum 2 4.12 Food and
dimensions	s of	ability to interpret the	How can you combine sounds	sounds)	Drink
music.		· ·	to create a musical effect?	Year B	
		reasons for the changes in	How can music, dance and	Y2/3	Y4/5
		musical features in a piece,	drama combine to tell a story?	Spring 1 2.9 Weather	Aut 1 4.2 Environment
		such as dynamics, timbre,	How can your voice be used to	Aut 2 2.3 Our Land	Aut 2 4.6 Around the
		and tempo	create descriptive musical	Aut 1 2.1 Ourselves	World
		REFLECTION: the ability to	effects?	KS1	Spring 1 4.5 Buildings
		consider their own	Can you match the descriptive	Spring 2 2.3 Our land	Spring 2 5.3 Life Cycles
		performances and evaluate	sounds made with the voice?	Spring 1 1.4 Weather	Summer 2 5.4 Keeping
		the effectiveness and levels	Can you perform to an	1.9 Storytime	Healthy
		of success	audience?	Aut 2 1.7 Our School	Sum 2 5.5 At the Movies
		EMPATHY: developing the		Aut 1 1.1 Our Bodies	Y6
		power of imagination to	Key Vocabulary	EYFS/Y1	Aut 1 6.4 Roots
		identify ways to express	Timbre	Spring 1	Spring 1 6.2 Journeys
		feelings through music such	Texture	1.9 Storytime	Spring 2 6.3 Growth
		as love, excitement and	Dynamics	1.4 Weather	
		sorry	Tempo	Aut 2 1.7 Our school	
		APPLICATION: identifying	Duration	Aut 1 1.1 Ourselves	
		key musical terminology and		Aut 1 1.1 Ourseives	
			Pitch	No. and	2.7 Storytime (exploring
		using it in description of	Structure	Year A	
			Melody	KS1 Y2/3	sounds)
		DISCERNMENT: recognising	Rhythm	Spring 2 3.3 Sounds	Sum 1 3.3 Sounds
		that people perceive music	Beat	Spring 1 2.3 Our Land	Music Express Exploring
		in a range of different ways	Score	2.7 Storytime	sounds (has Mu2/1.5)
		SYNTHESIS: taking		Aut 1 2.9 Weather	Year B
		inspiration from existing		KS1 Y1/2	LKS2 Aut 1 3.1
		musical performances to		Spring 2 2.1 Ourselves	Environment
		compose and perform music		2.3 Our Land	3.2 Building
		effectively		Spring 1 1.9 Storytime	Aut 2 3.4 Poetry
				1.7 Our School	Spring 2 4.3 Sounds
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	EVALUATION: the ability to	Aut 1 1.4 Weather	4.5 Building	
	evaluate their own and	EYFS/Y1	Y4/5	
	other performances	Sum 1 1.9 Storytime	Aut 1 4.2 Environment	
	The ability to form opinions	Spring 1 1.7 Our School	4.4 Recycling	
	about music from different	Aut 2 1.1 Ourselves	Spring 1 4.6 Around the	
	genres	Aut 1 1.4 Weather	World	
	Bennes		4.12 Food and Drink	
			Spring 2 5.3 Life Cycles	
			Sum 1 5.4 Keeping	
	2.7 Storytime (exploring		Healthy	
	sounds)		Y6	
			Aut 2 6.2 Journeys	
	Children will be able to		-	
	identify two percussion		Spring 1 6.3 Growth	
	instruments played at the		Spring 2 6.4 Roots	
	same time by their sound.			
	Children will perform music		Very A (has Mu 2 (1 5)	
	depicting the Nutcracker		Year A (has Mu2/1.5)	
	storyboard.		LKS2	
	Children explore using their		Aut 1 3.1 Environment	
	voices to create effects.		3.2 Buildings	
	Children will perform vocal		Aut 2 3.3 Sounds	
	sounds from a spooky		Spring 2 4.6 Around the	
	scene.		World	
	Children will be able to		Sum 1 4.3 Sounds	
	discuss how the orchestra		4.5 Building	
	creates the scary mood.		Sum 2 4.12 Food and	
			Drink	
			Y4/5	
	INVESTIGATION:		Aut 1 4.2 Environment	
	Investigating how the voice		Aut 2 4.6 Around the	
	and body can be used to		World	
	make sounds		Spring 1 4.5 Buildings	
	Exploring a range of tuned		Spring 2 5.3 Life Cycles	
	and untuned instruments to		Summer 2 5.4 Keeping	
	compose music		Healthy	
	EXPRESSION: the ability to		Sum 2 5.5 At the Movies	
	explore music as a medium		Y6	
	for expressing themselves		Aut 1 6.4 Roots	
	The ability to recognise how		Spring 1 6.2 Journeys	
	composers express		Spring 2 6.3 Growth	
	themselves through their			
	music			
	INTERPRETATION: the			
	ability to interpret the			
	reasons for the changes in			
	musical features in a piece,			
	such as dynamics, timbre,			
	and tempo			
	<b>REFLECTION: the ability to</b>			
	reflect on feelings a piece of			
	music gives, the features			
	within it and their own			
	opinions of a variety of			
	music			
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			The ability to consider their				
			own performances and				
			evaluate the effectiveness				
			and levels of success				
			EMPATHY: developing the				
			power of imagination to				
			identify ways to express				
			feelings through music such				
			as love, excitement and				
			sorry				
			APPLICATION: identifying				
			how music is used for a				
			variety of reasons, for				
			religion, relaxation,				
			communication etc				
			Identifying key musical				
			terminology and using it in				
			description of music				
			ANALYSIS: identifying				
			instruments used within a				
			composition				
			SYNTHESIS: taking				
			inspiration from existing				
			musical performances to				
			compose and perform music				
			effectively EVALUATION: the ability to				
			evaluate their own and				
			other performances				
Computing	Pupils should be	Children can identify simple	Yr. 1/2	How does music make us feel?	All OF THE MUSIC	Year A term 2 Yr. 3	INVESTIGATION
computing	taught to:	differences in pieces of music	use software to record	What patterns can we see in	CURRICULUM	Computing-animation	EXPRESSION
(Teach	Use technology	Children can listen with	sounds; change sounds	music?	connecton	Year A term 3 Yr. 3	INTERPRETATION
computing	purposefully to	concentration to a range of music	recorded; save, retrieve and	What are notes?	Year A term 2 EYFS	Computing-publishing	APPLICATION
)	create, organise,	(links to the Music curriculum)	organise work.	How do I represent an animal	Computing-painting	Year A term 2 Yr. 4	DISCERNMENT
	store, manipulate	Children know how music makes me	use key vocabulary to	in music?	Year A term 3 EYFS	Computing -audio editing	ANALYSIS
2.3	and retrieve	feel, e.g., happy or sad Children	demonstrate knowledge	Key Vocabulary	Computing-writing	Year A term 2 Yr. 4/5	SYNTHESIS
Creating	digital content	know how to create a rhythm	and understanding in this	commands, add sound, notes,	Year A term 2 KS1	computing vector drawing	EVALUATION
Media-	U U	pattern	strand:	rhythm, pitch, duration audio,	Computing-photography	Year A term 3 Yr. 4	
music		Children can play an instrument		sound, video, movie, embed,	Year B term 2 EYFS	Computing photo editing	
		following a rhythm pattern Children		link, file format,	Computing-painting	Year A term 3 Yr. 4/5	
		know that music is created and	Yr. 3		Year B term 3 EYFS	Video-editing	
		played by humans Children can	use software to record,		Computing-writing	Year A term 2 Yr. 5/6	
		connect images with sounds.	create and edit sounds and		Year B term 2 KS1	Computing -3d modelling	
		Children can use a computer to	capture still images; change		Computing-painting	Year A term 3 yr. 5/6	
		experiment with pitch and duration.	recorded sounds, volume,			Computing -web pages	
		Children know how to relate an idea	duration and pauses; use			Year B term 2 Yr. 3	
		to a piece of music. Children know	software to capture video			Computing-animation	
		that music is a sequence of notes	for a purpose; use key			Year B term 2 Yr. 4/5	
		Children know how to use a	vocabulary to demonstrate			Computing -audio editing	
		computer to create a musical pattern	knowledge and			Year B term 3 Yr. 4/5	
		using three notes Children can refine	understanding in this			Computing photo editing	
		a musical pattern on a computer	strand:			Year B term 2 Yr. 5/6	
		Children can describe an animal	INVESTIGATION			Computing -vector	
		using sounds and explain their	asking relevant questions;			drawing	
		choices. Children know how to save					

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		their work Children know how to	using different approaches			Year B term 3 yr. 5/6	
		reopen their work. Children can	to problem solving, how			Computing -video editing	
		explain how to make their work	something can be created or				
		better. Children can listen to music	works and debugging.				
		and describe how it makes me feel	EXPRESSION				
			the ability to explain				
			processes, concepts and				
			practice, rituals and				
			practices;				
			the ability to identify and				
			articulate computational				
			thinking.				
			INTERPRETATION				
			the ability to understand				
			-				
			computing theories;				
			the ability to suggest				
			meanings.				
			REFLECTION				
			the ability to reflect on why				
			their process may not have				
			worked and use resilience to				
			problem solve.				
			APPLICATION				
			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.				
			ANALYSIS				
			distinguishing between the				
			feature's methods of				
			different investigations.				
			SYNTHESIS				
			linking digital literacy,				
			computer science and				
			information technology				
			together to deepen				
			understanding of a variety				
			of processes.				
			EVALUATION				
			understand what can be				
			done differently and what				
			impact this may have on the				
			outcome.				
Regents	Pupils should be	Children know how to open a word	add text strings, text boxes	How can I use a computer to	Year A term 2 EYFS	Year A term 2 KS1	INVESTIGATION
1.3	taught to:	processor. Children can recognise	and show and hide objects	write?	Computing-painting	Computing-photography	EXPRESSION
Exploring	Use technology	keys on a keyboard	and images, manipulating	Can I add and remove text on	Year B term 2 EYFS	Year A term 3 Ks1	INTERPRETATION
the	purposefully to	Children can identify and find keys	the features.	a computer?	Computing-painting	Computing-music	REFLECTION
keyboard	create, organise,	on a keyboard Children know how to	the reduces.	a computer i	comparing painting	computing music	EVALUATION
Reybourd	cicale, organise,	on a Reyboard Children Kilow HOW to				1	LVALOATION

store, manipulate	enter text into a computer. Children	use various tools, such as	How do I change what my text		Year A term 2 Yr. 3	
and retrieve	know how to use letter, number, and	brushes, pens, eraser,	looks like?		Computing-animation	
digital content	space keys. Children know how to	stamps and shapes, and set	How can I make it better?		Year A term 3 Yr. 3	
Use technology	use backspace to remove text.	the size, colour and shape.			Computing-publishing	
safely and	Children know how to type capital	use applications and devices	Key Vocabulary		Year A term 2 Yr. 4	
respectfully,	letters. Children can explain what	in order to communicate	paint, colour, brush, tools,		Computing -audio editing	
keeping personal	the keys that they have learnt about	ideas, work, messages and	settings, undo, redo, text,		Year A term 2 Yr. 4/5	
information	already do. Children know the	demonstrate control.	image, size, poster, launch,		computing vector drawing	
private	toolbar and can use bold, italic, and	save, retrieve and organise	application, software,		Year A term 3 Yr. 4	
	underline. Children can select a word	work.	window, minimise, restore,		Computing photo editing	
	by double-clicking and all of the text	use key vocabulary to	size, move, screen, close, click,		Year A term 3 Yr. 4/5	
	by clicking and dragging. Children	demonstrate knowledge	drag, log on, log off,		Video-editing	
	know how to change the font	and understanding in this	keyboards, keys, mouse, click,		Year A term 2 Yr. 5/6	
	Children know what tool they used	strand:	button, double click, drag,		Computing -3d modelling	
	to change the text. Children know if		present		Year A term 3 yr. 5/6 Year	
	changes have improved the writing	INVESTIGATION	P		B term 2 KS1 Computing-	
	and can use 'undo' to remove	asking relevant questions;			painting	
	changes. Children can write a	using different approaches			Computing -web pages	
	message on a computer and on	to problem solving, how			Year B term 2 Yr. 3	
	paper and then compare using a	something can be created or			Computing-animation	
	computer with using a pencil and	works and debugging.			Year B term 2 Yr. 4/5	
	paper. Children know which method	EXPRESSION			Computing -audio editing	
	they like best	the ability to explain			Year B term 3 Yr. 4/5	
		processes, concepts and			Computing photo editing	
		practice, rituals and			Year B term 2 Yr. 5/6	
		practices;			Computing -vector	
		INTERPRETATION			drawing	
		the ability to suggest			Year B term 3 yr. 5/6	
		meanings.			Computing -video editing	
		REFLECTION			computing that cutting	
		the ability to reflect on why				
		their process may not have				
		worked and use resilience to				
		problem solve.				
		EVALUATION				
		the ability to evaluate how a				
		computing system works.				
		comparing system works				
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Gym	Yr. ½ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities Yr. 3 Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Children know how to copy balances on a range of body parts; Children can say what is good about a partner's performance; Children know how to match the actions of their partner and copy a paired balance correctly; Children can perform a paired balance on a piece of apparatus; Children can demonstrate at least one type of roll correctly; • Children can show some control when they are rolling; Children can perform at least one type of jump correctly, showing a clear body shape in the air; Children know how to jump off apparatus with support and land safely; Children know how to copy, remember and perform three different movements to make a sequence; Children can work with a partner to copy, remember and perform three different movements to make a matching sequence; • show some control	Yr. 1/2 Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care Yr. 3 Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements	What is a balance? How do I link movements? How do I perform a roll? What is a sequence? Key Vocabulary. log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle standing balances Kneeling balances large body part balances, Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support Key vocabulary Crouched forward roll, Forward roll from standing, tucked backward roll, straight jump Tuck jump Jumping jack Star jump Straidle jump Pike jump Straight jump half-turn Cat leap hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off Handstand Lunge into handstand Cartwheel Tiptoe, step, jump and hop Hopscotch	Year A term 3 EYFS Gym Year B term 3 EYFS Gym	Year A term 3 Yr. 3 Gym Year A term 3 Yr. 4/5 Gym Year A term 3 yr. 5/6 Gym Year B term 3 Yr. 3 Gym Year B term 3 Yr. 4/5 Gym Year B term 3 yr. 5/6 Gym	INVESTIGATION EXPRSSION INTERPRETATION ANALYSIS

			INVESTIGATION- -asking relevant questions - using different approaches to determine skills and tactics EXPRESSION- -the ability to express themselves through movement -the ability to explain what they do and how they do it INTERPRETATION - understanding the effects of what they do and how this could be changed to improve or maintain a standard APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills, they have learnt in different situations				
PSHE/ RSE	Respect To acknowledge the existence of diversity within our community. To explore why respect is necessary within our community.	Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Know the practical steps they can take in a range of different contexts to improve or support respectful relationships • Know the conventions of courtesy and manners* Know the importance of self-respect and how this links to their own happiness know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority Know what a stereotype is, and how stereotypes can be unfair, negative or destructive Know the importance of permission- seeking and giving in relationships with friends, peers and adults	Can listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view. Are able to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice- based language, 'trolling', how to respond and ask for help). Are able to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. Are able to consider the lives of people living in other places, and people	Enquiry Questions What does respect mean to me? What would be considered 'disrespectful'? Would some things be acceptable at home but not when out with their friends? Do we treat everyone the same? Key Vocabulary Gender Culture Age Ability Race Stereotype	Year B Term 3 EYFS PSHE/RSE: Respect Year B Term 1 EYFS RE: Myself Year B Term 1 EYFS: All About Me Year B Term 1 EYFS English: Mini autobiography Year A Term 2 EYFS RE: My Friends Year B Term 4 EYFS RE: Special Time for Me and Others Year A Term 3 EYFS PSHE/RSE: Respect	Year B Term 2 Y3&4 RE: Islam – God Year B Term 6 Y3&4 RE: What is a good life? Year B Term 2 Y3&4 English: Autobiography Year B Term 1 Y4/5 RE: Pilgrimage Year B Term 2 Y4/5 RE: How do Muslims' Hindus worship? Year B Term 1 Y5/6 RE: Is God loving and holy? Year A Term 6 Y3&4 RE: Who am I? What is a good life? Year A Term 3 Y3&4 PSHE/RSE: Respect Year A Term 3 Y4/5 PSHE/RSE: Respect Year A Term 3 Y5/6 PSHE/RSE: Respect Ear A Term 1 Y5/6 RE: Christianity - God	

	with different values and		
	customs		
	Understand that people and		
	other living things have		
	rights and that everyone has		
	responsibilities to protect		
	those rights (including		
	protecting others' bodies		
	and feelings; being able to		
	take turns, share and		
	understand the need to		
	return things that have been		
	borrowed)		
	Understands what improves		
	and harms their local,		
	natural and built		
	environments and develop		
	strategies and skills needed		
	to care for those (including		
	conserving energy)		
	Are able to identify and		
	respect the differences and		
	similarities between people.		
	Understand how they can		
	contribute to the life of the		
	classroom and school		
	Are able to help construct,		
	and agree to follow, group,		
	class and school rules and to		
	understand how these rules		
	help them.		
	Understand that they		
	belong to different groups and communities such as		
	family and school 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.		

## Crowland/Westminster/Regent/ST James Summer 2 Oh, I do like to be beside the seaside! Small Villag<sub>e</sub>, Big Horizons

	K. K later	Kanada da Patibilia - Diada	K CI :!!.		Defense to Dife		
	Key Knowledge	Knowledge Building Blocks	Key Skills	Enquiry Questions and Key	Reference to Prior	Reference to Future	
				Vocabulary	Knowledge and Skills	Knowledge and Skills (see	
					(see termly plans)	termly plans)	
Topic		Crowland Children should:	ENQUIRY SKILL	Year 1	Year B term 1 EYFS-	Year B term 1 KS1 History -	INVESTIGATION
Ig I do like		Know that many people go to the	Yr. 1/2Ask and begin to	Q1 where do we go on holiday?	History Marvellous Me	Marvellous Me	EXPRESSION
to be	Yr. ½ Pupils	seaside for their holidays.	answer questions about	Q2 Why did we go to the seaside?	Year A Term	Year B Term 2 Guy Fawkes	INTERPRETATION
beside the	should be taught	Know that this usually happens in	events	Q3 How have seaside Holidays	2 KS1 History London's	Year B term 2 yr. 4/5 History	APPLICATION
seaside	about: changes	the summer.	e.g., When? What	changed?	Burning	Vikings	
(HISTORY)	within living	Know some of the reasons why	happened? What was it	Year 2	Year A term 4 KS1	Year B term 3 EYFS History	
	memory. Where	this happens.	like? Why? Who was	Q1 In which part of the year do key	History seaside	Space	
	appropriate, these	Know some of the things we	involved?	Holidays take place?	Year A term 4 Yr3	Year B term 3 KS1 History	
	should be used to	might do at the seaside today.	Yr. 3 Ask and answer	Q2 What features do we associate	History Stone Age	Space	
	reveal aspects of	Know that holidays at the seaside	questions about the past,	with seaside Holidays now?	Year A term 4 Yr4/5	Year B term 3 Yr. 3 History	
	change in national	in the past were different.	considering aspects of	Q3 What might people do at the	History Anglo Saxons	Transport	
	life, events	Know when the Victorian period	change, cause, similarity	seaside today?	Year A term 4 Yr. 5/6	Year B term 3 Yr. 4/5 History	
	beyond living	was.	and difference and	Q4 What were seaside Holidays like	History Pilgrim fathers	Egyptians	
	memory that are	Know what seaside holidays were	significance	in the past?	Year A term 5 KS!	Year B term 3 Yr. 5/6 History	
	significant	like at that time.	INVESTIGATION asking	Q5 When did seaside Holidays start	History-Heroes	Parliament	
	nationally or	Know how they have changed	relevant questions.	to become popular?	Year A Term 5 yr3	Year B term 4EYFS History-	
	globally, •the lives	over time.	<ul> <li>Using a variety of sources</li> </ul>	Q6 What were some of the features	History Commonwealth	Pirates	
	of significant	Westminster Children should.	to find out about events,	of seaside Holidays 100 years ago?	Year A term 5 yr4/5	Year B Term 4 KS1 History-	
	individuals in the	Know what Wakes Week was	people and changes	Q7 How did seaside Holiday's change	History barricades	Explorers	
	past who have	Know why it was important for	EXPRESSION	overtime?	Year A Term 5 Yr. 5/6	Year B Term 5 Yr. 3 History -	
	contributed to	families.	<ul> <li>The ability to recall, select</li> </ul>	Year 3	Crime	Romans	
	national and	Know what features they would	and organise information	Q1 What do you mean by wakes		Year B term 5 Yr. 5/6	
	international	expect to see at the seaside today.	<ul> <li>The ability to use key</li> </ul>	week?		Ancient Greeks	
	achievements.	Know what photographs and early	historical dates and	Q2 What features would be		Year B term 6 Yr. 4/5	
	Some should be	films show us about seaside	vocabulary to describe and	expected to see at the seaside		History-Maya	
	used to compare	holidays in Victorian times.	explain different periods in	today?			
	aspects of life in	Know some of the similarities and	history	Q3 What can we tell about the past			
	different periods	differences between holidays then	INTERPRETATION	from photographs?			
		and now.	<ul> <li>The ability to draw</li> </ul>	Q4 What were seaside Holidays like			
		Know some other forms of	meaning from artefacts,	in the past?			
	Yr. 3 a study of an	evidence we can use to support	works of art, relics and	Q5 what is the same and what is			
	aspect or theme in	our understanding	buildings;	different about seaside Holidays now			
	British history that	(MAGIC GRANDAD)	<ul> <li>The ability to suggest</li> </ul>	and then?			
	extends pupils'		meanings and draw	Q6 what evidence can we use?			
	chronological		conclusions from what they	Key Vocabulary			
	knowledge		see	Seaside			
	beyond 1066		APPLICATION	Resort			
			Making the association	Tourist			
			between aspects of life in	Facilities			
			different societies,	Victorian			
			Considering the impact of	Changes			
			past events on the present	Wake's week			
			<ul> <li>Learning both about and</li> </ul>	photographs			
			also from history.				

<ul> <li>Mathematical states of the service of</li></ul>	Calana		V . 4	N . 1/	No A	New Diterral EVEC		
<ul> <li>between an object</li> <li>of materials can vary, Children</li> <li>from which is in mane a work of a state. They as the state of state is even of a state. They as the state of a state. They as the state of state is as the state of a state. They as the state of a state is as the state of a state. They as the state of a state. They as the state of a state is as the state of a state. They as the state of a state is as the state of a state. They as the state of a state is as the state of a state. They as the state of a state is as the state of a state. They as the state of a state is as the</li></ul>	Science		Yr. 1	Yr. ½	Year 1	Year B Term3 EYFS	Year A term 3 KS1 Science,	INVESTIGATION
<ul> <li>and the material from white is and set of the same fraction is full from some material sin. They are say exact the same materials in the dependent of the same state sint. They are say exact the same materials in the same state sint. They are same states states states are same states sint. They are same states states are same states sint. They are same states states are same states sint. They are same states states are same states sint. They are same states states are same states are same states states are</li></ul>		•		•		Science-materials		
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		magnets will						
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		each other,	Children know how magnets					

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	depending on which poles are facing.	behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; Children know how these properties make magnets useful in everyday items and can suggest creative uses for different magnets.					
RE	Crowland and Regent Spring 2 Community - Islam What do Muslims do to express their beliefs? Which celebrations are important to Muslims? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world? Golden Threads	Know about Muslim worship (ibadah) – prayer five times a day: all Muslims in the region praying at the same time = harmony; movements and words of prayer the same for everyone = harmony; always includes saying the statement of belief (Shahadah): "There is no God, but God and Muhammad are his prophet"; all Muslims pray facing Makkah; preparation for prayer: washing (wudu) Know the key objects associated with prayer: prayer mat (cleanliness is important, Muslims don't prayer directly on the ground), prayer beads (subha), compass (to indicate the direction of Makkah) Know about how Muslims study the Qur'an: the madrassah (school) – studying the Qur'an to find out how to follow the straight path (shariah); learning to recite the Qur'an know about a Muslim festival: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet Ibrahim's test of faith) – key practices, symbols, etc., and how they relate to Muslim beliefs about God, the universe and human beings	Are \able to explain key Muslim beliefs: oneness of God; Harmony, Human beings and the straight path and understand the guidance on the natural world and what the prophet and the Qur'an say Understand why prayer is important Understand that Muslims are asked to keep on the straight path by praying five times a day and what this involves Understand the links between what Muslims do when they pray and the beliefs that underpin this (e.g., harmony – all praying at the same time of day, saying the same words, carrying out the same actions, facing the same direction, etc.) Through immersive experiences, can understand the straight path (call to prayer/rituals involved) Understand that Eid ul-Adha is a festival that celebrates the sacrifice that the Prophet Ibrahim (Abraham) was willing to make for God. God asked him to sacrifice his son, Ismail, and the Prophet (pbuh – peace be upon him) was willing to do so.	Does everyone worship the same? 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? what is prayer and why is it important? What makes a place special? Key Vocabulary Oneness of God (Tawhid) Harmony Qur'an Prophets Straight path Prayer mat Compass Subha beads Eid-ul-Adha	Year B Term 1 Crowland and Regent RE: Creation Year A Term 1 Crowland and Regent RE: Creation	Year A Term 3 Crowland and Regent RE: Islam – Community Year A Term 1 KS1 RE: Islam – Being Human Year A Term 2 KS1 RE: Islam – Life Journey Year A Term 3 KS1 PSHE/RSE: Respect Year A Term 2 Y3&4 RE: Islam – God Year A Term 2 Y4/5 RE: How do Muslim's worship? Year A Term 3 Y4/5 PSHE/RSE: Respect Year A Term 6 Y5/6 RE: Islam – Rights of passage Year A Term 2 Y3&4 RE: Islam – God Year B Term 2 /3 Y4/5 RE: How do  Muslim's worship? Year B Term 6 Y5/6 RE: Islam – Life journey	INVESTIGATION EXPRESSION INTERPRETATION

knowing how to use different types of sources as a way of gathering information EXPRESSION the ability to explain concepts, rituals and practices. the ability to identify and	
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concepts, rituals and practices.	
the ability to identify and	
articulate matters of deep	i
conviction and concern, and	
to respond to religious	
issues through a variety of	
media.	
INTERPRETATION	
the ability to draw meaning	
from artefacts, works of art,	
poetry and symbolism.	
the ability to suggest	
meanings	
They can share key Jewish	
beliefs – one God, the	
chosen people of Israel, the	
covenants (special Very A EVES Term 2 BSE / Very B V2 Term 2 BSE / DSUE	
<u>St James and</u>	
Westminster         Judaism         promises/contracts         - Friendship and         Friendship and Community	
Thankfulness- Judaism: know key beliefs: in one between God and his Enquiry Questions Community	
Judaism God, who has created the world; in chosen people). Why do the Jewish people make Year B Y3 Term 2 RSE/PSHE - INVESTIGA	
the people of Israel (Jewish They can make connections covenants? Year A EYFS Term 4 RE – Respect EXPRESSIO	
Making links with people) as the chosen people of between beliefs about God, Why do Jews celebrate Sukkot? Special Times for Me Year B Y4/5 Term 5/6 RE – EMPATHY	
'life journeys' for God; the covenants (a series of beliefs about being God's How do Jewish people say thank you and Others In depth study of Judaism APPLICAT	
Jews contracts between God and his chosen people, saying thank for the birth of a new baby? Year A EYFS Term 5 RE – Year B Y5/6 Term 2 English – SYNTHESI	ilS
Know and chosen people that ties them you for this special My Life Explanation Text	
understand key together in relationship), Sukkot - relationship and the gifts Key Vocabulary Year A EYFS Term 4 Year B Y5/6 Term 5 English -	
festivals based on know the festival of the booths; it given by God in the natural Judaism English – Recounts non chronological report	
thankfulness such remembers the time when God's world, and celebrating Covenant Year A EYFS Term 5 Year B Y5/6 Term 5 RE – Life	
as Sukkot chosen people, the people of Sukkot as a community Sukkot English – Information Journey	
Know how Jews Israel, wandered in the desert The children are able to Community Texts Year A Term 5/6 RE – Life	
say thank you for after escaping slavery in Egypt create a sukkot and can Year B EYFS Term 3 Journey and Rites of	
important life (possibly recap the story of Moses) think about how it helps English – Information Passage	
events and and God protected them by Jewish people say thank you Texts	
welcome them providing food and shelter; sukkot to God and feel they belong Year B EYFS Term 3 RSE	
such as a birth of (booths) are created out of leaves as part of a Jewish - Respect	
a new baby and branches and you should be community	
able to see the sky out of the top - INVESTIGATION	
they should be flimsy, temporary knowing how to use	
Golden Threads structures to reflect the different types of sources as	
experience of the people of Israel a way of gathering	
in the desert; the festival involves information	
four key plants: the Etrog (a citrus EXPRESSION	
fruit), a palm branch, a myrtle the ability to explain	
branch and a willow branch as concepts, rituals and	
symbols of God's protection during practices.	

		their time in the desert; asking questions about protection – making connections with the idea of community and belonging – everyone needs someone else, etc.	the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media. EMPATHY developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow. APPLICATION making the association between religions and individual, community, national and international life. SYNTHESIS connecting different aspects of life.				
Μ	Pupils should be taught: to use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and making links to their own work	Yr. 1/2 Children know who Monet was. Children know that he painted landscapes. Children know he used colour and texture. Children know what a pastel is. Children can use a pastel to create a landscape picture off school grounds. children know who Metzinger was children know who Metzinger was children know what the mosaic is. Children can describe the work of Metzinger. Children can create a mosaic collage landscape. Yr. 3 Children know who Monet was. Children know that he painted landscapes. Children know that he painted cityscapes. Children can compare and contrast the landscapes and cityscapes. Children know he used colour and texture. Children know what a pastel is. Children know what a pastel is. Children know what a pastel is. Children know what the painted cityscape picture of school grounds. children know who Metzinger was, children know what cubism is and how this is represented. children know what the mosaic is. Children can describe the work of Metzinger. Children can create a mosaic collage landscape. Children can compare the work of Monet and Met zinger	name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding in this strand: draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips; INVESTIGATION – asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing how pieces are created EXPRESSION – •the ability to explain techniques, colours and use of media; •the ability to identify and articulate opinions on how	Yr. 1 Q1 Who was Monet? Q2, Can I paint a picture of the school grounds? Q3 Who was Met zinger? Q4, Can I say how he drew landscapes Q5, Can I make a mosaic Yr. 2/3 Q1 What type of pictures did Monet paint? Q2, Can I paint a landscape in his style? Q3 How did his landscapes and cityscapes differ? Q4 What is cubism? Q5 How can I create a mosaic collage? Q6 How does the work of Monet and Metzinger compare?	Year A term 1 EYFS-art- transient art Year A term 6 EYFS Geog-around the world Year B term 1 EYFS-art portraits Year B term 2 EYFS -art- observational drawings	Year A term 1 KS1 transient art Year A term 4 KS1 Art- land and seascapes Year A term 1 Yr. 3 geog- maps of the world Year A term 2 Yr. 3 art- Picasso Year A term 2 Yr. 3 history- Commonwealth Year A term 2 yr. 4/5 Art- Constable Year A term 1 yr. 5/6 Art- Paula Hallam Year B term 1 Yr. 5/6 Art- Paula Hallam Year B term 5 EYFS -art- Arcimboldo Year B term 1 KS1 art- portraits Year B term 2 Ks1 art- observational drawings Year B term 4 Ks1 Geog- Explorers Year B term 1 KS1 art- portraits Year B term 1 KS1 art- portraits	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION

			an artist has chosen to express their ideas INTERPRETATION -: •the ability to draw meaning from pieces of art; •the ability to suggest alternative meanings. APPLICATION - •making the association between the purpose, technique, media and meaning behind a piece; •identifying the purpose of the piece.			Year B term 1 Yr. 4/5 art- landscapes Year B term 6 Yr. 4/5 Maya art Year B term 2 yr. 5/6 art- volcano paintings	
(Music express) Crowland Regents	2.1 Ourselves (Exploring sounds) Mu1/1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. MU1/1.4 experiment with, create, select and combine sounds using the inter- related dimensions of music.	<ul> <li>2.1 Ourselves (Exploring sounds)</li> <li>Children will discover ways to use their voices to describe feelings and moods.</li> <li>Children will create and respond to vocal sounds and body percussion.</li> <li>Children will explore expression in a conversation without words.</li> <li>Children will notate pitch shape and duration using simple line graphics.</li> <li>Children will understand how mood can be expressed using the voice.</li> <li>Children will understand the structure of call and response songs.</li> <li>Children will develop an expressive song performance with voices and instruments</li> </ul>	2.1 Ourselves (Exploring sounds) Children will explore vocal sounds used to express feelings. Children will add vocal and instrumental sounds to a poem performance. Children will add vocal sounds and body percussion to a song. Children will draw a conversation to show how voices move higher and lower in pitch and are long and short in length. Children will match sounds to mood. Children will perform a call and response song, expressing mood with voices. INVESTIGATION: Investigating how the voice and body can be used to make sounds EXPRESSION: the ability to explore music as a medium for expressing themselves REFLECTION: the ability to reflect on feelings a piece of music gives, the features	<ul> <li>2.1 Ourselves (Exploring sounds) Key Questions</li> <li>How can you use your voice to express feelings?</li> <li>What instrument sounds can be added to the poem?</li> <li>Can you write or draw your expressive ideas on a chart display?</li> <li>What vocal sounds and body percussion can be added to the song?</li> <li>Listen to the song, how is the expressive use of voice used?</li> <li>Can you listen to and describe a piece of vocal music?</li> <li>Can you create a cat conversation?</li> <li>Can you respond to the music in mime?</li> <li>How can pitch and duration be represented visually using a graphic line score?</li> <li>Can you use a graphic line score?</li> <li>Can you match vocal sounds to each verse in a song?</li> <li>Can you perform a song in three groups (call, response and instruments)?</li> <li>Key vocabulary</li> <li>Pitch Solo</li> </ul>	2.1Ourselves (Exploring sounds) Year B EYFS/Y1 Aut 2 1.7 Our School Aut 1 1.1 Ourselves Spring 1 1.9 Storytime KS1 Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather, 1.9 Storytime Spring 2 2.3 Our land Year A EYFS/Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather KS1 Aut 1 1.4 Weather Spring 1 1.7 Our School 1.9 Storytime Spring 2 2.1 Ourselves 2.3 Our land	2.1 Ourselves (Exploring sounds) Year B Y2/3 Aut 2 2.3 Our Land Spring 1 2.9 Weather 2.7 Storytime Summer 1 3.3 Sounds Year B (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots Year A Y2/3 Aut 1 2.9 Weather Spring 1 2.3 Our Land 2.7 Storytime Spring 2 3.3 Sounds	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION

		within it and their own	Duet		LKS2 (has Mu2/1.5)	
		opinions of a variety of	Duration		Aut 1 3.1 Environment	
		music	Texture		3.2 Buildings	
2.3 Our Land		EMPATHY: the ability to	Score		Aut 2 3.3 Sounds	
(Exploring sounds)		consider the thoughts,	Call and response		Spring 2 4.6 Around the	
Mu1/1.3 Listen		feelings, experiences,	Rhythm		World	
with		attitudes, opinions and			Sum 1 4.3 Sounds	
concentration and	2.3 Our Land (Exploring sounds)	values of others.	2.3 Our Land (Exploring sounds)		4.5 Building	
understanding to	Children explore timbre and	Developing the power of	Key Questions	2.3 Our Land (Exploring	Sum 2 4.12 Food and Drink	
a range of high-	texture to understand how sounds	imagination to identify ways	What sounds can you hear?	sounds)	Y4/5	
quality live and	can be descriptive.	to express feelings through	What is the music describing?	Year B	Aut 1 4.2 Environment	
recorded music.	Children will match sounds to	music such as love,	What sounds on instruments can you	EYFS/Y1 Aut 2 1.7 Our	Aut 2 4.6 Around the World	
MU1/1.4	images.	excitement and sorry	use to accompany the monster and	School	Spring 1 4.5 Buildings	
-	Children will create and perform	APPLICATION: identifying	giant myths?	Aut 1 1.1 Ourselves	Spring 2 5.3 Life Cycles	
Experiment with,	descriptive instrumental music	key musical terminology and	What vocal and body percussion	Spring 1 1.9 Storytime	Summer 2 5.4 Keeping	
create, select and	inspired by British myths and	using it in description of	sounds can be used with the myths?	KS1	Healthy	
combine sounds	legends.	music	What can you hear in the ice inspired	Aut 1 1.1 Ourselves	Sum 2 5.5 At the Movies	
using interrelated	Children listen to and identify	Discernment: recognising	music?	Aut 2 1.7 Our School	Y6	
dimensions of	contrasting sections of descriptive	that people perceive music	What instrumental sounds can	Spring 1 1.4 Weather,	Aut 1 6.4 Roots	
music.	music.	in a range of different ways	accompany the knights and heroes'	1.9 Storytime	Spring 1 6.2 Journeys	
	Children will match descriptive	Synthesis: taking inspiration	myths?	1.5 500 ytime	Spring 2 6.3 Growth	
	sounds to images.	from existing musical	Why do we rehearse?		Spring 2 0.5 Growth	
	Children will identify ways of	performances to compose	Can you evaluate the performance?	Year A		
		and perform music	can you evaluate the performance?	EYFS/ Y1	2.3 Our Land (Exploring	
	producing sounds. Children will listen to and evaluate		Kauwaaahulam			
		effectively	Key vocabulary	Sum 1 1.9 Storytime	sounds)	
	composition.		Tempo	Spring 1 1.7 Our School	Year B	
	Children will rehearse and refine		Dynamics	Aut 2 1.1 Ourselves	Y2/3	
	to develop a performance.		Beat	Aut 1 1.4 Weather	Spring 1 2.9 Weather	
			Rhythm	KS1	2.7 Storytime	
			Drone	Aut 1 1.4 Weather	Summer 1 3.3 Sounds	
			Melody	Spring 1 1.7 Our School	Year B (has Mu2/1.5)	
			Duration	1.9 Storytime	LKS2 Aut 1 3.1 Environment	
			Texture	Spring 2 2.1 Ourselves	3.2 Building	
			Timbre	2.3 Our land	Aut 2 3.4 Poetry	
					Spring 2 4.3 Sounds	
					4.5 Building	
					Y4/5	
					Aut 1 4.2 Environment	
					4.4 Recycling	
					Spring 1 4.6 Around the	
					World	
					4.12 Food and Drink	
					Spring 2 5.3 Life Cycles	
					Sum 1 5.4 Keeping Healthy	
					Y6	
					Aut 2 6.2 Journeys	
					Spring 1 6.3 Growth	
		2.3 Our Land (Exploring			Spring 2 6.4 Roots	
		sounds)				
		Children will explore myths			Year A	
		of Scotland and Northern			Y2/3	
		Ireland using vocal and body			Aut 1 2.9 Weather	
		percussion sounds.			Spring 1 2.3 Our Land	
					2.7 Storytime	
					Spring 2 3.3 Sounds	
		1		1		

	Children will identify water-		LKS2 (has Mu2/1.5)	
	inspired instrumental		Aut 1 3.1 Environment	
	sounds in music.		3.2 Buildings	
	Children will explore		Aut 2 3.3 Sounds	
	instrumental sounds to		Spring 2 4.6 Around the	
	accompany monster and		World	
	giant myths.		Sum 1 4.3 Sounds	
	Children will explore myths		4.5 Building	
	of Wales and England using		Sum 2 4.12 Food and Drink	
	vocal and body percussion		Y4/5	
	sounds.		Aut 1 4.2 Environment	
	Children will identify ice-		Aut 2 4.6 Around the World	
	inspired instrumental		Spring 1 4.5 Buildings	
	sounds in music.		Spring 2 5.3 Life Cycles	
	Children will explore		Summer 2 5.4 Keeping	
	instrumental sounds to		Healthy	
	accompany the knights and		Sum 2 5.5 At the Movies	
	heroes' myths.		Y6	
	Children will rehearse the		Aut 1 6.4 Roots	
	vocal sounds and chants for		Spring 1 6.2 Journeys	
	Map of myths.		Spring 2 6.3 Growth	
	Children will rehearse the			
	instrumental sounds for			
	Map of Myths.			
	Children will rehearse,			
	record and make a Map of			
	myths slide show.			
	,			
	INVESTIGATION:			
	Investigating how the voice			
	and body can be used to			
	make sounds			
	Investigating own feelings			
	and emotions related to a			
	range of musical			
	experiences			
	INTERPRETATION: the			
	ability to interpret the			
	reasons for the changes in			
	musical features in a piece,			
	such as dynamics, timbre,			
	and tempo			
	<b>REFLECTION: the ability to</b>			
	consider their own			
	performances and evaluate			
	the effectiveness and levels			
	of success			
	EMPATHY: developing the			
	power of imagination to			
	identify ways to express			
	feelings through music such			
	as love, excitement and			
	sorry			
	APPLICATION: identifying			
	key musical terminology and			

			using it in description of music DISCERNMENT: recognising that people perceive music in a range of different ways SYNTHESIS: taking inspiration from existing musical performances to compose and perform music effectively EVALUATION: the ability to evaluate their own and other performances The ability to form opinions about music from different genres				
Westminst er/St James	3.3 Sounds (Exploring Sounds) KS1 Mu1/ 1.3 Listen with concentration and understanding to a range of high- quality live and recorded music. MU2/1.5 Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians 3.6 Time (Beat) Y2 Mu1/1.2 Play tuned and untuned instruments musically Mu1/1.4 experi ment with, create, select and combine sounds using the interrelated	<ul> <li>3.3 Sounds (exploring sounds) Children continue to explore instruments and the sounds they make.</li> <li>This unit introduces the children to music from around the world and the different timbres and structures that are used.</li> <li>3.6 Time (Beat)</li> <li>This unit develops the children's understanding of beat, metre and rhythm.</li> <li>The children will also use their knowledge of melodic and rhythmic patterns and use notation in a performance.</li> </ul>	3.3 Sounds (exploring sounds) Children will be able to classify instruments according to the sounds they produce. Children learn about aerophones, idiophones and chordphones. Children will develop an understanding and be able to create call and response. INVESTIGATION- Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music EXPRESSION the ability to explore music as a medium for expressing themselves REFLECTION- the ability to consider their own performances and evaluate the effectiveness and levels of success APPLICATION- identifying how music is used for a variety of reasons, for religion, relaxation, communication etc Identifying key musical terminology and using it in description of music	3.3 Sounds (exploring sounds) Key Questions Q1. How are sounds produced? Q2. How are instruments classified? Q3. What is musical conversation structure? Q4. What are idiophones? Q5. What is call and response? Q6. What are chordphones? Key vocabulary Aerophone Pitch Phrase Idiophone Call and response Off- beat Cordophone Verse Chorus Phrase	Music express Exploring sounds Year B KS1 Y2/3 Spring 1 2.9 Weather 2.7 Storytime Aut 2 2.3 Our Land Aut 1 2.1 Ourselves KS1 Y1/2 Spring 2 2.3 Our Land Spring 1 1.4 Weather 1.9 Storytime Aut 2 1.7 Our School Aut 1 1.1 Ourselves EYFS/Y1 Spring 1 1.4 Weather 1.9 Storytime Aut 2 1.7 Our School Aut 1 1.1 Ourselves Year A KS1 Y2/3 Spring 2 3.3 Sounds Spring 1 2.3 Our Land 2.7 Storytime Aut 1 2.9 Weather KS1 Y1/2 Spring 2 2.1 Ourselves 2.3 Our Land Spring 1 1.9 Storytime 1.7 Our School Aut 1 1.4 Weather EYFS/Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves	Music Express Exploring sounds (has Mu2/1.5) Year B LKS2 Aut 1 3.1 Environment 3.2 Building Aut 2 3.4 Poetry Spring 2 4.3 Sounds 4.5 Building Y4/5 Aut 1 4.2 Environment 4.4 Recycling Spring 1 4.6 Around the World 4.12 Food and Drink Spring 2 5.3 Life Cycles Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots Year A (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Buildings Aut 2 3.3 Sounds Spring 2 4.6 Around the World Sum 1 4.3 Sounds 4.5 Building Sum 2 4.12 Food and Drink Y4/5 Aut 1 4.2 Environment Aut 2 4.6 Around the World Spring 1 4.5 Buildings Spring 1 4.5 Buildings Spring 1 4.5 Buildings Spring 1 4.5 Buildings Spring 2 5.3 Life Cycles	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS

dimensions of	Exploring different ways		Aut 1 1.4 Weather	Summer 2 5.4 Keeping	
music	music is made			Healthy	
	ANALYSIS			Sum 2 5.5 At the Movies	
Y3 Mu2/1.1 Play	distinguishing between the			Y6	
and perform in	features of music			Aut 1 6.4 Roots	
solo and	Identifying instruments used			Spring 1 6.2 Journeys	
ensemble	within a composition			Spring 2 6.3 Growth	
contexts, using	SYNTHESIS-				
their voices and	taking inspiration from				
playing musical	existing musical				
instruments with	performances to compose				
increasing	and perform music				
accuracy, fluency,	effectively				
control and	EVALUATION- the ability to				
expression.	evaluate their own and				
Mu2/1.2	others performances			Music Express Beat	
Improvise and	others performances			Year B	
-		2 ( Time (Beet)			
compose music	2.6 Time (Peat)	3.6 Time (Beat)		LKS2 Aut 1.2.2 Building	
for a range of	3.6 Time (Beat)	Key Questions	Music Fuence - Dest	Aut 1 3.2 Building	
purposes using	Children will identify the	Q1. What is a metre in a piece of	Music Express Beat	Aut 2 3.6 Time	
the interrlated	metre in a piece of music.	music?	Year B	Spring 2 4.5 Building	
dimensions of	They will play independent	Q2. Can you play an independent	Y2/3	Sum 2 4.10 Time	
music	parts in more than one	part in more that one metre	Aut 2 1.8 Pattern	Y4/5	
Mu2/1.3 Listen	metre simultaneously.	simultaneously?	Aut 1 1.10 Our Bodies	Sum 1 5.4 Keeping Healthy	
with attention to	Children will identify and	Q3. What is an ostinato?	KS1 Y1/2	All Y6 Units cover an aspect	
detail and recall	perform an ostinato and	Q4. Can you identify an ostinato?	Sum 1 1.5 Machines	of beat through their focus	
sounds with	improvise an ostinato	Q5. Can you perform rhythmic	Aut 2 1.8 Pattern	on performance.	
increasing aural	accompaniment.	ostinato individually and in	Aut 1 1.10 Our Bodies		
memory.	Children will recognise	combination?	EYFS/Y1		
Mu2/1.4 Use and	rhythm patterns in staff	Q6. What is a layering rhythm?	Sum 1 1.2 Number		
understand staff	notation.	Q7. Can you recognise rhythm	1.5 Machines		
and other musical	INVESTIGATION-	patterns in staff notation?	Spring 2 1.8 Pattern		
notations	Investigating how the voice		Aut 1 1.10 Our Bodies		
Mu2/1.6 Develop	and body can be used to	Key vocabulary			
an understanding	make sounds	Beat			
of the history of	Exploring a range of tuned	Metre			
music.	and untuned instruments to	Ostinato/ ostinato			
	compose music	Carillon			
	EXPRESSION	Dynamics			
	- the ability to explore music	Pitch			
	as a medium for expressing	Rhythm			
	themselves				
	REFLECTION				
	- the ability to consider their				
	own performances and				
	evaluate the effectiveness				
	and levels of success				
	EMPATHY				
	<ul> <li>the ability to consider the</li> </ul>				
	thoughts, feelings, experien				
	ces, attitudes, opinions and				
	values of others;				
	APPLICATION-				
	identifying how music is				
	used for a variety of				
	· · ·				

			reasons, for religion, relaxation, communication etc Identifying key musical terminology and using it in description of music Exploring different ways music is made ANALYSIS- distinguishing between the features of music Identifying instruments used within a composition SYNTHESIS- taking inspiration from existing musical performances to compose and perform music effectively EVALUATION- the ability to evaluate their own and others performances				
Computing (Teach computing ) 2.4 Data and Informatio n- pictogram s	Pupils should be taught to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully	Children know how to record data in a tally chart. Children know how to n represent a tally count as a total. Children know how to compare totals in a tally chart Children know how to enter data onto a computer. Children know how to use a computer to view data in a different format Children know how to use pictograms to answer simple questions about objects Children know how to organise data in a tally chart Children know how to use a tally chart to create a pictogram. Children can explain what the pictogram shows Children know how to tally objects using a common attribute. Children can create a pictogram to arrange objects by an attribute Children can answer 'more than'/'less than' and 'most/least' questions about an attribute Children can choose a suitable attribute to compare people. Children know how to collect the data they need to create a pictogram and draw conclusions from it. Children can use a computer program to present information in different	talk about the different ways data can be organised; sort and organise information to use in other ways; search a ready-made database to answer questions; 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 the ability to explain processes, concepts and practice; ituals and practices; the ability to identify and articulate computational thinking. INTERPRETATION the ability to understand computing theories; the ability to suggest meanings.	Enquiry Questions What is a tally chart? What is a pictogram? To create a pictogram What is an attribute How do we describe using attributes? How do we use a computer to show data? Key Vocabulary Google Docs, insert, table. Tally chart., pictogram, attribute	Year A term 4 EYFS – computing -grouping data Year B term 4 EYFS – computing -grouping data	Year A term 4 yr. 3 Computing -branching databases Year A term 4 Yr. 4 Computing-data logging Year A term 4 yr. 4/5 Computing flat file data bases Year A term 5 yr. /45 Science -classification Year B term 4 Yr. 5/6 Computing-spreadsheets Year B term 4 Yr. 5/6 Science-classification Year B term 4 Yr. 5/6 Science-classification Year B term 4 Yr. 5/6 Computing-flat file databases	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS

	Pupils should be taught to:	ways Children know why information should not be shared Children can describe objects using labels Children know how to	APPLICATION 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. ANALYSIS distinguishing between the feature's methods of different investigations. EVALUATION the ability to evaluate how a computing system works. Yr. ½ Children begin to understand the particular	What are objects? How do I count them?	Year A term 4 KS1	Year A term 4 yr. 3 Computing -branching	INVESTIGATION EXPRESSION
and Informatio n	taught to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully	using labels Children know how to match objects to groups Children can identify the label for a group of objects Children know how to count and group objects Children can count a group of objects Children know how to describe an object using its properties Children can find objects with similar properties Children know how to group similar objects in more than one way Children can count how many objects share a property Children know to group objects and record how many objects are in a group Children know how to group objects to answer a question. Children can compare groups of objects Children know how to record and share what they have found	understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information. INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging. EXPRESSION the ability to explain processes, concepts and practice; INTERPRETATION the ability to suggest meanings. REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve. EVALUATION the ability to evaluate how a computing system works.	How do I count them? How can I describe them? How can I compare them? Key Vocabulary Object, sort, property	computing-pictograms Year B term 4 EYFS – computing -grouping data	Computing-branching databases Year A term 4 Yr. 4 Computing-data logging Year A term 4 yr. 4/5 Computing flat file data bases Year A term 5 yr. /45 Science -classification Year B term 4 Yr. 5/6 Computing-spreadsheets Year B term 4 Yr. 4/5 Computing-data logging Year B term 4 Yr. 5/6 Science-classification Year B term 4 Yr. 5/6 Computing-flat file databases	EXPRESSION INTERPRETATION REFLECTION EVALUATION

PE	Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best	<ul> <li>Yr. ½</li> <li>Children can work in pairs or small groups to follow a trail. Children can follow simple instructions.</li> <li>Children can move from one point to another in a given manner.</li> <li>Children can use 4 compass points on a route Children can follow signs and symbols around d an outdoor course. Children can say where they went wrong and correct their course</li> <li>Yr. 3 Children know how to work effectively with others to complete a task Children know how to follow multi step instructions</li> <li>Children know how to solve a range of problems Children know how to follow a set of directions correctly Children can give clear</li> </ul>	Know what happens to their body when they exercise, are able to explain why it's important to warm up and cool down, can find their way following some simple directions, work with others on a goal, use simple symbols to help them find a route, follow a short trail, make their own trail, use 4 compass directions to assign direction Yr. 3. recognise on describe the effects of exercise on the body know the importance of strength and flexibility for physical activity, explain why it's important to warm up and cool down, orientate themselves with increasing confidence and accuracy around the short trail.	What is teamwork? How do I follow directions? What is a symbol? Key vocabulary Map, directions, symbol, orienteering, teamwork	Year A term 4 EYFS Outdoor activities Year A term 4 KS1 Outdoor activities Year B term 4 EYFS Outdoor activities	Year A term 4 Yr. 3 Outdoor activities Year A term 4 Yr. 4/5 Outdoor activities Year A term 4 yr. 5/6 Outdoor activities Year A term 4 Yr. 3 Outdoor activities Year B term 4 Yr. 4/5 Outdoor activities Year B term 4 yr. 5/6 Outdoor activities	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION
	compare their performances with previous	signs and symbols around d an outdoor course. Children can say where they went wrong and	symbols to help them find a route, follow a short trail, make their own trail, use 4	Map, directions, symbol,		Year B term 4 Yr. 4/5 Outdoor activities Year B term 4 yr. 5/6	
	improvement to achieve their		Yr. 3. recognise on describe				
	personal best		the body know the importance of strength and				
		a task Children know how to follow multi step instructions	activity, explain why it's important to warm up and				
		range of problems Children know how to follow a set of directions	themselves with increasing confidence and accuracy				
		and precise directions for someone else to follow Children can follow	around the short trail, identify and use effective communication to begin to				
		simple Maps Children know what orienteering Children is know and understand a range of map	work as a team, identify symbols used on a map, begin to use equipment that				
		symbols	is appropriate for an activity, communicate with others, offer an evaluation				
			of personal performance and activities, describe how that performance has				
			improved overtime. INVESTIGATION- -asking relevant questions				
			- using different approaches to determine skills and tactics				
			EXPRESSION- -the ability to express themselves through				
			movement -the ability to explain what they do and how they do it				
			INTERPRETATION- -understanding the effects of what they do and how				
			this could be changed to improve or maintain a standard				

			APPLICATION - make connections between different skills in different sports and how these are interlinked -to apply the skills they have learnt in different situations				
PSHE/ RSE	E-Safety Know that almost all devices, websites, apps and other online services come with privacy setting that can be used to control what is shared. Knowing different strategies for staying safe when communicating with others, especially people they do not know/have never met.	Know that people sometimes behave differently online, including by pretending to be someone they are not Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met Know how information and data is shared and used online. Know that for most people the internet is an integral part of life and has many benefits* know about the benefits of rationing time spent online know 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 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 that the internet can also be a negative place where online abuse, trolling, bullying and	Are able to use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' Understand the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety Are able to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets 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	Enquiry Questions Who can be in your 'safety circle'? Is someone you meet online a real friend? What do you do if something makes you feel worried/scared/unhappy? Key Vocabulary Communication Privacy settings Sage/unsafe Privacy Cyber bullying Online Safety circle 'ThinkUKnow' - CEOP	At the start of every Computing topic Year B Term 5 EYFS PSHE/RSE: E-safety Year B Term 4 EYFS PSHE/RSE: E-safety	At the start of every Computing topic Year B Term 5 Year 3&4 PSHE/RSE: E-safety Year B Term 4 KS1 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 B Term 4 Year 5/6 PSHE/RSE: E-Safety Year A Term 4 Year 5/6 PSHE/RSE: E-safety	INVESTIGATION EXPRESSION INTERPRETATION

harassment can take pla	ce, which conviction and concern, and		
can have a negative imp	act on to respond to PSHE and		
mental health	RSHE issues through a		
Know how to be a discer	ning variety of media.		
consumer of information	INTERPRETATION –		
including that from sear	ch engines the ability to draw meaning		
is ranked, selected and t			
Know where and how to			
concerns and get suppor	t with change;		
issues online	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.		
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