Kelso/Ramsey /Hyde	Summer 1 and Summer 2	Crime and Punishment
	Small Village, Big Horizons	

	Knowledge Area	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Application of Knowledge
Topic History	Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Children should: Know ways in which crime changes over time. Know some basic ways in which punishment for crime changes over time. Know the meaning of some key vocabulary (judge, jury, lawyer, pillory, etc) Children should: know how crime was detected in Roman times. know how criminals were tried in Roman times. Know some common punishments for criminals in Roman times Children should: Know how crime would usually be punished in the Anglo-Saxon/Viking world know what the most common crime of the time was. know how people involved gods in the punishment of criminals. Children should: Know how criminals were caught in the medieval and Tudor periods. Know the three main types of courts in the medieval and Tudor periods. Know what the punishments for theft, treason, murder and heresy were Children should: know which crimes became common during this period and why know which aspects of crime and punishment stayed the same between the medieval period.	Asking "What was it like for a (Child, rich person, etc) "duringand explaining why changes have occurred Comparing and contrasting sources of evidence to help answer questions, realising that there is often not a single answer to historical questions INVESTIGATION asking relevant questions; · Using a variety of sources to find out about events, people and changes EXPRESSION · The ability to recall, select and organise information · The ability to use key historical dates and vocabulary to describe and explain different periods in history INTERPRETATION · The ability to suggest meanings and draw conclusions from what they see APPLICATION · Making the association between aspects of life in different societies, · Considering the impact of past events on the present · Learning both about and also from history; JISCERNMENT · Explaining the importance of significant people and events from history;	Enquiry Questions Q1 What have been the changes in crime and punishment? Q2 How did the Romans punish crime? Q3 what was crime like in Anglo Saxon and Viking Britain? Q4 why did it change in medieval times? Q5 why did pirates, smugglers and highway men flourish? Q6 What was the Victorian attitude to punishment? Q7 Do modern policing methods work? Key Vocabulary Peelers, deterrent, mutilation, execution, highwayman, humiliation, judge, jury, ordeal, treason, victim, trial	Year A Term 2 EYFS -Geog Around the History Gunpowder Plot Year A Term 3 KS1 History- Castles Year A Term 5 Year 3 History- Commonwealth Year A Term5 Year 4/5 History -Walls and Barricades Year A Term 3 Years5/6 History- Pilgrim fathers	N/A	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION

		know which punishments	 Developing insight into 				
		were new during this period	people, motives, actions and				
		Children should:	consequences;				
		know which types of crimes	 Seeing clearly for themselves 				
		became less common in this	how individuals might learn				
		period and why? Know some	from the study of history.				
		changes in the way crime was	ANALYSIS				
		detected.	 Distinguishing between 				
		know the major changes in the	opinion, belief and fact;				
		way crimes were punished?	 Distinguishing between the 				
		Children should:	features of different periods				
		Know the different types of	of history nationally and				
		crimes there have been over	internationally.				
		the ages.	SYNTHESIS				
		know how crime prevention	 Linking significant periods of 				
		and detection has changed	history together in a coherent				
		over the ages.	pattern;				
		Know how punishment for	· Connecting different aspects				
		criminal activity has changed	of life for people across				
		over the ages	different periods.				
		-	EVALUATION				
			 The ability to evaluate an 				
			event of significance with				
			reference to evidence and				
			argument;				
			· Weighing up the respective				
			evidence available and reach				
			conclusions				
			conclusions				
Science	5c1: compare and group	Children know that materials	conclusions They describe how	Year 5	Year A Term 3 EYFS science	None	
Science Material	5c1: compare and group together everyday	Children know that materials have different uses depending		Year 5 Q 1 What happens when you	Year A Term 3 EYFS science materials	None	
			They describe how			None	
Material	together everyday	have different uses depending	They describe how experimental evidence and	Q 1 What happens when you	materials	None	
Material s	together everyday materials on the basis of	have different uses depending on their properties and state.	They describe how experimental evidence and creative thinking have been combined to provide a scientific explanation They	Q 1 What happens when you mix materials?	materials Year A term 3 KS1 Materials	None	
Material s (Summer	together everyday materials on the basis of their properties, including	have different uses depending on their properties and state. Children know there are three	They describe how experimental evidence and creative thinking have been combined to provide a	Q 1 What happens when you mix materials? Q2 How can mixed materials	materials Year A term 3 KS1 Materials Year A term 3 year 3 Rocks	None	
Material s (Summer 1)	together everyday materials on the basis of their properties, including their hardness, solubility,	have different uses depending on their properties and state. Children know there are three states (liquid, solid,	They describe how experimental evidence and creative thinking have been combined to provide a scientific explanation They	Q 1 What happens when you mix materials? Q2 How can mixed materials be separated?	materials Year A term 3 KS1 Materials Year A term 3 year 3 Rocks and soils	None	
Material s (Summer 1) Light	together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity	have different uses depending on their properties and state. Children know there are three states (liquid, solid, gas). Children know that	They describe how experimental evidence and creative thinking have been combined to provide a scientific explanation They find an appropriate approach	Q 1 What happens when you mix materials? Q2 How can mixed materials be separated? Question 3 What are	materials Year A term 3 KS1 Materials Year A term 3 year 3 Rocks and soils Science Year A term1 Year 4/5	None	
Material s (Summer 1) Light (Summer	together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal),	have different uses depending on their properties and state. Children know there are three states (liquid, solid, gas). Children know that properties include hardness,	They describe how experimental evidence and creative thinking have been combined to provide a scientific explanation They find an appropriate approach when trying to answer a	Q 1 What happens when you mix materials? Q2 How can mixed materials be separated? Question 3 What are reversible changes?	materials Year A term 3 KS1 Materials Year A term 3 year 3 Rocks and soils Science Year A term1 Year 4/5 science States of matter	None	
Material s (Summer 1) Light (Summer	together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 5c2: know that some materials will dissolve in	have different uses depending on their properties and state. Children know there are three states (liquid, solid, gas). Children know that properties include hardness, transparency, electrical and	They describe how experimental evidence and creative thinking have been combined to provide a scientific explanation They find an appropriate approach when trying to answer a question.	Q 1 What happens when you mix materials? Q2 How can mixed materials be separated? Question 3 What are reversible changes? Question 4 What are	materials Year A term 3 KS1 Materials Year A term 3 year 3 Rocks and soils Science Year A term1 Year 4/5 science States of matter Year B term 3 EYFS Science	None	
Material s (Summer 1) Light (Summer	together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 5c2: know that some	have different uses depending on their properties and state. Children know there are three states (liquid, solid, gas). Children know that properties include hardness, transparency, electrical and thermal conductivity	They describe how experimental evidence and creative thinking have been combined to provide a scientific explanation They find an appropriate approach when trying to answer a question. They select from a range of sources of information. When investigation involves a fair	Q 1 What happens when you mix materials? Q2 How can mixed materials be separated? Question 3 What are reversible changes? Question 4 What are irreversible changes?	materials Year A term 3 KS1 Materials Year A term 3 year 3 Rocks and soils Science Year A term1 Year 4/5 science States of matter Year B term 3 EYFS Science materials	None	
Material s (Summer 1) Light (Summer	together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 5c2: know that some materials will dissolve in	have different uses depending on their properties and state. Children know there are three states (liquid, solid, gas). Children know that properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets.	They describe how experimental evidence and creative thinking have been combined to provide a scientific explanation They find an appropriate approach when trying to answer a question. They select from a range of sources of information. When	Q 1 What happens when you mix materials? Q2 How can mixed materials be separated? Question 3 What are reversible changes? Question 4 What are irreversible changes? Question 5 How do we	materials Year A term 3 KS1 Materials Year A term 3 year 3 Rocks and soils Science Year A term1 Year 4/5 science States of matter Year B term 3 EYFS Science materials Year B term 3 KS1 science	None	
Material s (Summer 1) Light (Summer	together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 5c2: know that some materials will dissolve in liquid to form a solution,	have different uses depending on their properties and state. Children know there are three states (liquid, solid, gas). Children know that properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Children know that some	They describe how experimental evidence and creative thinking have been combined to provide a scientific explanation They find an appropriate approach when trying to answer a question. They select from a range of sources of information. When investigation involves a fair test, they find the key factors to be considered.	Q 1 What happens when you mix materials? Q2 How can mixed materials be separated? Question 3 What are reversible changes? Question 4 What are irreversible changes? Question 5 How do we describe materials using their	materials Year A term 3 KS1 Materials Year A term 3 year 3 Rocks and soils Science Year A term1 Year 4/5 science States of matter Year B term 3 EYFS Science materials Year B term 3 KS1 science	None	
Material s (Summer 1) Light (Summer	together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 5c2: know that some materials will dissolve in liquid to form a solution, and describe how to	have different uses depending on their properties and state. Children know there are three states (liquid, solid, gas). Children know that properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Children know that some materials will dissolve in a	They describe how experimental evidence and creative thinking have been combined to provide a scientific explanation They find an appropriate approach when trying to answer a question. They select from a range of sources of information. When investigation involves a fair test, they find the key factors	Q 1 What happens when you mix materials? Q2 How can mixed materials be separated? Question 3 What are reversible changes? Question 4 What are irreversible changes? Question 5 How do we describe materials using their properties? Year 6	materials Year A term 3 KS1 Materials Year A term 3 year 3 Rocks and soils Science Year A term1 Year 4/5 science States of matter Year B term 3 EYFS Science materials Year B term 3 KS1 science	None	
Material s (Summer 1) Light (Summer	together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 5c2: know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from	have different uses depending on their properties and state. Children know there are three states (liquid, solid, gas). Children know that properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Children know that some materials will dissolve in a liquid and form a	They describe how experimental evidence and creative thinking have been combined to provide a scientific explanation They find an appropriate approach when trying to answer a question. They select from a range of sources of information. When investigation involves a fair test, they find the key factors to be considered.	Q 1 What happens when you mix materials? Q2 How can mixed materials be separated? Question 3 What are reversible changes? Question 4 What are irreversible changes? Question 5 How do we describe materials using their properties?	materials Year A term 3 KS1 Materials Year A term 3 year 3 Rocks and soils Science Year A term1 Year 4/5 science States of matter Year B term 3 EYFS Science materials Year B term 3 KS1 science	None	
Material s (Summer 1) Light (Summer	together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 5c2: know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	have different uses depending on their properties and state. Children know there are three states (liquid, solid, gas). Children know that properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Children know that some materials will dissolve in a liquid and form a solution Children know that	They describe how experimental evidence and creative thinking have been combined to provide a scientific explanation They find an appropriate approach when trying to answer a question. They select from a range of sources of information. When investigation involves a fair test, they find the key factors to be considered. They make predictions based	Q 1 What happens when you mix materials? Q2 How can mixed materials be separated? Question 3 What are reversible changes? Question 4 What are irreversible changes? Question 5 How do we describe materials using their properties? Year 6	materials Year A term 3 KS1 Materials Year A term 3 year 3 Rocks and soils Science Year A term1 Year 4/5 science States of matter Year B term 3 EYFS Science materials Year B term 3 KS1 science	None	
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Material s (Summer 1) Light (Summer	together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 5c2: know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 5c3: use knowledge of solids, liquids and gases to	have different uses depending on their properties and state. Children know there are three states (liquid, solid, gas). Children know that properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Children know that some materials will dissolve in a liquid and form a solution Children know that some materials are insoluble and form sediment.	They describe how experimental evidence and creative thinking have been combined to provide a scientific explanation They find an appropriate approach when trying to answer a question. They select from a range of sources of information. When investigation involves a fair test, they find the key factors to be considered. They make predictions based on scientific knowledge and understanding.	Q 1 What happens when you mix materials? Q2 How can mixed materials be separated? Question 3 What are reversible changes? Question 4 What are irreversible changes? Question 5 How do we describe materials using their properties? Year 6 Q1, Can we group and classify materials using a range of	materials Year A term 3 KS1 Materials Year A term 3 year 3 Rocks and soils Science Year A term1 Year 4/5 science States of matter Year B term 3 EYFS Science materials Year B term 3 KS1 science	None	
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	materials, including metals, wood and plastic 5c5: demonstrate that dissolving, mixing and changes of state are reversible changes 5c6: explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 6d1: recognise that light appears to travel in straight lines 6d2: use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye 6d3: explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes 6d4: use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible. Children know that light appears to travel in straight lines, and we see objects when light from them goes into our eyes. Children know that the light may come directly from light sources but for other objects some light must be reflected from the object into our eyes for the object to be seen. Children know that Objects that block light (are not fully transparent) will cause shadows. Children know that the shape of the shadow will be the same as the outline shape of the object.	appropriate) data as line graphs. They use appropriate scientific language and conventions to communicate quantitative and qualitative data. Thy repeat observations and measurements and offer explanations for any differences . They draw conclusions that are consistent with the evidence and relate these to scientific knowledge. They make practical suggestions about how working methods can be improved. INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information EXPRESSION the ability to identify and articulate scientific understanding INTERPRETATION the ability to draw meaning from scientific theories, theories and studies. DISCERNMENT Explaining the significance of scientific studies and investigations. SYNTHESIS linking significant features of history and Science together in a coherent pattern. EVALUATION the ability to evaluate a finished product and scientific investigation; Distinguishing	Q5 How are new materials invented? Key Vocabulary • Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting, Year 5 Question 1 How does light travel? Question 2 How do we see objects? Question 3 Does light always travel directly to our eyes? Question 4 How are shadows created? Question 5 Why are shadows the same shape as the objects that create them? Year 6 Q1 How can we use the properties of light to see round corners? Q2 How do we use the properties of light to see behind us? Q3 What are the key components of the eye? (Cornea, iris, pupil, lens, retina, optic nerve) Q4 What is the relationship between distance and width of shadows Q5 Is light white?	Year A term 2 year 3 Science Light Year B term 6 Year 3 Science- Light Year B term 3 Year 5/6 Science-Earth and space	None	INVESTIGATION EXPRESSION INTERPRETATION DISCERNMENT SYNTHESIS EVALUATION
MFL 5.6 En	O5.1 Prepare and practise a simple conversation, re-	Children know how to ask and say where they're going on	Yr. 5 Oracy: Understand numbers in	Key Questions	Places Unit 4.4 Year A term 4 Yr. 4/5	None	INVESTIGATION EXPRESSION
acances Summer 1)	using familiar vocabulary and structures in new contexts O5.2 Understand and express simple opinions	holiday. Children can express opinions about holidays and talk about what they're going to do on holiday. Children know how to use au/à la/à l'/à correctly with places.	multiples of 10 up to 100 Understand and give simple directions Say that they don't understand and ask for something to be repeated Give information Use short	Question 1 Where are you going for your holidays? Question 2 What will you do there?	Unit 5.4 Year B term 4 Yr. 4/5 Unit 5.6 Year B term 6 Yr. 4/5 Unit 6.4 Year B term 4 yr 5/6 Unit 6.6 Year B term 6 yr 5/6		INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION

5. Vac (Sui

	OF 2 Liston attentively	Children con recognice	contoneous when colving and		Questions		
	O5.3 Listen attentively	Children can recognise	sentences when asking and		Questions		
	and understand more	patterns and apply knowledge	answering questions		Unit 3.1 Year A Term 1 Yr. 3		
	complex phrases and	of rules. Children can express	Prepare a short talking task		Unit 3.6 Year A term 6 Yr. 3		
	sentences	opinions and say what they're	alone or				
	O5.4 Prepare a short	going to do using Je vais +	with a partner and present	Key Vocabulary			
	presentation on a familiar	infinitive	this with	Où vas-tu en vacances? Je vais			
	topic		reasonable pronunciation	à la campagne. Je vais à la			
	L5.1 Re-read frequently a		Listen to a story or poem and	montagne. Je vais au bord de			
	variety of short texts		identify key words and	la mer. Je vais au camping.			
	L5.2 Make simple		phrases	Je vais au parc d'attractions.			
	sentences and short texts		Reading: Show understanding	 J'aime ça, Je n'aime pas ça. 			
	L5.3 Write words, phrases		of a short text containing	J'adore ça. Je déteste ça.			
	and short sentences, using		familiar and unfamiliar	 Qu'est-ce que tu vas faire en 			
	a reference source		language Retrieve information	vacances? Je vais faire du			
	IU5.1 Look at further		from a text To make	bateau. Je vais faire du ski. Je			
	aspects of their everyday		predictions based on existing	vais nager. Je vais faire du			
	lives from the perspective		knowledge Read aloud to a	sport. Je vais faire du vélo. Je			
	of someone from another		partner or small group	vais voir mes			
	country		Writing: Write a simple poem	grands-parents. Je vais faire			
	IU5.2 Recognise		Write short sentences in a	les manèges			
	similarities and		presentation or booklet Write				
	differences between		simple instructions accurately				
	places		Write sentences on a range of				
			topics using a model				
			Language: Use agreements of				
			adjectives Manipulate				
			language by changing an				
			element in a sentence				
			Cultural: Look at further				
			aspects of everyday lives from				
			the perspective of someone				
			from another country Learn				
			about places of				
			interest/importance within				
Chez Moi		Children know how to name	the county studied	Key Questions	Places	None	INVESTIGATION
Summer		and describe rooms in the		Question 1 What room is this?	Unit 4.4 Year A term 4 Yr. 4/5		EXPRESSION
2		house. Children can say what		Question 2 What colour is it?	Unit 5.4 Year B term 4 Yr. 4/5		INTERPRETATION
		people do at home and where	Year 6	Question 3 What would you	Unit 5.5 Year B term 6 Yr. 4/5		APPLICATION
		Children know how to use il y	Oracy: Follow short	do there?	Unit 6.4 Year B term 4 yr 5/6		DISCERNMENT
		a [+ indefinite article] Children	descriptions in order to find		Unit 6.6 Year B term 6 yr 5/6		ANALYSIS
		can use c'est [+ adjective],	specific information				SYNTHESIS
		Children know how to join	Devise and perform a short				EVALUATION
		sentences with et. Children	sketch in	Key Vocabulary			
		know how to use 3rd person	role play situation	Chez moi, il y a une salle de	Adjectives		
		verbs	Demonstrate creativity and	bains/une cuisine/une salle	Unit 3.3 Year A term 3 Yr. 3		
			imagination in using known	à manger/des WC/un	Unit 3.4 Year A term 4 Yr. 3		
			language in new contexts	salon/un balcon/un	Unit 4.1 Year A term 1 yr 4/5		
			Listen attentively and	jardin/deux	Unit 4.5 Year A term 5 yr 4/5		
			understand	chambres	Unit 4.6 Year A term 6 Yr4/5		
			more complex phrases and	• C'est	Unit 6.2 Year B term 2 Yr. 5/6		
			sentences	grand/petit/vert/blanc/bleu/j	Unit 6.6 Year B term 6 Yr. 5/6		
			Understand longer and more	aune/rose/rouge			
			complex	C'est petit et rouge			
			phrases or sentences Use	• Qu'est-ce qu'il/elle fait?			
	l	1	spoken language confidently	II/Elle mange [un sandwich]/			

 I	to initiate and events in	neede le télé/(t t)		I	1
	to initiate and sustain	regarde la télé/écoute de la			
	conversations and to tell	musique/lit [un livre]/joue			
	stories Prepare a short	avec l'ordinateur/joue au			
	presentation on a familiar	tennis			
	topic Be understood when	• Activities as above + dans le			
	speaking in a different	salon/les WC, etc.			
	language				
	Reading: Use knowledge of				
	word order and sentence				
	construction to support the				
	understanding of written text				
	Read and understand the				
	main points				
	and some detail from a short				
	written				
	passage. Read aloud with				
	confidence				
	Writing: Write sentences using				
	some				
	Description Apply a range of				
	linguistic knowledge to create				
	simple, written pieces that can				
	be understood				
	Use dictionaries to support				
	writing				
	Language: Understand and use				
	negatives. Recognise patterns				
	in the foreign language				
	Cultural: Present information				
	about an aspect of culture				
	Compare and contrast				
	countries where language is				
	spoken with this country				
	Investigate famous people /				
	events from the chosen				
	country to be studied				
	Investigate cultural				
	differences				
	INVESTIGATION				
	asking relevant questions				
	about the language;				
	broaden cultural experiences				
	and investigate a new way of				
	speaking				
	EXPRESSION				
	the ability to develop accurate				
	pronunciation and intonation				
	so that others understand				
	when they are reading aloud				
	or using familiar words and				
	phrases;				
	the ability to present ideas				
	and information orally to a				
	range of audiences				
	INTERPRETATION				

RE Life Journeys (Summer 1)	Life Journey - Rites of passage in Hinduism -How do Hindus show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identify and belonging? Rites of passage; include other religions, e.g., Bar/Bat Mitzvah in Judaism, confirmation in Christianity (cf. Life Journey – Christianity) Golden Threads	Children will know The Samskaras (rites of passage that mark the move from one phase of life to the next): 1. Birth (namakarana and jatakarma – naming ceremony and welcome ceremony) 2. Initiation (upanayana – sacred thread ceremony) 3. Marriage (vivaha) 4. Death (antyeshti) The key features of each and the ways in which they connect to beliefs about Brahman, atman, samsara, dharma and karma. The value of religion is religion important because it makes certain claims about God, the world and human beings	the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material the ability to suggest meanings APPLICATION making the association between English and French DISCERNMENT explaining the significance of a new culture and the importance of understanding a language correctly ANALYSIS distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs SYNTHESIS linking significant features of languages together EVALUATION the ability to hold a conversation in French Thinking: Consider all the rites of passage they have gone through so far in their lives? Believing and Living: Introduce the idea of samskaras in Hinduism: E.g. (Hindu naming ceremony – namakarana samskara) Compare the namakarana samskara (naming ceremony) with birth rites in Islam, baptism in Christianity, birth rites in Judaism and naming ceremonies in Humanism – what are the key features, diifferences and similarities? How do they relate to key? beliefs/principles from these religions/non-religious belief	Q1. How do Hindus show they belong? Q2. What value does religion bring for religious people? Q3. How does this relate to ideas about community, identify and belonging?	Year A term 1 Yr. 3 God- Hinduism Year A term 6 Yr. 3 Big Questions Year A term 3 Yr. 4/5 How do Hindu's worship? Year B term 1 KS1 God- Hinduism Year B term 1 Yr 3 Hinduism in depth Year B term 1 yr 3 Hinduism sacred texts Year B term 2 Yr. 4/5 Hindu worship	None	INVESTIGATION REFLECTION EMPATHY DISCERNEMENT EVALUATION
	Golden Threads	dharma and karma. The value of religion is religion important because it makes certain claims about God,	what are the key features, differences and similarities? How do they relate to key? beliefs/principles from these				

important because it has	I marriage as a key rite of
social value for the whole of	passage in religions and non-
society?	religious belief systems. What
Does religion have value	are the key features,
because it fosters a sense of	differences and similarities?
community?	How do they relate to key
community:	beliefs/ principles from these
	religions/non-religious belief
	systems?
	Value of religion-Thinking:
	(Is it more important that
	something is true in and of
	itself, or that its impact – the
	difference it might make to
	the pupils – is more
	important?)
	Believing and Thinking:
	pupils to carry out a series of
	debates e:
	"God does not exist. "And
	"It doesn't matter whether
	God exists or not.".
	INVESTIGATION:
	·Asking relevant questions;
	Knowing how to use different
	types of sources as a way of
	gathering information
	REFLECTION
	·The ability to reflect on
	feelings, relationships,
	experience, ultimate
	questions, beliefs and
	practices;
	·The ability to use stillness,
	mental and physical, to think
	with clarity and care about
	significant events, emotions
	and atmospheres.
	EMPATHY
	·The ability to consider the
	thoughts, feelings,
	experiences, attitudes, beliefs
	and values of others;
	·Developing the power of
	imagination to identify
	feelings such as love, wonder,
	forgiveness and sorrow;
	•The ability to see the world through the avec of others and
	through the eyes of others and
	to see issues from their point
	of view.
	DISCERNMENT
	·Explaining the significance of
	aspects of religious belief and
	practice;

			·Developing insight into				
			people, motives, actions and				
			consequences;				
			•Seeing clearly for themselves				
			how individuals might learn				
			from the religions they study.				
			EVALUATION				
			•The ability to debate issues of				
			religious significance with				
			reference to evidence and				
			argument;				
			•Weighing up the respective				
			claims of self-interest,				
			consideration for others,				
			religious teaching and				
			individual conscience				
Life	What are key Buddhist	Children can ovnlain what		01 What is the best way for a	Year B term 1 Yr. 4/5	Nono	INVESTIGATION
Life	What are key Buddhist beliefs and what do they	Children can explain what Buddhism is and how/when it	Children will learn, through stories, about how Siddhartha	Q1. What is the best way for a Buddhist to lead a good life?	Buddhism-Pilgrimage	None	REFLECTION
Journeys Key	tell Buddhists about	began? Children understand	Gautama achieved	Q2. Can the Buddha's	Year b term 6 Yr. 4/5		EMPATHY
Buddhist	human beings and the	the story of how Prince	enlightenment and became	teachings make the world a	Buddhism-beliefs		DISCERNEMENT
beliefs	world around them?	Siddhartha became Buddha.	the Buddha. They will then	better place?			EVALUATION
Summer		Children know that Buddhists	retell the story in their own	Q3. Can being a Buddhist help			
2	Do You have to believe in	do not worship a god like most	fashion. Children will learn	someone to be happy?			
_	God to be Good?	other world religions.	about the Three Signs of Being	Q4. What do Buddhists			
		Children know what the Three	(central to the teachings of	believe if they don't believe in			
	Golden Threads	Signs of Being are • Children	Buddhism). They will then	God?			
		know what the five moral	discuss their meaning in	Q5. Who was the Buddha and			
		precepts are • Children can	relation to their own views.	why is he important to			
		make their own decisions	Some children may generate	Buddhists today?			
		about what is right and wrong	lists of morals to live by	Q6. Why are the Buddha, the			
		. • Children understand what	Exploring the teachings of	Dharma and the Sangha seen			
		the Four Noble Truths are •	Buddha in greater depth,	as the 3 Jewels of Buddhism?			
		Children know what the	children will describe and	Q9. How does meditation help			
		Eightfold Path is Children	explain the Four Noble Truths	Buddhists to show compassion			
		can use their own words to	and the Eightfold Path in their	to all beings?			
		explain Buddhist terms. •	own words. Children will learn	Q10. Why do some Buddhists			
		Children can explain what	about the Buddhist belief in a	choose to spend time as			
		karma is • Children can	cycle of life, working towards	monks or nuns and others			
		explain what reincarnation is •	achieving a state of nirvana.	don't?			
		Children can offer their own	They will then describe the	Q11. Is it possible to follow			
		opinions about life after	concepts of karma and	the 8-fold path?			
		death. • Children know where	reincarnation in their own				
		Buddhists worship • Children	fashion Children will study				
		can explain some of the	information about a variety of				
		symbols associated with the	places of worship, then				
		Buddha statue • Children can	describe their features and				
		name some of the other	aspects of the worship that				
		symbols associated with	occur in them•. Children will				
		Buddhism Children can	learn about some of the				
		explain what the word	symbols, artefacts and				
		'worship' means	activities associated with				
		Children know some of the	Buddhist worship. They may				
		ways in which Buddhists	then either recreate aspects of				
			these (such as prayer flags and				
			shrines), or describe how	1			

Worship. <mark>Children can</mark>	Buddhist's worship in their		
evaluate the ways in which	own words		
<mark>Buddhist worship</mark>	INVESTIGATION:		
<mark>is similar or different to</mark>	 Asking relevant questions; 		
worship in other religions.	·Knowing how to use different		
	types of sources as a way of		
	gathering information		
	REFLECTION		
	·The ability to reflect on		
	feelings, relationships,		
	experience, ultimate		
	questions, beliefs and		
	practices;		
	•The ability to use stillness,		
	mental and physical, to think		
	with clarity and care about		
	significant events, emotions		
	and atmospheres.		
	EMPATHY		
	•The ability to consider the		
	thoughts, feelings,		
	experiences, attitudes, beliefs		
	and values of others;		
	•Developing the power of		
	imagination to identify		
	feelings such as love, wonder,		
	forgiveness and sorrow;		
	•The ability to see the world		
	through the eyes of others and		
	to see issues from their point		
	of view.		
	DISCERNMENT		
	•Explaining the significance of		
	aspects of religious belief and		
	practice;		
	·Developing insight into		
	people, motives, actions and		
	consequences;		
	•Seeing clearly for themselves		
	how individuals might learn		
	from the religions they study.		
	EVALUATION		
	•The ability to debate issues of		
	religious significance with		
	reference to evidence and		
	argument;		
	·Weighing up the respective		
	claims of self-interest,		
	consideration for others,		
	religious teaching and		
	individual conscience		

Art/DT	understand how key	Children know;	through a variety of creative	Enquiry Questions	Year A term 3 EYFS Moving	NONE	INVESTIGATION
Summer	events and individuals in	That design is an integral part	and practical activities, pupils	Yr. 5/6	pictures	non L	INTERPRETATION
1	design and technology	of the development of new	should be taught the	Q1 Why do designers and	Year A term 5 EYFS Superfoods		APPLICATION
Кеу	have helped shape	products, buildings, inventions	knowledge, understanding	inventors become famous?	Year A term 2 Ks1 Buildings		ANALYSIS
designer	the world.	etc.	and skills needed to engage in	Q2 What is the design	Year A term 3 KS1 Pulleys		EVALUATION
s in		Some famous British inventors	an iterative process of	process?	Year A term 3 yr 3 mechanisms		
history		(Graham Bell, Berners Lee,	designing and making.	Q3 Which famous	Year A term 1 Yr. 4/5		
		Mackintosh, Wilkinson, Dyson	Children investigate and	designers/inventors have had	Construction		
		as a minimum) and the impact	analyse a range of existing	a significant impact on	Year A term 3 yr 5/6 Vehicles		
		of their inventions on daily life	products. They evaluate their	modern day life?	Year B term 2/3 EYFS Vehicles		
		That architects have to	ideas and products against	Q4 What invention would you	Year B terms 2/3 KS1 Vehicles		
		consider the structure of the	their own design criteria and	take to Dragon's Den?	Year B term 2 yr 3 electrical		
		building, the materials used to	consider the views of others		components		
		construct it and how the	to improve their work. They		Year B term 3 Yr. 3 axles and		
		spaces inside the building will	understand how key events		chassis		
		be organised. That this is	and individuals in design and		Year B term 2 Yr. 4/5		
		known as the design process. Some famous architects	technology have helped shape the world. Children can: a		materials Year B term 5 Yr. 4/5 Nutrition		
		(Wren, Gaudi, Hadid, Geary	complete detailed competitor		Year B term 3 Yr. 5/6 lights		
		and Lloyd Wright as a	analysis of other products on		and switches		
		minimum) and the iconic	the market;		una switches		
		buildings associated with	b critically evaluates the				
		them	quality of design, manufacture				
		That engineers design for a	and fitness for purpose of				
		purpose. Some famous	products as they design and				
		engineers (Brunel, Ford) and	make;				
		how their designs made life	c evaluates their ideas and				
		easier for people	products against the original				
		That design is all around us	design criteria, making				
		and impacts on our lives on a	changes as needed.				
		daily basis. That design					
		reflects and changes society					
		(Quant, Calvert, Conran)	INVESTIGATION -:				
		That products need to be designed to meet a given	using a variety of sources to find out about events, people,				
		criteria	processes and changes.				
		citteria	carrying out investigative				
			work to develop a better				
			knowledge of products around				
			us.				
			EXPRESSION -				
			the ability express opinions				
			(using product knowledge.)				
			INTERPRETATION –				
			the ability to use technical				
			vocabulary to describe and				
			explain different products and				
			talk about their purpose in making the world a better				
			making the world a better				
			place. The ability to interpret a				
			design brief.				
			APPLICATION -:				
			applying new skills to making				
			products.				
			P				

			applying designing skills to suit a design brief. ANALYSIS – distinguishing between the need of the product and the benefit of it. understanding the purpose of a design brief and how to best achieve it.			
Summer 2 Art Leonardo Da Vinci	people should be taught: to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques including drawing, painting and sculptures with a wide range of materials. About great artists, architects and designers in history	Children know who Leonardo da Vinci was and when he lived. Children will know a brief overview of the Renaissance. Children will know how portraiture changed during the Renaissance. Children will know the links between da Vinci's drawings and paintings of people, looking at some of the techniques he employed Children will know what is meant by perspective, composition and realism Children will know how da Vinci used foregrounds, mid- grounds and backgrounds. Children can recreate da Vinci's 'Last Supper' in a variety of ways. Children will know the variety of interests Leonardo da Vinci had and how he recorded his ideas. Children will recognise some sketches and drawings and discuss how these images influenced the ideas of others Children will know the inventions and ideas Leonardo da Vinci Children will know the types of machines da Vinci designed and the motivations behind these designs. Children can then design some inventions of their own or recreate some of da Vinci's designs. Children will know where some of his artwork is	review and revisit ideas in their sketchbooks, offering feedback using technical vocabulary, think critically about their art and design work. Use digital technology as sources for developing ideas, use key vocabulary to demonstrate knowledge and understanding in this strand: created colour palette, demonstrate mixing techniques, a range of paints to create visually interesting pieces 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 suggest alternative meanings. REFLECTION the ability to reflect on pieces of art, including their purpose, meaning, and technique.	Enquiry Questions Yr 5 Q1 What topics/mediums did Leonardo da Vinci work with? Q2 what may have motivated Leonardo da Vinci? Q3 Can you paint a portrait with contrasting colours? • Q4 What are realism, perspective and composition ? Q5 How are shading, hatching and curved hatching used in drawings? Q6 What did Leonardo da Vinci invent? Yr 6 Q1 what was the Renaissance ? Q2 How did Da Vinci change peoples views? Q3 Can children explain the type of colours and techniques Leonardo da Vinci used in his paintings? Q4 What are realism, perspective and composition ? Q5 What techniques can you use in drawing? Q6 How did his inventions change the world?	Year A term 2 EYFS Art-van Gogh Year A term \$ EYFS Art- landscapes Year A term 4 KS1 Art- landscapes Year A term 6 KS1 Art- west Indian art Year A term 2 yr. 3 Art-Monet Year A term 2 yr. 3 Art-Monet Year A term 2 yr4/5 Art- Constable Year B Term 1 EYFS Art- portraits Year B term 2 EYFS Art- observational drawings Year B term 2 EYFS Art- aboriginal Year B Term 1 KS1 Art- portraits Year B term 2 KS1 Art- observational drawings Year B term 1 Yr. 3 Art-van Gogh Year B term1 Yr. 4/5 Art- landscapes	INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EMPATHY APPLICATION DISCERNMENT: ANALYSIS – SYNTHESIS EVALUATION

							· · · · · · · · · · · · · · · · · · ·
		kept and why people like to	the process the artist went				
		visit it.	through to create their piece. EMPATHY				
			the ability to consider the				
			thoughts, feelings,				
			experiences, attitudes, beliefs				
			and values of others;				
			developing the power of				
			imagination to identify				
			feelings such as love, wonder,				
			forgiveness and sorrow;				
			the ability to see the world				
			through the eyes of others and				
			to see pieces of art from their				
			point of view.				
			APPLICATION				
			making the association				
			between the purpose,				
			technique, media and				
			meaning behind a piece;				
			identifying the purpose of the				
			piece.				
			DISCERNMENT:				
			explaining the significance of				
			aspects of a piece of art;				
			developing insight into				
			individuals and communities;				
			seeing clearly for themselves				
			how individuals might learn				
			from the artists they study.				
			ANALYSIS – in Art and Design				
			this includes:				
			distinguishing between an				
			artist's meaning and what				
			others may interpret;				
			distinguishing between the				
			features of a piece of art and				
			its significance.				
			SYNTHESIS				
			linking the style of artists				
			together;				
			connecting technique to a				
			period of art.				
			EVALUATION				
			the ability to debate the				
			purpose behind a piece of art				
			and the final outcome;				
			the ability to debate the use of				
			a certain type of media for a				
			purpose.				
Music	6.5 Class awards (Awards	6.5 Class Awards	6.5 Class Awards	6.5 Class awards (Awards	Class Awards (show	Year B	INVESTIGATION
(Music	show performance)	Children build on knowledge	Children learn music for a	show performance)	performance)	Summer 2 6.6	EXPRESSION
express)	NC Mu2/1.1 play and	and ability to compose music	special occasion.	Key Questions ?	Prior knowledge performance,	Moving On	INTERPRETATION
	perform in solo and	from a visual stimulus.			composing		APPLICATION

ensemble contexts, using	Children listen to music with	Children are able to respond	Q1 How can you compose			DISCERNMENT
their voices and	increasing awareness.	to art work and create music.	music from a visual stimulus?	Year B		ANALYSIS
playing musical	They will be able to discuss	They will rehearse and	Q2 Can you write a new verse	Y6 Spring 2 6.4 Roots	Year A	SYNTHESIS
instruments with	how music can be descriptive	perform their pieces of group	for a rap?	Y6 Aut 1 6.1 World Unite	Summer 2 6.6	EVALUATION
increasing accuracy,	of visual images.	music.	Q3 Can you collaborate with	Y4/5 Sum 2 5.6 Performance	Moving On	
fluency, control and	In groups children can create	They are able to perform	others to develop a song	Spring 1 4.12 Food and Drink	······································	
expression	music in response to art work.	showing an awareness of the	performance?	Aut 2 4.11 In the Past		
Mu2/1.2 improvise and	They are able to explore the	audience.	Q4 What makes a good	Aut 1 4.2 Environment		
compose music for a	musical dimensions.	Children can write a rap.	performance?	LKS2 Sum 2 4.11 In the Past		
range of purposes using	Children build their confidence	INVESTIGATION-	Q5 Can you choreograph a	Sum 1 4.9 Communication		
the	in performing, understanding	Investigating how the voice	song performance?	Spring 1 3.8 Communication		
interrelated dimensions of	and identifying what is a good	and body can be used to make	Q6Who is the target	Aut 2 3.4 Poetry		
music	performance.	sounds	audience?	Aut 1 3.1 Environment		
Mu2/1.3 listen with		Exploring a range of tuned and	Q7 How can you perform	KS1 Sum 2 2.12 Travel		
attention to detail and		untuned instruments to	together with an awareness of	EYFS/ Y1 Spring 2 1.11 Travel		
recall sounds with		compose music	the audience?			
increasing aural memory		EXPRESSION-				
Mu2/1.6 develop an		the ability to explore music as				
understanding of the		a medium for expressing	Key Vocab	Links to Art – responding to a		
history of music.		themselves	Rap	visual stimulus.		
		INTERPRETATION-	Fanfare			
		the ability to interpret the	Melody	Year A		
		reasons for the changes in	Phrase	Y6 Spring 2 World Unite		
		musical features in a piece,	Structure	Y4/5 Sum 2 5.5 At the Movies		
		such as dynamics, timbre, and	Verse	Aut 1 4.1 Poetry		
		tempo	Chorus	Aut 1 4.2 Environment		
		REFLECTION-	Dynamics Ditab	LKS2 Sum 2 4.12 Food and		
		the ability to reflect on	Pitch	Drink		
		feelings a piece of music gives, the features within it and their	Tremolo Timbre	Sum 2 4.11 In the Past Aut 1 3.1 Environment		
		own opinions of a variety of	Tempo	KS1 Sum 2 2.21 Travel		
		music	Rhythm	EYFS/ KS1 Spring 2 1.11		
		APPLICATION-	Texture	Performance		
		identifying key musical	i catale	i cijoimunee		
		terminology and using it in				
		description of music				
		Exploring different ways music				
		is made				
		DISCERNMENT-				
		seeing how the great				
		composers have influenced				
		modern music				
		SYNTHESIS-				
		taking inspiration from				
		existing musical performances				
		to compose and perform				
		music effectively				
		Linking a range of musical				
		devices together to create				
		effective compositions				
		EVALUATION- the ability to				
		evaluate their own and others				
		performances		l		

		The ability to form opinions about music from different genres				
6.6 Moving On (Leavers' assembly performance) Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations	6.6 Moving On Children learn to sing with expression and sustained notes. Children sing in a 2-part harmony. Children are able to perform complex song rhythms confidently. Children will be able to identify the structure of a piece of music Children will play instrumental parts to accompany a song. Children will perform a song with complex structure. Children will listen to and understand modulation in a musical bridge. Children will prepare for a performance.	6.6 Moving On Children will learn two songs which have different meaning. They will sing with expression and perform in harmonies. The 2 songs will have a musical device that links them. The children will perform their songs as a celebration. 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 INTERPRETATION- the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo REFLECTION- the ability to reflect on feelings a piece of music gives, the features within it and their own opinions of a variety of music APPLICATION- identifying key musical terminology and using it in description of music Exploring different ways music is made DISCERNMENT- seeing how the great composers have influenced modern music SYNTHESIS- taking inspiration from existing musical performances to compose and perform music effectively Linking a range of musical devices together to create effective compositions	6.6 Moving On Key Questions? How can we sing with expression? What is the 2-part harmony? What are sustained notes and how can you sing them? What is the rhythm in this song? What is the structure in this song? Can you share the meaning of modulation in a musical bridge? Can you hear it? What do you need to do to perform your songs? Key Vocabulary Verse, Chorus Harmony Structure Dynamics Harmony Pitch Chord Coda Accompaniment Modulation Major Key Bridge	6.6 Moving On Year B Y6 Spring 1 6.3 Growth Y4/5 Aut 2 4.11 In the Past LKS2 Summer 2 4.11 In the past Summer 2 4.10 Time Aut 2 3.6 Time KS1 Summer 2 2.12 Travel EYFS/ Y1 Spring 2 1.11 Travel Year A Y4/5 Sum 2 5.5 At the Movies LKS2 Summer 2 4.11 In the Past KS1 Sum 2 2.21 Travel EYFS/ KS1 Spring 2 1.11 Performance	Yr 7	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION

			EVALUATION- the ability to evaluate their own and others performances The ability to form opinions about music from different genres				
Computi ng (Teach computin g) 6.5 Program ming A (Summer 1) Variables in Games	 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	Children can identify examples of information that is variable explain that the way that a variable change can be defined identify that variable can hold numbers or letters identify a program variable as a placeholder in memory for a single value explain that a variable has a name and a value recognise that the value of a variable can be changed decide where in a program to change a variable make use of an event in a program to set a variable recognise that the value of a variable can be used by a program choose the artwork for a project explain my design choices create algorithms for a project choose a name that identifies the role of a variable test the code that I have written identify ways that my game could be improved extend a game further using more variables share my game with others	use external triggers and infinite loops to demonstrate control; follow a sequence of instructions, e.g., in a flowchart and modify a flowchart using symbols; use conditional statements and edit variables; decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program; keep testing a program and recognise when it needs to be debugged; 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, rituals and practices; INTERPRETATION the ability to suggest meanings. SYNTHESIS linking digital literacy, computer science and information technology together to deepen understanding of a variety of processes. EVALUATION the ability to evaluate how a computing system works.	Enquiry Questions 1.What is a variable? 2.how is a variable used in a program? 3. can you identify programme variables as a placeholder in memory for a single value? 4.Can the value of a variable be changed? 5.Can you use your knowledge of variables in a scratch project? 6.How can variables be used to enhance an existing game in scratch? 7.What are algorithms? 8.What is the importance of naming a variable? 9.Can you use your knowledge of variables to evaluate projects?	Year A term 5 EYFS- programming a robot Year A term 5 KS1 -Robot algorithms Year A Term 6 EYFS- Introduction to Animation Year A term 6 KS1 Introduction to quizzes Year B term 5 EYFS- programming a robot Year B term 5 KS1 -Robot algorithms Year B Term 6 EYFS- Introduction to Animation Year B Term 6 KS1 Introduction to quizzes Year B Term 5 Yr. 3 Programming Sound Year B Term 5 yr 4/5 repetition in shapes Year B term 5 yr 4/5 repetition in games ear A term 5 yr 4/5 selection in physical computing Year A term 6 yr 4 repetition in games Year B Term 6 Yr. 3 Events and Actions Year B Term 6 Yr 4/5 Selection in quizzes Year A term 6 yr 4/5 Selection in quizzes Year B Term 6 Yr. 3 Events and Actions Year B Term 6 Yr. 3 Events and Actions Year B Term 6 Yr. 3 Events and Actions	Year A term 6 yr 5/6 sensing Year B term 6 yr 5/6 Selection in quizzes	INVESTIGATION EXPRESSION INTERPRETATION SYNTHESIS EVALUATION

Program ming B # (Summer 2) Sensing	 Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	Children can: apply my knowledge of programming to a new environment test my program on an emulator transfer my program to a controllable device identify examples of conditions in the real world use a variable in an if, then, else statement to select the flow of a program determine the flow of a program using selection use a condition to change a variable experiment with different physical inputs explain that if you read a variable, the value remains explain the importance of the order of conditions in else, if statements use an operand (e.g., <>=) in an if, then statement modify a program to achieve a different outcome decide what variables to include in a project design the algorithm for my project design the program flow for my project create a program based on my	use external triggers and infinite loops to demonstrate control; follow a sequence of instructions, e.g., in a flowchart and modify a flowchart using symbols; use conditional statements and edit variables; decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program; keep testing a program and recognise when it needs to be debugged; 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, rituals and practices; INTERPRETATION the ability to understand computing theories; the ability to suggest meanings.	Enquiry Questions Q1. What is a micro bit? Q2how is microbat used as an input process and output device? Q3, can you use your knowledge of programming and apply it to a new device? Q4, can you test your programme on a simulator? Q5can, you transfer your programme to controllable device? Q6, can you identify if, then, else statements in real world situations? Q7, can you create programmes in make code? Q8 how can you determine the flow of a programme using selection? Q9, can you update a variable with the usual input? Q10, can you modify a programme to achieve a different outcome?	Year A term 5 EYFS- programming a robot Year A term 5 KS1 -Robot algorithms Year A Term 6 EYFS- Introduction to Animation Year A term 6 KS1 Introduction to quizzes Year A term 5 yr 4/5 selection in physical computing Year A term 6 yr 4 repetition in games Year A term 6 yr 4/5 Selection in quizzes Year A term 6 yr 4/5 Selection in quizzes Year A term 6 Yr. 5/6 variables in games Year A term 6 Yr. 5/6 variables in games Year B Term 6 Yr. 3 Events and Actions Year B term 5 Yr4/5-repetition in shapes Year B term 5 KS1 -Robot algorithms Year B Term 6 EYFS- Introduction to Animation Year B Term 6 KS1 Introduction to quizzes Year B Term 5 Yr. 3 Programming Sound Year B Term 6 yr 3 Events and Actions Year B Term 6 yr 3 Events and Actions	None	INVESTIGATION EXPRESSION INTERPRETATION SYNTHESIS EVALUATION
	evaluating and presenting	include in a project design the algorithm for my project	practice, rituals and practices; INTERPRETATION the ability to understand		to quizzes Year B Term 5 Yr. 3 Programming Sound		
		create a program based on my design test my program against my	meanings. SYNTHESIS linking digital literacy,		Actions Year B term 5 yr 4/5 repetition in shapes Year B term 6 yr 4/5		
		design use a range of approaches to find and fix bugs	computer science and information technology together to deepen understanding of a variety of processes. EVALUATION		repetition in games		
			the ability to evaluate how a computing system works.				
PE Cricket/B adminto n	Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games,	Cricket Children know how to perform basic fielding skills (catching, throwing, aiming).Children can select and apply fielding skills to a game situation making tactical decisions about where	Use different techniques to hit a ball. Identify and apply techniques for hitting a cricket ball. Explore when different shots are best used. Practise techniques for all strokes. Hit a bowled ball over longer	Key Questions Q1 How do I throw underarm and overarm? Q2 What hand position do I use to catch effectively? Q3 Where do I position myself on the pitch to be effective:	Year A Term 5 EYFS -team games Year A term 5 KS1 -team games Year B Term 5 EYFS -team games Year B term 5 KS1 -team	None	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS
	modified where appropriate [for example,	to field the ball to. Children know how to perform basic	distances. Use good hand-eye coordination to be able to	Key Vocabulary	games		EVALUATION

	badminton, basketball,	batting techniques (making	direct a ball when striking or	Underarm, overarm, tactics,	Year B term 1 Yr. 3 -		
	cricket, football, hockey,	contact, using power, aiming).	hitting. Understand how to	rules, bowler, batter, fielder	throwing/catching skills		
Cricket	netball, rounders and	Children can make tactical	bowl in order to start a game		Year B term 5 Yr. 3 -		
	tennis], and apply basic	decisions about where to	Consolidate different ways of		defending/attacking skills		
	principles suitable for	strike the ball. Children can	throwing and catching and		Year B term 5 yr 4/5 Rounders		
	attacking and defending	select and apply bowling skills	know when each is				
		to a game situation, making	appropriate in a game. Throw				
		tactical decisions about which	and catch accurately and				
		type of bowl to deliver in	successfully under pressure in				
		which situations (a game.				
		Underarm/overarm					
					Year A term 5 Yr. 3 -		
		Badminton			defending/attacking skills		
		Children know how to use a			Year A term 5 Yr. 4/5 tennis		
		forehand grip with a		Q1 How do I hit a shuttlecock	Year A term 6 Yr. 5/6		
Badmint		badminton racket. Children		with a badminton racket ?	badminton		
on		can use a backhand grip with a		Q2 How do I hit a shuttlecock	Year B term 5 Yr. 3 -	None	
		badminton racket. Children		in a particular direction?	defending/attacking skills		
		know how to use a badminton		Q3 Where is the ready	Year B term 5 Yr. 4/5 tennis		
		racket to strike a shuttlecock	Use different techniques to hit	position on a court?			
		Children know how to use	an object Identify and apply	Q4 How do I serve and			
		different grips to hold a	techniques for hitting a	perform attacking and			
		badminton racket to control	shuttlecock. Explore when	defending shots?			
		the aim and direction of a	different shots are best used.	Q5 How do we score in			
		shuttlecock. Children know	Develop a backhand technique	badminton?			
		what a ready position is and	and use it in a game. Practise				
		can adopt it when needed.	techniques for all strokes. Play	Racket, shuttlecock, drop shot,	Year A term 6 EYFS-Athletics		
		Children know how to serve a	a badminton game using an	underarm, overarm, ready	Year A term 6 KS1 Athletics		
		shuttlecock and maintain a	overhead serve. Hit a	position, net position	Year A term 6 yr 3 Athletics		
		rally Children can perform an	shuttlecock over longer		Year A term 6 Yr. 4/5 Athletics		
		attacking or defending shot.	distances. Use good hand-eye		Year A term 6 yr 5/6 Athletics		
		Children know how to score a	coordination to be able to		Year B term 6 EYFS-Athletics		
		point.	direct a shuttlecock when		Year B term 6 KS1 Athletics		
			striking or hitting. Understand		Year B term 6 yr 3 Athletics		
			how to serve in order to start		Year B term 6 Yr. 4/5 Athletics		
			a game.				
	 develop flexibility, 						
Athletics	strength, technique,			Q1 How do I cover ground at			
	control and balance [for		Recap, practise and refine an	an appropriate pace for			
	example, through		effective sprinting technique,	distance?		None	
	athletics and gymnastics]		including reaction time. Build	Q2 How do I combine running			
		Ashlasia	up speed quickly for a sprint	and jumping in a hurdle race?			
		Athletics	finish. Run over hurdles with	Q3 How do I work as part of a			
		Children know how to use	fluency, focusing on the lead	team in a relay?			
		running, jumping, throwing	leg technique and a consistent	Q4 How do I throw over a			
		and catching in isolation and	stride pattern. Accelerate to	longer distance?			
		in combination in the context of athletics .Children can	pass other competitors. Work	Elevibility strength nase			
		develop flexibility, strength,	as a team to competitively perform a relay. Confidently	Flexibility, strength, pace, acceleration, teamwork			
		technique, control and	and independently select the	acceleration, teamwork			
		balance Children know how	most appropriate pace for				
		to control running pace over a	different distances and				
		range of distances. Children	different parts of the run.				
		can display balance in the	Demonstrate endurance and				
	l	can display valance in the	Semonstrate endurance and	1			

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context of running over	stamina over longer distances		
hurdles. Children can refine	in order to maintain a		
jumping techniques. Children	sustained run Develop the		
know how to throw for	technique for the standing		
distance using a heave throw	vertical jump. Maintain		
technique	control at each of the different		
	stages of the triple jump. Land		
	safely and with control.		
	Develop and improve their		
	techniques for jumping for		
	height and distance and		
	support others in improving		
	their performance. Perform		
	-		
	and apply different types of		
	jumps in other contexts. Set		
	up and lead jumping activities		
	including measuring the jumps		
	with confidence and accuracy.		
	INVESTIGATION-		
	-asking relevant questions		
	- using different approaches to		
	determine skills and tactics		
	EXPRESSION-		
	-the ability to express		
	themselves through		
	movement		
	-the ability to explain what		
	they do and how they do it		
	INTERPRETATION-		
	-understanding the effects of		
	what they do and how this		
	could be changed to improve		
	or maintain a standard		
	APPLICATION		
	- make connections between		
	different skills in different		
	sports and how these are		
	interlinked		
	-to apply the skills, they have		
	learnt in different situations		
	DISCERNMENT-		
	-understanding and		
	responding to the tactics and		
	games of others		
	-developing insights into		
	tactics and working as a team.		
	ANALYSIS-		
	-explaining what they have		
	done to improve a skill and		
	what can be done to improve		
	efficiency the next time		
	SYNTHESIS		
	-linking learning from one skill		
	to another		

			-transfer of skills across an				
			increasingly wide range of				
			sports				
			-				
			EVALUATION				
			-evaluate what is good in a				
			performance				
			-understanding what can be				
			done differently and what				
			impact this may have on the				
			outcome		-		
PSHE/	that mental wellbeing is a	Children can	H7. to recognise that they may	Enquiry Questions	Year A term 5 EYFS-Being safe	None	INVESTIGATION
RSE	normal part of daily life, in	use an increasingly rich	experience conflicting	Q1 How can we describe our	Year A term 6-Emotional well		EXPRESSION
	the same way as physical	vocabulary to describe the	emotions and when they	emotions?	being		INTERPRETATION
Topic 5/6	health • that there is a	range and intensity of feelings	might need to listen to or	Q2 What do we mean by	Year A term 5 KS1-Being safe		REFLECTION
Being	normal range of emotions	and emotions and how these	overcome these H11. to	conflicting emotions?	Year A term 6-KS1 -emotional		EMPATHY
safe/	(e.g. happiness, sadness,	change	recognise how their increasing	Q3 What positive strategies	wellbeing		APPLICATION
Emotion	anger, fear, surprise,	over time	independence brings	can we develop?	Year A term 5 Yr. 3-Being safe		DISCERNMENT
al Well	nervousness) and scale of	 describe situations where 	increased responsibility to	Q4 what support is available	Year A term 6 Yr. 3-emotional		ANALYSIS
being	emotions that all humans	someone may experience	keep themselves and others	to manage emotions	wellbeing		SYNTHESIS
	experience in relation to	conflicting emotions (such as	safe	Q5 What increased freedoms	Year A term 5 Yr4/5-Being safe		EVALUATION
	different experiences and	at times of change or if we feel	H20. about taking care of their	do we gain as we get older?	Year A term 6 Yr. 4/5-		
	situations • how to	'torn'	body, understanding that they	Q6 What is the difference	emotional wellbeing		
	recognise and talk about	about what to do about	have the right to protect their	between a risk and a hazard?			
	their emotions, including	something)	body from inappropriate and	Q7 How do we assess personal			
	having a varied	 explain the importance of 	unwanted contact;	responsibility?			
	vocabulary of words to	how feelings can help us,	understanding that actions	Q8 How do we approach FGM			
	use when talking about	whilst recognising that they	such as female genital	and forced marriage?			
	their own and others'	sometimes need to be	mutilation (FGM) constitute				
	feelings • how to judge	overcome	abuse and are a crime, and	Key Vocabulary			
	whether what they are	 describe positive strategies 	develop the skills and	Emotions			
	feeling and how they are	for managing feelings	strategies required to get	Conflict			
	the benefits of physical	 identify that if someone 	support if they have fears for	Resolution			
	exercise, time outdoors,	experiences feelings that are	themselves or their peers	Strategies			
	community participation,	not so good (most or all of the	R20. that forcing anyone to	Responsibility			
	voluntary and service-	time) - help, advice and	marry is a crime; that support	FGM			
	based activity on mental	support is	is available to protect and	Forced marriage			
	wellbeing and happiness •	available	prevent people from being				
	simple self-care	 identify where they and 	forced into marriage and to				
	techniques, including the	others can ask for help and	know how to get support for				
	importance of rest, time	support with their feelings	them self or others				
	spent with friends and	Children can:	INVESTIGATION -				
	family and the benefits of	explain how increased	asking relevant questions;				
	hobbies and interests •	freedom as they get older	knowing how to use different				
	isolation and loneliness	means potentially having	types of sources as a way of				
	can affect children and	more risks to negotiate	gathering information.				
	that it is very important	(including whilst	EXPRESSION -				
	for children to discuss	travelling: road, rail, water	the ability to explain patterns				
	their feelings with an	safety and online)	of behaviour, beliefs, feelings				
	adult and seek support •	• explain the difference	and practices;				
	that bullying (including	between a risk, a danger and a	the ability to identify and				
	cyberbullying) has a	hazard in different situations	articulate matters of deep				
	negative and often lasting	 recognise their personal 	conviction and concern, and to				
	impact on mental	responsibility to self and	respond to PSHE and RSHE				
	wellbeing • where and	others when managing risk,	issues through a variety of				
	how to seek support	danger and hazard	media.				
			incului		1	l	<u> </u>

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(including recognising the	 evaluate the level of risk in 	INTERPRETATION -:		
triggers for seeking	different situations by	the ability to draw meaning		
support), including whom	predicting possible	from different viewpoints,		
in school they should	consequences and their	world events and societal		
speak to if they are	likelihood	change;		
worried about their own	 recognise that risk can 	the ability to know that we		
or someone else's mental	depend on who is there,	are all different and we live in		
wellbeing or ability to	where it is and what it is	a diverse world;		
control their emotions	suggest how risk can be	the ability to use health		
(including issues arising	reduced or managed in	information to be informed on		
online)* • it is common	relation to keeping safe,	issues pertaining to health and		
for people to experience	including asking for help or	safety;		
mental ill health. For	advice	the ability to be informed on		
many people who do, the	Children can	physiological and emotional		
problems can be resolved	explain that everyone has a	changes;		
if the right support is	right to look after and protect	the ability to be informed on		
made available, especially	their own body	good and bad choices and how		
if accessed early enough	identify what the letters	to respond to different		
	'FGM' stand for and that it is	situations;		
	also known by other words	the ability to know where to		
	(e.g., 'cutting')	seek help and advice.		
	 recognise that FGM physical 	REFLECTION -:		
	abuse and to do this to	the ability to reflect on		
	someone is a serious crime (is	feelings, relationships,		
	illegal)	experiences, stereotypes,		
	recognise the importance of	beliefs and practices;		
	telling a trusted adult quickly	the ability to think with clarity		
	if they think this might happen	and care about significant		
	explain the concept of	events, emotions and change.		
	marriage as a legally binding	EMPATHY –		
	commitment freely entered	the ability to consider the		
	into by two adults who love	thoughts, feelings,		
	one another	experiences, attitudes, beliefs		
	and want to spend their lives	and values of others;		
	together	the ability to see the world		
	 explain that people have the 	through the eyes of others and		
	right to choose the person	to see issues from their point		
	they may marry	of view.		
	 recognise that no one has 	om their point of view.		
	the right to tell people who	APPLICATION -		
	they must marry or force them	making the association		
	to marry someone they do not	between personal experiences		
	want to (this includes people's	and those of others;		
	parents and their family)	making the association		
	 explain that no one should 	between individual, groups,		
	feel 'forced' to marry and that	community, national and		
	this / forced marriage1 is	international life.		
	illegal	DISCERNMENT-:		
	 describe the difference 	developing insight into		
	between arranged marriage	people, motives, actions and		
	and forced marriage1	consequences;		
	 identify where people can 	the ability to understand		
	report forced marriage, how	emotional and physical		
	to ask for help if they are	wellbeing;		

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		then the fertilised egg settles	through the eyes of others and			
the lining of the womb of view.		into	to see issues from their point			
		the lining of the womb				
(female) om their point of view.		(female)				
APPLICATION –			APPLICATION -			

• ide	dentify what sexual	making the association		
inte	ercourse is and explain that	between personal experiences		
this	is may be one part of an	and those of others;		
intir	imate relationship between	making the association		
cons	nsenting adults	between individual, groups,		
• ex	explain in simple terms what	community, national and		
		international life.		
'con	onsenting'/'consent'	DISCERNMENT-:		
• ex	explain what pregnancy	developing insight into		
mea	eans, how long it lasts and	people, motives, actions and		
whe	nere it occurs	consequences;		
		the ability to understand		
resp	sponsibilities of parents and	emotional and physical		
care	rers and how having a baby	wellbeing;		
chai	anges their life	the ability to understand		
		different types of families and		
can	n be prevented with	relationships;		
'con	ontraception'	seeing clearly for themselves		
• ex	explain that condom can	how individuals might learn		
prev	event sperm from meeting	from PSHE and RSHE in		
		regards to health and safety.		
prev	event fertilisation as well as	ANALYSIS		
	otecting against infections	distinguishing between		
		opinion, belief and fact.		
take	ke a pill to stop an egg from	SYNTHESIS –		
		linking significant features of		
ano	other form of contraception	emotional, behavioural,		
		physiological, sociological,		
		societal and health and safety		
		awareness together in a		
		coherent pattern;		
		connecting different aspects		
		of life		
		EVALUATION -		
		the ability to debate issues of		
		significance with reference to		
		evidence and argument;		
		weighing up the respective		
		claims of self-interest,		
		consideration for others,		
		personal preferences and		
		individual conscience.		