

Lindisfarne/Sempringham/Phoenix- Spring 1 and 2 Ancient Egyptians
Small Village, Big Horizons

Curriculum Area	Key Knowledge Area	Knowledge Building Blocks	Application of Knowledge	Enquiry Questions and Key Vocabulary	Reference to Prior Knowledge (see termly plans)	Reference to Future Knowledge (see termly plans)	Application of Knowledge Across Curriculum Areas
Ancient Egyptians History	Pupils should be taught about: - The achievements of early civilisations, an in depth study of Ancient Egypt	Children know the main Egyptian Gods. Children know how they were represented and which animals were used Children know the differences between temples and pyramids Children know how pyramids developed and were built. Children can compare ancient Egyptian religious festivals to modern day ones Children know how Egyptians buried their dead? Children know the role of the pharaoh in religion Children know the Egyptian creation story . Children can compare religion in Ancient Egypt to religious beliefs in Britain at the same period of history? Children know who built the Great Pyramid at Giza. Children know what the Solar Barque of Khufu was for. Children know why Hatshepsut sent an expedition to Punt? Children know why trade was so important. Children can say why the River Nile was revered	Asking “What was it like for a... (child, rich person, etc) during... Suggesting sources of evidence to help answer 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 draw meaning from artefacts, works of art, relics and buildings; · 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	Key Questions Year 4 Q 1 What did ancient Egyptians believe? Q 2 What did Ancient Egyptians believe about death and life after death? Question 3 How did the civilisation of Ancient Egypt develop Question 4 What brought about the decline of the power of Egypt? Year 5 Q1 How do ancient Egyptian beliefs and festivals compare to English ones of the same period?? Q2 How does the Egyptian Creation story compare to the Christian one and what does this tell us about them? Q3 Who were key figures in ancient Egyptian civilisations (Heroditus, Hatshepsut, Akhenaten, RamesesII) Q4 What role did the Ptolemies play in the	<i>Year A term 6 EYFS Around the World</i> <i>Year A term 6 Geography Britain and the World</i> <i>Year A Term 1 Year 3 Geography-Maps of the World</i> <i>Year A term 3 yr 3 History -stone age to iron age</i> <i>Year A term 1 year 4/5 Geography =Rivers</i> <i>Year b Term 4 KS1 History=explorers</i> <i>Year B term 5 yr 3 History Romans</i>	<i>Year B Term 6 Yr4/5 History The Maya</i> <i>Year B term 5 Yr 5/6 History Ancient Greeks</i>	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT

		<p>Children know what Akhenaten did that made him so hated? Children know the differences between the beliefs of Amenhotep IV and Akhenaten. Children know how Aten is represented. Children know why we remember Ramesses II? Children know why the evidence we have about Rameses is biased</p> <p>Children know how the civilisation of Egypt ended Children know who the Ptolemies were, who Cleopatra was and why the Romans become so powerful</p>	<ul style="list-style-type: none"> · learning both about and also from history. <p>DISCERNMENT</p> <ul style="list-style-type: none"> · explaining the importance of significant people and events from history; · developing insight into people, motives, actions and consequences; · seeing clearly for themselves how individuals might learn from the study of history. 	<p>decline of Ancient Egypt (esp Cleopatra)</p> <p>Key Vocabulary BC AD irrigation silt. hieroglyphics cartouche pharaoh Rameses Cleopatra Hatshepsut Akhenaten Amenhotep</p>			
<p><i>Science - Animals, inc Humans -life changes (Spring 1)</i></p>	<p>5b1: describe the changes as humans develop to old age</p>	<p>Children know that a human baby takes 40 weeks to develop in the womb. Children can create a timeline showing the ages at which a certain child could perform different activities Children know about how Children develop physically, mentally and emotionally as they get older. Children know that puberty is the period when a child begins to change into an adult.. Children know about some of the difficulties involved with old age, as people's minds and bodies get more frail. Children know the changes which take place during the course of a human life..</p>	<p>They can recognise that scientific ideas are based on evidence. They can decide on the most appropriate approach to an investigation (eg. a fair test) to answer a question.</p> <p>They can describe how to vary one factor while keeping others the same. They can make predictions. They can select which information to use from sources provided. They can make observations using materials and equipment that are right for the task. They can record my observations using tables and bar charts. They consider how changing one variable can alter another and use</p>	<p>Year 4 Q1 How does a baby develop? Q 2 What can humans do at different ages? Q 3 What is puberty? Q 4 What are the changes as humans age? Year 5 Q1 What do we mean by gestation? Q2 How are our abilities affected by changes in development and what causes them? Q3 How do children develop physically, mentally and emotionally and when do they become responsible citizens? Q4 How are old people affected by age? Q5 What effect can puberty have Q6 Do all animals have the same lifespan?</p>	<p><i>Year A Term2 EYFS Science- animals Year A term 5 EYFS animals-habitats Year A term2 KS1 Science-animals Year A Term5 KS1 Science -animals-offspring Year A Term 1 Year 3 Science Animals-nutrition Year A term5 year 3 Animals-skeletons Year A term 5 year 4/5 Animals-classification Year B term 1 EYFS science -skeletons Year B term 6 KS1 animals Year B term 1 Year 3 Science-living things Year B Term1 year 4/5 science food chains</i></p>	<p><i>Year A Term1 Year5/6 Science Evolution and inheritance Year A Term 4 year 5/6 Animals-diet Year B term 6 year 4/5 changing habitats Year B term 4 yr 5/6 science classification</i></p>	<p>INTERPRETATION APPLICATION DISCERNMENT ANALYSIS EVALUATION</p>

<p><i>Living things and habitats</i></p> <p>(Spring 2</p>	<p>5a1: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	<p>Children know about the life cycles of 3 different amphibians - frogs, salamanders and axolotls Children know about the life cycles of 3 different mammals - the human, the kangaroo, and the platypus. Children know about the lifecycle of the butterfly and two different species of bee - the honey bee and the mason bee. Children know about the life cycles of the chicken and the common cuckoo</p>	<p>the convention of 'er' words to describe this (eg. The heavier the load, the longer the spring). They can relate conclusions to observed patterns. They can use appropriate scientific language. They can suggest improvements to my work and give reasons. INTERPRETATION the ability to draw meaning from scientific theories, theories and studies; the ability to suggest meanings APPLICATION The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts. DISCERNMENT Explaining the significance of scientific studies and investigations. ANALYSIS distinguishing between the feature's methods of different investigations EVALUATION the ability to evaluate a finished product and scientific investigation; Distinguishing between opinion and fact.</p>	<p>Key Vocabulary Fertilisation Prenatal Gestation Reproduce Asexual Sexual Lifecycle Adolescence Puberty Menstruation Adulthood Life expectancy</p> <p>Key Questions Q 1 What is a life cycle Q 2 How do lifecycles vary Year 5 Q1 How does the life cycle of a mammal compare to the life cycle of an amphibian, bird or insect? Q2 How can we sort animals by comparing their life cycles</p> <p>Key Vocabulary Asexual Sexual Fertilise Gestation Metamorphosis</p>	<p><i>Year B term 1Yr 3 Science living things and habitats</i></p>	<p><i>Year A term 1 yr 5/6 Science evolution Year B term 5 yr 4/5 science Living things-reproduction Year B term 6 yr 4/5 Science Living things classification</i></p>	
<p>MFL</p> <p>5.3</p>	<p>O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts</p>	<p>Children know how to ask politely for food items. Children can describe how to make a sandwich. Children know how to express opinions about food. Children can talk about healthy and</p>	<p>Yr 4 Oracy: Identify and pronounce accurately the names of some countries and towns. Sing a song from memory on a related topic. Listen with care. Listen to a story and select</p>	<p>Key Questions Question 1 Can I have an ice cream? Question 2 How do you make a sandwich? Question 3 What do you like to eat?</p>	<p><i>Food Unit 4.5 Year A Term 5 Yr 4/5</i></p> <p><i>Nouns Unit 3.2 Year A Term 2 Yr 3</i></p>	<p><i>Nouns Unit 6.2 Year B Term 2 Yr 5/6 Unit 6.6 Year B Term 6 Yr 6</i></p> <p><i>Adjectives</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS SYNTHESIS EVALUATION</p>

<p><i>La Nouriture</i></p>	<p>O5.2 Understand and express simple opinions O5.3 Listen attentively and understand more complex phrases and sentences O5.4 Prepare a short presentation on a familiar topic L5.1 Re-read frequently a variety of short texts L5.2 Make simple sentences and short texts L5.3 Write words, phrases and short sentences, using a reference source IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p>	<p>unhealthy food . Children know how to use au/à la/à l' when referring to flavours of foods Children can give instructions in the vous form, Children know how to use negatives and the plural form of some food vocabulary</p>	<p>keywords and phrases from it Ask and answer simple questions with correct intonation. Remember a sequence of spoken. Words. Speak clearly and confidently. Initiate a conversation when working with a partner Express opinions Developing a wider vocabulary Reading: Understand words displayed in the classroom Research additional vocabulary using a dictionary Read familiar words and join in with a non-fiction text / story Writing: Write familiar words and simple phrases from a model. Understand and write a short email using structures knowt Language: Understand the main core structures and begin to use some actively. Identify phonemes that are the same as or different from English or other languages they know</p>	<p>Question 4 What foods are good for you? Key Vocabulary Je voudrais... s'il vous plaît. un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanilla • les tomates, le thon, le fromage, une baguette, le beurre, mangez, coupez, prenez, mettez • J'aime/Je n'aime pas... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots • [Les carottes], c'est bon pour la santé/ce n'est pas bon pour la santé</p>	<p>Unit 1.4 Year A term 4 Yr 3 Unit 1.5 Year A term 5 Yr 3 Unit 1.6 Year A term 6 Yr 3 Unit 4.6 Year A term 6 yr 4/5 Adjectives Unit 3.3 Year A Term 3 Yr 3 Unit 3.4 Year A Term 4 Yr 3 Unit 4.1 Year A Term 1 Yr 4/5 Unit 1.12</p>	<p>Unit 4.5 Year A term 5 yr 4/5 Unit 4.6 Year A Term 6 yr 4/5 Unit 6.2 Year B Term 2 yr 5/6 Unit 6.6 Year B Term 6 yr 5/6</p>
<p><i>5.4 En Ville</i></p>	<p>O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts O5.3 Listen attentively and understand more complex phrases and sentences O5.4 Prepare a short presentation on a familiar topic</p>	<p>Children know how to name places in the town Children know how to ask the way and give directions Children can say where they are going. Children know how to give the time. Children know how to Use le/la/l' correctly with places Children can use sequencers d'abord, ensuite, enfin to say longer Sentences Children know how to give instruction using the vous form and use</p>	<p>Cultural: Identify counties where selected language is spoken Investigate aspects of lifestyle in selected country e.g. food or leisure activities Investigate weather patterns of select Country Yr 5 Oracy: Understand numbers in multiples of 10</p>	<p>Key Questions Question 1 Where are you going? Question 2 How do you get there? Question 3 What time is it Key Vocabulary</p>		

	<p>L5.1 Re-read frequently a variety of short texts L5.2 Make simple sentences and short texts L5.3 Write words, phrases and short sentences, using a reference source IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country IU5.2 Recognise similarities and differences between places IU5.3 Compare symbols, objects or products which represent their own culture with those of another country</p>	<p>prepositions au/à la/à l' with places</p>	<p>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 sentences when asking and answering questions Prepare a short talking task alone or with a partner and present this with reasonable pronunciation Listen to a story or poem and identify key words and phrases Reading: Show understanding of a short text containing familiar and unfamiliar language Retrieve information from a text To make predictions based on existing knowledge Read aloud to a partner or small group Writing: Write a simple poem Write short sentences in a presentation or booklet Write simple instructions accurately Write sentences on a range of topics using a model Language: Use agreements of adjectives Manipulate language by changing an element in a sentence Cultural: Look at further aspects of everyday lives from the perspective of someone from another country Know about places of interest/importance within the county studied INVESTIGATION</p>	<p>Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché • [La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfi n... + directions • Où vas-tu? Je vais au château/centre sportif/jardin public/marché/supermarché. Je vais à la boulangerie/piscine. Je vais à l'école. • Il est [deux] heure(s). Je vais au/à la/à l' + places</p>			
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		<p>asking relevant questions about the language; broaden cultural experiences and investigate a new way of speaking</p> <p>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</p> <p>INTERPRETATION the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material the ability to suggest meanings</p> <p>APPLICATION making the association between English and French</p> <p>DISCERNMENT explaining the significance of a new culture and the importance of understanding a language correctly</p> <p>ANALYSIS distinguishing between opinion, belief, and fact distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p> <p>SYNTHESIS</p>				
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			linking significant features of languages together EVALUATION the ability to hold a conversation in French				
Art/D T Clay sarcop hagus	<p>Pupils 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 sketch books 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 sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history</p>	<p>children know that sculpture is art in three dimensions. Children know that sculptures can be made from a variety of materials (marble stone wood metal glass clay plaster)children know that sculptures can be carved or formed. Children know that Egyptian Pharaohs were buried in a sarcophagus. Children know that the sarcophagus was carved from a large block of stone .Children know that the sarcophagus came in two parts. Children know that the top of the sarcophagus represented the pharaoh. Children know that sculpture uses a variety of tools ,children know how to form the base of the sarcophagus from one piece of clay. Children know how to add texture for features children no how to add surface colour and detail to represent an Egyptian pharaoh. Children know that the mummification process placed the mummy inside the sarcophagus</p>	<p>Yr 4 cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. Year 5 plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture;</p> <p>INVESTIGATION :- asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing how pieces are created</p>	<p>What is sculpture? What is the difference between carving and forming? What materials are used? Who are the famous sculptures? How do I design my sculpture? How do I ensure it is 3D? How do I use tools to carve?</p> <p>Key Vocabulary rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, structure, texture, shape, mark, soft, join, tram, cast</p>	<p><i>Year A term 1 EYFS transient sculptures</i> <i>Year A term 1 yr3 topography</i> <i>Year B Term 1 EYFS self portraits</i></p>	<p>Year A term 5 yr 5/6 portraits Year B term 3 Yr 3 clay busts Year B term 5 yr5/6 Greek theatre masks</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

			<p>EXPRESSION –</p> <ul style="list-style-type: none"> •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 <p>INTERPRETATION –</p> <ul style="list-style-type: none"> •the ability to draw meaning from pieces of art; •the ability to suggest alternative meanings. <p>APPLICATION –</p> <ul style="list-style-type: none"> •making the association between the purpose, technique, media and meaning behind a piece; •identifying the purpose of the piece 				
RE	<p>Spring 1 How Do Muslims and Hindus Worship?</p>	<p>Recap of prior learning on <i>God - Islam</i> - see prior learning God, <i>tawhid</i>, everything created in harmony (<i>muslim</i>), humans as <i>'abd</i> and <i>khalifa</i> to help keep everything in harmony; the straight path (<i>shariah</i>) they follow to help them do this; the guidance God provides to help them follow the straight path. Recap of the Five Pillars - see <i>Community – Islam</i> with an emphasis on linking the practices with the beliefs that underpin them Visit or virtually visit a Mosque.</p>	<p>Can explain the Mandir is a place where Hindu's worship. Understand that prayer and worship is often led by a priest. Can explain the preparations for worship: the shrine and murtis. Understand that worship is seen as an exchange of love, Understand that Hindu worship uses all the 5 senses. Understand that Muslims believe the world is considered as a Mosque. Can explain how and when a Mosque is used as a place of worship and a cultural centre. Understand what a</p>	<p>Enquiry Questions</p> <p>What is sacred? <i>How are Muslim/Hindu beliefs expressed in practice?</i> Are there any similarities between a Hundi and Muslim place of worship and a Christian place of worship?</p> <p>Key Vocabulary</p> <p>Mandir Shrine Murtis Sacred Domes Minarets no images Minbar Mosque/Masjid</p>	<p><i>Year B Term 3 KS1 RE: God – Islam</i> <i>Year B Term 5/6 KS1 RE: Place of worship</i> <i>Year B Term 2 KS1 PSHE/RSE: Friendship and community</i> <i>Year B Term 1 Y3&4 English: Explanation text</i> <i>Year B Term 2 Y3&4 RE: God – Islam</i> <i>Year B Term 1 Y4/5 RE: Pilgrimage</i> <i>Year A Term 3 KS1 RE: God – Islam</i> <i>Year A Term 4 KS1 RE: Community – Islam</i> <i>Year A Term 5 KS1 RE: Hindu places of worship</i> <i>Year A Term 2 KS1 PSHE/RSE: Friendship and community</i></p>	<p>Year B Term 5/6 Y5/6 RE: Life journey Year B Term 6 Y5/6 English: Persuasion tourist leaflet Year A Term 5/6 Y5/6 RE: Rites of passage – Hinduism and Islam</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION REFLECTION EMPATHY APPLICATION DISCERNMENT</p>

<p>Spring 2</p>		<p>Make a model of a Mosque and explain what happens in each area and explain all the activities that happen in a Mosque. Look at different Mosques around the world, are they similar? Look at the importance of Mecca and Ka'bah, Al Aqsa Mosque in Jerusalem and Medina – Al-Masjid an-Nabawi (covered in more depth in RE Y5/6 T6)</p> <p>Display the Aum sign and images of deities that they already know about, e.g. Rama & Sita, Krishna. Ganesh. Show pupils photographs of Mandir, they are not all the same. Recap Discuss what the symbols are and rituals associated with Hindu worship. What do Hindus hope for when offering food to the Deities? Investigate the role of the temple within its community. What else does it offer the community and those within the location/is it for anyone to access? Are there other activities going on for the whole of its surrounding community? What is different from other places of worship they have been to or learned about?</p>	<p>Madrasah is – Islamic school.</p> <p>INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing what may constitute evidence for understanding religions.</p> <p>EXPRESSION the ability to explain concepts, rituals and practices;</p> <p>INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism</p> <p>REFLECTION the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices</p> <p>EMPATHY the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;</p> <p>APPLICATION making the association between religions and individual, community, national and international life;</p> <p>DISCERNMENT explaining the significance of aspects of religious belief and practice; developing insight into people, motives, actions and consequences;</p>	<p>Madrasah</p>	<p><i>Year A Term 1 Y3&4 RE: God – Hinduism Year A Term 2 Y3&4 RE: God – Islam</i></p>		

	<p>Creation - Christianity</p>	<p>Visit/virtually visit a Mandir/temple.</p> <p>The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). This means that humans cannot get close to God without God's help. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</p>	<p>seeing clearly for themselves how individuals might learn from the religions they study</p> <p>Are able to place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'. Can offer suggestions about what the story of Adam and Eve might show about human nature and how to act. Can describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. Are able to make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.</p>	<p>Enquiry Questions</p> <p>Is the world good? Is it easier to be bad than to be good? Is it easy to resist temptation? Is it good to be forgiven?</p> <p>Key Vocabulary Temptation Creation Adam and Eve Genesis 'the Fall' Ten Commandments</p>	<p>Year B Term 1 KS1 Re: Creation Year B Term 3 KS1 PSHE/RSE: Respect Year A Term 4 KS1 Art: Landscapes and seascapes Year A Term 3 KS1 PSHE/RSE: Respect</p>	<p>Year B Term 2 Y5/6 RE: Do you have to believe in God to be good? Year B Term 3/4 Y5/6 RE: Creation – Creation/Science - conflicting or complimentary? Year A Term 4 Y4/5 RE: Creation Year A Term ¼ Y5/6 RE: Creation</p>	
<p>Music Spring 1</p>	<p>4.6 Around the World (Pitch) 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/ 1.4 Use and understand staff and other musical notations</p>	<p>4.6 Around the World (Pitch) Children explore the pentatonic scale. Children play leaps and read graphic notation. Children develop listening skills. Children describe music using musical and non-musical terms. Children compose and notate pentatonic melodies. Children play a pentatonic song with leaps.</p>	<p>4.6 Around the World (Pitch) Children sing an action song as a round. Children listen to pentatonic melodies in songs. Children follow the pitch shape of a melody with audio and notation. Children listen to three pentatonic pieces, identifying the country of origin,</p>	<p>4.6 Around the World (Pitch) Key Questions What is a pentatonic scale? How do you play leaps? Can you read graphic notation? Can you identify the country of origin? Can you describe music using musical and non-musical terms?</p>	<p>4.6 Around the World (Pitch) Year B LKS2 Spring 1 3.7 In the Past KS1 Sum 1 2.5 Animals Sum 2 2.11 Water EYFS/Y1 Sum 2 1.12 Water 1.3 Animals Aut 2 1.6 Seasons Year A KS1</p>	<p>4.6 Around the World (Pitch) Year B Year 5 units covering notation elements Spring 2 5.3 Life Cycles Summer 1 5.4 Keeping Healthy Year 6 covering elements of notation Aut 1 6.1 World Unite Spring 1 6.3 Growth Summer 2 6.6 Moving On</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION</p>

	<p>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.</p> <p>4.12 Food and Drink (Performance) Mu2/1.2 Improve and compose music for a range of purposes using the interrelated dimensions of 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.</p>	<p>Children combine tuned, untuned percussion and singing.</p> <p>4.12 Food and Drink (Performance) Children combine expressive use of the voice with physical movement. Children respond to sound with visual signals. Children perform sequences of sounds matched to visual sequences. Children sing a call and response chance. Children compose and play sequences of word rhythms. Children learn a traditional West African call and response song. Children learn rhythmic and melodic accompaniments for a song and combine them in a performance.</p>	<p>Children compose pentatonic melodies using a note trail. Children learn to perform off- beat vocal rhythms and identify them in a song. Children perform rhythm patterns on untuned percussion and tuned percussion to accompany songs and perform.</p> <p>4.12 Food and Drink (Performance) Children play a physical and vocal call and response warm up game Children prepare a Tudor Banquet song. Children perform rhythmic and melodic ostinati. Children work in groups to design new pizza rhythms to play on instruments. Children compose and perform pizza recipes in rondo structure. Children learn to sing a Ghanaian call and response song. Children learn a song about food from around the world. Children learn instrumental accompaniments to add to a song performance. INVESTIGATION :</p>	<p>Can you play a pentatonic song with leaps?</p> <p>Key Vocabulary Round Pentatonic Spiritual Gospel Music Harmony Graphic notation Pitch Rhythm Tempo Improvisation Off- beat</p> <p>4.12 Food and Drink (Performance) Key Questions What is call and response? Can you perform a rhythmic and melodic ostinato? Can you perform sequences of sounds matched to visual sequences? Can you work in a group to design new pizza rhythms to play on instruments? Can you compose and perform pizza recipes in rondo structure? Can you learn a Ghanaian song?</p>	<p>Aut 2 1.3 Animals Aut 1 1.6 Seasons</p> <p>4.12 Food and Drink (Performance) Year B LKS2 Spring 1 3.4 Poetry KS1 All previous units have elements of performance EYFS/Yr1 Summer 1 1.11 Travel Other units also cover the skills in this unit.</p> <p>Year A KS1 Summer 2 2.12 Travel KS1</p>	<p>Year A LKS2 Aut 2 3.7 In the Past Spring 1 3.10 Singing French Spring 2 4.6 Around the World Y4/5 Aut 2 4.6 Around the World 4.8 Singing Spanish Year 5 units covering notation elements Spring 2 5.3 Life Cycles Summer 1 5.4 Keeping Healthy Summer 2 5.5 At the movies Year 6 covering elements of notation Aut 2 6.1 World Unite Spring 2 6.3 Growth Summer 2 6.6 Moving On</p> <p>4.12 Food and Drink (Performance) Music Express Performance Year B The other units also cover elements of performance. Y4/5 Spring 1 4.12 Food and Drink Summer 2 5.6 Celebration Year 6 all units are performance related.</p> <p>Year A LKS2 Summer 2 4.12 Food and Drink</p>	
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			<p>Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music Knowing how to use a range of sources to research music, composers and it's history</p> <p>EXPRESSION The ability to recognise how composers express themselves through their music The ability to explore music as a medium for expressing themselves</p> <p>INTERPRETATION The ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo</p> <p>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</p>		<p>All previous units have elements of performance EYFS/Y1 Spring 2 1.11 Travel Other units also cover the skills in this unit.</p>	<p><i>The other units also cover elements of performance.</i> <i>Y4/5 Aut 1 4.1 Poetry</i> <i>The other units in Y5 also cover performance.</i> <i>Year 6 all units are performance related.</i></p>	
Spring 2	<p>5.3 Life Cycles (Structure) Mu2/1.2 Improve and compose music for a range of purposes using the interrelated dimensions of music. Mu2/ 1.3 Listen with attention to detail and</p>	<p>5.3 Life Cycles (Structure) Children develop use of voice by singing in three parts. Children read a melody in staff notation. Children accompany a song with tuned and untuned instruments.</p>	<p>5.3 Life Cycles (Structure) Children learn to sing a sing in unison and then as a round. Children perform two pieces of music. Children match sounds to the pictures.</p>	<p>5.3 Life Cycles (Structure) Key Questions What is singing in unison? What is singing in rounds? How do you read staff notation?</p>	<p>5.3 Life Cycles (Structure) Music Express Structure is not a direct focus prior to this. Performance and exploring sounds is a</p>	<p>5.3 Life Cycles (Structure) Year A LKS2 Spring 2 4.7 Ancient Worlds Y5 Spring 1 4.7 Ancient Worlds Spring 2 5.3 Life Cycles Year B Y5 Aut 1 4.4 Recycling</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT</p>

	<p>recall sounds with increasing aural memory. Mu2/ 1.4 Use and understand staff and other musical notations 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. Mu2/ 1.6 Develop an understanding of the history of music</p>	<p>Children compose and perform together. Children combine vocal sounds in performance. Children create a performance using voices and instruments in four parts. Children explore extended vocal techniques. Children develop a structure to combine sounds. Children create musical effects using contrasting pitch. Children learn about the music of an early opera. Children create descriptive music. Children develop a performance with awareness of audience.</p>	<p>Children create a short composition based on school timetable. Children discuss pictures of a place of work and listen to a vocal collage. Children listen to the suggested instrumental parts and add to the vocal piece. Children work in groups to create four vocal parts for a workplace vocal composition. Children compare pieces of music. Children listen to extracts from music. Children devise and perform a class sound sculpture. INVESTIGATION : Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music Knowing how to use a range of sources to research music, composers and it's history EXPRESSION The ability to recognise how composers express themselves through their music 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,</p>	<p>Can you compose and perform together? Can you sing a sing in two parts? How does the singer use her voice in this audio track? Can you develop a structure to combine sounds? What is opera? How can you show an awareness of audience in a performance?</p> <p>Key Vocabulary Structure Round Metre Melody Lead vocal Backing vocal Cumulative Beat/pulse Tempo/tempi Dynamics Pitch Clusters Symmetrical Rhythm Chord Trill Minor Timbre</p>	<p>prior focus in Y1 and Y2. Year Map B EYFS Aut 1 1.1 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather Spring 1 1.9 Storytime Spring 2 1.11 Performance</p> <p>KS1 Aut 1 1.2 Ourselves Aut 2 1.7 Our School Spring 1 1.4 Weather Spring 1 1.9 Storytime Spring 2 2.3 Our Land Summer 2 2.21 Travel</p> <p>LKS2 Aut 1 3.1 Environment Aut 2 3.4 Poetry Spring 1 3.8 Communication Spring 2 4.3 Sounds</p>	<p><i>Y5 Aut 2 4.7 Ancient Worlds</i> <i>Spring 2 5.3 Life Cycles</i></p>	
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			<p>such as dynamics, timbre, and tempo</p> <p>APPLICATION Identifying how music is used for a variety of reasons, for religion, relaxation, communication etc</p> <p>Identifying key musical terminology and using it in description of music</p> <p>Exploring different ways music is made</p> <p>DISCERNMENT Explaining the significance of music in different settings</p> <p>Recognising that people perceive music in a range of different ways</p> <p>Seeing how the great composers have influenced modern music</p>				
<p>Computing</p> <p>4.3 Creating media -photo editing</p>	<p>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</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Children can identify changes that we can make to an image, children can explore how images can be changed in real life children can explain the effect that editing can have on an image, children can explain what has changed in an edited image</p> <p>children can change the , composition of an image by selecting parts of it, children can consider why someone might want to change the composition of an image, children can talk about changes made to images, children can choose effects to make my image fit a scenario</p>	<p>Yr 4 create different effects with different technological tools, demonstrating control; use appropriate keyboard commands to amend text on a device; use applications and devices in order to communicate ideas, work, and messages; save, retrieve and evaluate work, making amendments; insert a picture/text/graph/hyperlink from the internet or a personal file; use search tools to find and use an</p>	<p>How can we change images? What is composition? Why would we change an image? What tools would I use? Are all images real? How do we improve an image?</p> <p>Key vocabulary</p> <p>Image, edit, composition, digital, effects, retouching</p>	<p><i>Year A term 2 EYFS Computing-painting</i> <i>Year A term 3 EYFS Computing-writing</i> <i>Year A term 2 KS1 Computing-photography</i> <i>Year A term 3 Ks1 Computing-music</i> <i>Year A term 2 Yr 3 Computing-animation</i> <i>Year A term 3 Yr 3 Computing-publishing</i> <i>Year B term 2 EYFS Computing-painting</i> <i>Year B term 3 EYFS Computing-writing</i> <i>Year B term 2 KS1 Computing-painting</i> <i>Year B term 3 Ks1 Computing-writing</i></p>	<p><i>Year A term 2 Yr 4 Computing -audio editing</i> <i>Year A term 2 Yr 4/5 computing vector drawing</i> <i>Year A term 3 Yr 4 Computing photo editing</i> <i>Year A term 3 Yr 4/5 Video-editing</i> <i>Year A term 2 Yr 5/6 Computing -3d modelling</i> <i>Year A term 3 yr 5/6 Computing -web pages</i> <i>Year B term 2 Yr 4/5 Computing -audio editing</i> <i>Year B term 2 Yr 5/6 Computing -vector drawing</i></p>	<p>INVESTIGATION EXPRESSION REFLECTION EVALUATION</p>

<p>4.4 data and inform ation- data loggin g</p>	<p>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 Use technology safely, respectfully, and responsibly</p>	<p>children can explain why my choices fit a scenario, children can identify how an image has been retouched, children can give examples of positive and negative effects that retouching can have on an image , children can choose appropriate tools to retouch an image, children can sort images into 'fake' or 'real' and explain my choices, children can combine parts of images to create new images , children can talk about fake images around me, children can consider the effect of adding other elements to my work , children can compare the original image with my completed publication, children can evaluate the impact of my publication on others through feedback</p> <p>Children know how to choose a data set to answer a given question. Children can suggest questions that can be answered using a given data set. Children know that data can be gathered over time. Children know that sensors are input devices. Children can use data from a sensor to answer a given question.</p>	<p>appropriate website and content; use strategies to improve results when searching online;</p> <p>Yr 5 use the skills already developed to create content using unfamiliar technology; select, use and combine the appropriate technology tools to create effect; review and improve their own work and support others to improve their work; save, retrieve and evaluate their work, making amendments; use strategies to check the reliability of information (cross-check with another source such as books); talk about the way search results are selected and ranked; check the reliability of a website, including the photos on site</p> <p>Yr 4 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</p>	<p>How can I gather data automatically? How do I gather data over time? How can I use data to find information? What data do I need to collect ? Key vocabulary Google Docs, insert, table spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending.</p>	<p>Year B term 2 Yr 3 Computing-animation Year B term 3 Yr 3 Computing-desktop publishing</p> <p>Year A term 4 EYFS – computing -grouping data Year A term 4 KS1 computing-pictograms Year A term 4 yr 3 Computing -branching databases Year B term 4 EYFS – computing -grouping data Year B term 4 KS1 computing-grouping data Year B term 4 Yr 3 Computing-branching databases</p>	<p>Year B term 3 yr 5/6 Computing -video editing</p> <p>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</p>	
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		<p>Children know that data from sensors can be recorded. Children can identify a suitable place to collect data. Children can identify the intervals used to collect data. Children can talk about the data that they have captured. Children know how to import a data set and can use a computer to view data in different ways. Children know how to use a computer program to sort data. Children can propose a question that can be answered using logged data. Children can plan how to collect data using a data logger. Children can interpret data that has been collected using a data logger and draw conclusions from the data that has been collected. Children know the benefits of using a data logger</p>	<p>questions; use key vocabulary to demonstrate knowledge and understanding in this strand</p> <p>Year 5 construct data on the most appropriate application; know how to interpret data, including spotting inaccurate data and comparing data; use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets; add data to an existing database;</p> <p>INVESTIGATION asking relevant questions; using different approaches to problem solving, how something can be created or works and debugging.</p> <p>EXPRESSION the ability to explain processes, concepts and practice, rituals and practices; the ability to identify and articulate computational thinking.</p> <p>REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve.</p> <p>EVALUATION understand what can be done differently and what impact this may have on the outcome.</p>			<p><i>Year B term 4 Yr 5/6 Science-classification Year B term 4 Yr 5/6 Computing-flat file databases</i></p>	
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<p>PE Gym Summer 1</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Children know how to perform a range of jumps and leaps.</p> <p>Children can perform a straddle forward roll and a backward roll to straddle correctly. Children know how to perform a straddle on vault correctly. Children know how to perform a lunge into cartwheel correctly. Children can link movements together by performing a straight jump full turn, a cat leap half turn and a pivot. Children can work in a small group to create and perform a gymnastics sequence with a theme.</p>	<p>Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances</p>	<p>How many different jumps can I perform? What is a straddle? How can I link movements together?</p> <p>Key Vocabulary Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle Straight jump. Tuck jump Jumping jack, Star jump Straddle jump, Pike jump Straight jump half-turn Straight jump full-turn Cat leap, Cat leap half-turn Tiptoe, step, jump and hop Hopscotch, Skipping, Chassis steps, Pivot</p>	<p><i>Year A term 3 EYFS Gym</i> <i>Year A term 3 KS1 Gym</i> <i>Year A term 3 Yr3 Gym</i> <i>Year B term 3 EYFS Gym</i> <i>Year B term 3 KS1 Gym</i> <i>Year B term 3 Yr 3 Gym</i></p>	<p><i>Year A term 3 Yr 4/5 Gym</i> <i>Year A term 3 yr 5/6 Gym</i> <i>Year B term 3 yr 5/6 Gym</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION ANALYSIS EVALUATION</p>
<p>OAA Summer 2</p>	<p>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</p>	<p>Children know how to work together in small groups, developing problem-solving skills, Children can take part in outdoor and adventurous activity challenges both individually and within a team. Children know how the body reacts at different</p>	<p>Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health . Know some</p>	<p>What is teamwork? How do I follow directions? What is a symbol? How do I create my own symbols? How can I use my symbols to create my own maps?</p>	<p><i>Year A term 3 EYFS Outdoor activities</i> <i>Year A term 3 KS1 Outdoor activities</i> <i>Year A term 3 Yr 3 Outdoor activities</i> <i>Year B term 3 EYFS Outdoor activities</i></p>	<p><i>Year A term 3 Yr 4/5 Outdoor activities</i> <i>Year A term 3 yr 5/6 Outdoor activities</i> <i>Year B term 3 yr 5/6 Outdoor activities</i></p>	

	<p>improvement to achieve their personal best</p>	<p>times. Children know how this affects performance Children know how to navigate around a space with growing confidence. • Children know how to read a map with increasing accuracy and confidence and within a time Children can create symbols that are effective for map-reading. • Children know how to follow a map with increasing accuracy and confidence.</p>	<p>reasons for warming up and cooling down. Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course. Communicate clearly with other people in a team and with other teams, have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment, try a range of equipment for creating and completing an activity, make an informed decision on the best equipment to use for an activity plan and organise a trail that others can follow INVESTIGATION- -asking relevant questions - using different approaches to determine skills and tactics EXPRESSION- -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</p>	<p>Key vocabulary Map, directions, symbol, orienteering, teamwork</p>	<p><i>Year B term 3 KS1 Outdoor activities</i> <i>Year B term 3 Yr 3 Outdoor activities</i></p>		
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			<p>-to apply the skills, they have learnt in different situations</p> <p>DISCERNMENT-</p> <ul style="list-style-type: none"> -understanding and responding to the tactics and games of others -developing insights into tactics and working as a team. <p>ANALYSIS-</p> <ul style="list-style-type: none"> -explaining what they have done to improve a skill and what can be done to improve efficiency the next time <p>SYNTHESIS</p> <ul style="list-style-type: none"> -linking learning from one skill to another -transfer of skills across an increasingly wide range of sports 				
<p>PSHE RSE Health Prevention Spring 2</p>	<p>Spring 1 Why should we sleep well?</p>	<p>Know how regular physical activity benefits bodies and feelings</p> <p>Know how to be active on a daily and weekly basis - how to balance time online with other activities</p> <p>Know how to make choices about physical activity, including what and who influences decisions</p> <p>Know how the lack of physical activity can affect health and wellbeing</p> <p>Know how lack of sleep can affect the body and mood and simple routines that support good quality sleep</p> <p>Know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</p>	<p>Understand how to make informed decisions about health</p> <p>Can explain about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>Understand how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>Understand about what good physical health means; how to recognise early signs of physical illness</p> <p>Understand how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile);</p>	<p>Enquiry Question</p> <p>How do you feel if you don't get enough sleep?</p> <p>How does your body feel after exercise?</p> <p>Do you know the recommended amount of exercise per day?</p> <p>Can exercise improve how we feel?</p> <p>What would you do if someone had an accident?</p> <p>Who would you ask for help?</p> <p>Key Vocabulary</p> <p>Sleep deprivation</p> <p>Tiredness</p> <p>First Aid</p> <p>Red Cross</p> <p>St John's Ambulance</p> <p>Emergency Services</p>	<p><u>Links to all PE lessons</u> Year B Term 3&4 EYFS <i>PSHE/RSE: Health and Protection</i> Year B Term 3 EYFS <i>Science: Animals Inc Humans</i> Year B Term 1 KS1 <i>Science: Animals Inc Humans</i> Year B Term 2 Y3&4 <i>PSHE/RSE: Well-being</i> Year A Term 2& 5 EYFS <i>Science: Animals Inc Humans</i> Year A Term 2 EYFS <i>English: Information texts – health and safety</i> Year A Term 5 EYFS DT: <i>Healthy Eating</i> Year A Term 5 KS1 <i>Science: Human body</i></p>	<p><u>Links to all PE lessons</u> Year B Term 3 Y5/6 <i>PSHE/RSE: Health Prevention</i> Year A Term 2 Y5/6 <i>Science: Circulatory System</i> Year A Term 5 Y5/6 <i>Science: Animals Inc Humans – diet, exercise and healthy lifestyle</i> Year A Term 2 Y5/6 <i>English: Explanation text</i></p>	<p>INVESTIGATION</p> <p>EXPRESSION</p> <p>INTERPRETATION</p> <p>REFLECTION</p> <p>EMPATHY</p>

	<p>Spring 2 How can we help in an accident or Emergency?</p> <p>Basic first aid, accidents, dealing with emergencies</p>	<p>Know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</p> <p>Know that if someone has experienced a head injury, they should not be moved</p> <p>Know when it is appropriate to use first aid and the importance of seeking adult help</p>	<p>Are able to recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>Can explain about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>Understand about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>Can explain and demonstrate about what is meant by first aid; basic techniques for dealing with common Injuries²</p> <p>Can explain how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>. INVESTIGATION –</p>	<p>Year B Term 2 Y4/5 PSHE/RSE: Well-being Year B Term 3&4 Y4/5 PSHE/RSE: Health prevention Year B Term 3 Y4/5 Science: Humans – birth to old age</p>		
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			<p>asking relevant questions; knowing how to use different types of sources as a way of gathering information. EXPRESSION --: the ability to explain patterns of behaviour, beliefs, feelings and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to PSHE and RSHE issues through a variety of media. INTERPRETATION --: the ability to draw meaning from different viewpoints, world events and societal change; the ability to know that we are all different and we live in a diverse world; the ability to use health information to be informed on issues pertaining to health and safety; the ability to be informed on physiological and emotional changes; the ability to be informed on good and bad choices and how to respond to different situations; the ability to know where to seek help and advice. REFLECTION --: the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices; the ability to think with clarity and care about</p>				
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			<p>significant events, emotions and change. EMPATHY – the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others and to see issues from their point of view.</p>				
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