

Key Stage 2 Curriculum Map Year B Spring

	Fountains/Central- Spring 1 and 2	Transport through the Ages
	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)	Reference to the Application of Knowledge Across All Curriculum Areas
Transport through the Ages History	Pupils should be taught study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Children know some different kinds of transport from long ago. Children know some advantages and disadvantages would they have been in terms of ability to move heavy goods? Children know when these transport types would have been important? Children know some of the challenges people in the past might have had when using transport? Children know how the first trains and railways were developed Children know the key figures in the development of early trains Children know where the first railway lines were. Children can name some steam locomotives and say why they are famous. Children know how and why steam locomotives changed over time? Children can explain the similarities and differences between different steam locomotives	Asking "What was it like for people in the past?" and using information to help answer the question. <ul style="list-style-type: none"> • Asking, "What happened in the past?" and using information to help answer the question. • Asking, "How long ago did an event happen?" and trying to work it out. (Using language such as a little while ago, a very long time ago etc.) Compare and contrast different sources INVESTIGATION asking relevant questions; <ul style="list-style-type: none"> • using a variety of sources to find out about events, people and changes EXPRESSION <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • the ability to draw meaning from artefacts, works of art, relics and buildings; 	Key Questions Question 1 How did early transport hold back developments in society? Question 2 What were the earliest locomotives like Question 3 How did steam trains develop Question 4 How did the rail network expand and contract? Question 5 What impact did the railways have on society? Question 6 How have trains changed to the current day? Question 7 How have other transport forms changed ? Key Vocabulary Transport Locomotive steam nationalised passenger privatised	<i>Year A Term 3 KS1 Castles</i> <i>Year A Term 4 EYFS - journeys</i> <i>Year A Term 6 KS1 Britain and the World</i> <i>Year A Term 1 Year 3 Maps of the World</i> <i>Year B Term 2 KS1 Local Area</i>	<i>Year A Term 5 Year 4/5 Walls and Barricades</i> <i>Year A Term 5 Year 5/6 Crime and Punishment</i> <i>Year B Term 1 year 5/6 Minerals and Mining</i>	INVESTIGATION EXPRESSION INTERPRETATION APPLICATION

		<p>Children know How the rail network changed over time. Children know the impact this had on Lincolnshire. Children know what changes in society developed from an extended rail network. Children know how the development of the railway affected different social classes. Children know what trains are like in the present day Children can explain how they developed from steam locomotives. Children can explain how similar, and how different, trains are then and now. Children can suggest what we can expect in the future. Children can develop their own lines of enquiry about different forms of transport.</p>	<ul style="list-style-type: none"> · the ability to suggest meanings and draw conclusions from what they see <p>APPLICATION</p> <ul style="list-style-type: none"> · 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. 	<p>railroad. Rainhill Trials Savery Stephenson Gresley Riddles Beeching Steam Deisel Electric Rocket Mallard Flying Scotsman</p>			
<p><i>Science</i></p> <p><i>Electricity</i></p> <p>(Spring 1 and 2)</p>	<p>4e1: identify common appliances that run on electricity 4e2: construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 4e3: identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery 4e4: recognise that a switch opens and</p>	<p>Children know what electrical conductors and insulators are. Children know which materials are electrical conductors and which are insulators. Children know about 6 different electrical components - bulb, switch, cell, battery, switch, buzzer and bell. Children know what an electrical circuit is. Children can look at illustrations of different circuits and attempt to create them. Children know how to create a circuit diagram for each Children can explain what happens when each circuit is completed. Children can</p>	<p>They recognize why it is important to collect data to answer questions. They act on suggestions and put forward their own ideas about how to find the answer to a question. With help they can carry out a fair test and explain why it was fair. They predict what might happen before they carry out any tests. They measure length, mass, time and temperatures using suitable equipment. They use scientific vocabulary to describe their observations. They record observations, comparisons and measurements using tables, charts, text and labelled diagrams. They give reasons for observations. They look for patterns in their data and try to explain them. They</p>	<p>Key Questions Question 1 How is electricity generated? Question 2 Which appliances use electricity Question 3 How does the circuit work?. Question 4 What are conductors and Insulators? Question 5 How does a switch work? Question 6 Will this circuit work?</p> <p>Vocabulary electricity current generate</p>	<p>Year A Term3 EYFS Science-materials Year A term 3 KS1 Science materials Year A Term2 Year 3 Science-light Year B Term 3 EYFS Science materials Year B Term 3 KS1 science -materials</p>	<p>Year A term 6 yr 5/6 Science, light Year B term 6 yr 3 science, light Year B term 5 Year 3 Plants Year B term 2 yr 4 science-electricity Year B Term 1 yr5/5 Geography Minerals and mining Year B term 5 yr 5/6 science light</p>	<p><i>INVESTIGATION</i> <i>EXPRESSION</i> <i>INTERPRETATION</i> <i>APPLICATION</i> <i>ANALYSIS</i> <i>EVALUATION</i></p>

	<p>closes a circuit and associate this with whether or not a lamp lights in a simple series circuit 4e5: recognise some common conductors and insulators, and associate metals with being good conductors..</p>	<p>explain how a circuit that does not light can be changed so that the bulb will light. Children know how to draw a circuit diagram for their improved circuits. Children know what an electrical switch is and how it works, by opening and closing a break in a circuit. Children know that mains electricity is more dangerous than the electricity used in Primary Science lessons. They know that the human body, metal, and water all conduct electricity. Children can look at illustrations of different dangerous situations and identify what the danger is and how it can be made safe</p>	<p>suggest how they can make the improvements to their work</p> <p>INVESTIGATION asking relevant questions; knowing how to use different types of sources as a way of gathering information</p> <p>EXPRESSION the ability to explain concepts, methods and practices; the ability to identify and articulate scientific understanding</p> <p>INTERPRETATION the ability to draw meaning from scientific theories, theories and studies</p> <p>APPLICATION making the association in science between chemistry, biology and physics; The ability to be able to apply a range of scientific knowledge and skills in a variety of contexts.</p> <p>ANALYSIS distinguishing between the feature's methods of different investigations</p> <p>EVALUATION the ability to evaluate a finished product and scientific investigation</p>	<p>renewable solar, nuclear, geothermal, hydro and wind. non-renewable fossil fuels – coal, oil and natural gas.</p> <p>Appliances battery cell resistor insulator switch circuit</p>			
<p>MFL</p> <p>4.3 les Fetes s</p>	<p>O4.1 Memorise and present a short spoken text O4.2 Listen for specific words and phrases O4.3 Listen for sounds, rhyme and rhythm</p>	<p>Children know the names and dates of several French festivals Children can identify and ask for certain presents at festivals Children know numbers 31–60 Children can give and understand more instructions Children know</p>	<p>Oracy: Respond to simple questions with support from a spoken model or visual clue. Respond to spoken instructions. Recognise numbers 1–20 Discriminate sounds and identify meaning when items are repeated several times. Greet others with confidence and reply to the questions. Know a well-known Children 's song in</p>	<p>Key Questions Question 1 What are the dates of festivals? Question 2 What would you like for Christmas? Question 3 How far can you count?</p> <p>Key Vocabulary</p>	<p>Numbers Unit 3.1 Year A term 1 Yr 3 Unit 3.4 Year A term 4 yr 3 Unit 3.6 Year A term 6 yr 3 Unit 4.2 Year A Term 2 Yr 4/5</p> <p>Time/dates</p>	<p>Numbers Unit 6.2 Year B Term 2 Yr 5/6</p> <p>Time/dates Unit 5.2 Year A Term 2 Yr 5/6</p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT ANALYSIS</p>

<p>(sprin g 1)</p>	<p>O4.4 Ask and answer questions on several topics L4.1 Read and understand a range of familiar written phrases L4.2 Follow a short familiar text, listening and reading at the same time L4.3 Read some familiar words and phrases aloud and pronounce them accurately L4.4 Write simple words and phrases using a model and some words from memory IU4.1 Know about festivals and celebrations in different Cultures</p>	<p>dates for festivals through the year Children can ask for various presents Children know how to count up to 60 Children know how to give imperative instructions Children can recognise plural forms</p>	<p>language studied. Sing a song from memory, with clear pronunciation. Identify common nouns Begin to know some key vocabulary e.g. body parts, colours. Reading: Sequence written instructions Recognise some familiar words in written form Recognise and read known sounds within words Read some key vocabulary Writing: Write some of the numbers to 20 from memory Experiment with writing simple words . Copy accurately in writing some key words Copy or label using single words or short phrases Language: Understand and start to use some basic core structures Cultural: Start to understand cultural similarities and differences and how festivals are celebrated. Understand the differences in social conventions when people greet each other</p>	<p>festivals: le Nouvel An (New Year), la Fête des Rois (Feast of Kings/Epiphany), la Saint-Valentin (St Valentine’s day), Pâques (Easter), la Fête Nationale (Bastille Day), Noël (Christmas) presents: un vélo (bike), un jeu (a game), un livre (a book), un ballon (a ball), un Père Noël en chocolat (chocolate Father Christmas), un œuf de Pâques (Easter egg) numbers 31–60 instructions: touchez le nez/les pieds! (touch your nose/feet!), comptez! (count!), sautez! (jump!), levez les bras! (raise your arms!), tournez! (turn around!), hochez la tête! (nod your head!)</p>	<p>Unit 3.6 Year A term 6 yr 3 Unit 4.2 Year A Term 2 Yr 4/5</p>	<p>Unit 5.4 Year A Term 4 Yr 5/6 Unit 6.3 Year B Term 3 Yr 5/6</p>
	<p>4.4 Ou vas tu (sprin g 2)</p>	<p>O4.1 Memorise and present a short spoken text O4.2 Listen for specific words and phrases O4.3 Listen for sounds, rhyme and rhythm O4.4 Ask and answer questions on several topics L4.1 Read and understand a range of</p>	<p>Children know how to name and recognise various French cities Children can give and understand basic directions Children know how to talk about the weather in a particular city Children know the names of various French cities. Children know how to ask and answer where you are going, using je vais à... Children can give imperative instructions for directions Children know how to</p>	<p>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 the ability to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material</p>	<p>Key Questions Question 1 What city are you going to? Question 2 What’s the weather like? Question 3 How do I get there?</p> <p>Key Vocabulary saying where you are going: Je vais à (I’m going to)... Paris/Bordeaux/Strasbourg /Nice/Grenoble.</p>	

	<p>familiar written phrases</p> <p>L4.2 Follow a short familiar text, listening and reading at the same time</p> <p>L4.3 Read some familiar words and phrases aloud and pronounce them accurately</p> <p>L4.4 Write simple words and phrases using a model and some words from memory</p> <p>IU4.2 Know about some aspects of everyday life and compare them to their own</p> <p>IU4.4 Know about ways of travelling to the country/countries</p>	<p>form weather expressions using impersonal il... expressions</p> <p>Children can describe the weather in a certain location in a short sentence</p>	<p>the ability to suggest meanings</p> <p>APPLICATION</p> <p>making the association between English and French</p> <p>DISCERNMENT</p> <p>explaining the significance of a new culture and the importance of understanding a language correctly</p> <p>ANALYSIS</p> <p>distinguishing between opinion, belief, and fact</p> <p>distinguishing between the feminine, masculine and neuter forms and the conjugation of high-frequency verbs</p>	<p>directions: tournez à droite (right), tournez à gauche (left), allez tout droit (straight on), arrêtez (stop)</p> <p>weather: Quel temps fait-il? (What's the weather like?), Il fait beau. (It's sunny), Il fait froid. (It's cold), Il fait chaud. (It's hot), Il pleut. (It's raining), Il neige. (It's snowing)</p> <p>weather in a particular town: À Paris/Bordeaux/Strasbourg/Nice/Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige. (In Paris [etc.], it's sunny/cold/hot/raining/snowing.)</p>			
RE	<p>Christianity</p> <p>God – Incarnation</p> <p><u>Summer 1 and 2</u></p> <p>The New Testament presents Jesus as the answer – the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans</p>	<p>Know that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</p> <p>Know that Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>Know that Christians worship God as Trinity.</p> <p>Know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p> <p>Know that Christians really want to try to understand God better and so try to</p>	<p>Are able to identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Are able to offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Are able to give examples of what these texts mean to some Christians today.</p> <p>Are able to describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Are able to make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p> <p>EXPRESSION</p>	<p>Enquiry Questions</p> <p>Why does Christmas matter to Christians?</p> <p>What is the Trinity?</p> <p>Why are Christians amazed at the incarnation?</p> <p>How can God be a person?</p> <p>Key Vocabulary</p> <p>Incarnation</p> <p>Trinity</p> <p>God/The Father/The Son/The Holy Spirit</p> <p>Becoming flesh or enfleshed</p> <p>Taking human form</p>	<p>Year B Term 3 EYFS</p> <p>RE: God</p> <p>Year B Term 3&4 KS!</p> <p>RE: Jesus' Teaching</p> <p>Year B Term 1 Y3&4</p> <p>English: explanation text</p> <p>Year B Term 3&4</p> <p>Y3&4 English: Reports</p> <p>Year A Term 2 EYFS</p> <p>RE: God</p> <p>Year A Term 1 Y3&4</p> <p>English: Explanation text</p> <p>Year A Term 3&4</p> <p>Y3&4 RE: Incarnation/The Trinity</p>	<p>Year B Term 1 Y4/5</p> <p>RE: Pilgrimage</p> <p>Year B Term 1 Y5/6</p> <p>RE: God – Christianity</p> <p>Year A Term 6 Y3&4</p> <p>RE: Does God exist?</p> <p>Year A Term 1 Y4/5</p> <p>RE: Pilgrimage</p> <p>Year A Term 1 Y5/6</p> <p>RE: Christianity – God</p> <p>Year A Term 2 Y5/6</p> <p>RE: Do you believe in God to be good?</p> <p>Year A Term 4 Y5/6</p> <p>RE: Creation and science</p>	<p>EXPRESSION</p> <p>INTERPRETATION</p> <p>REFLECTION</p> <p>EMPATHY</p> <p>DISCERNMENT</p> <p>SYNTHESIS</p>

		<p>describe God using symbols, similes and metaphors, in song, story, poems and art.</p>	<p>the ability to explain concepts, rituals and practices; the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media. INTERPRETATION the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to suggest meanings REFLECTION 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; DISCERNMENT explaining the significance of aspects of religious belief and practice; SYNTHESIS linking significant features of religion together in a coherent pattern</p>				
<p>Art/DT <i>Design a future vehicle</i></p>	<p>Pupils should be taught to: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; generate, develop, model, and communicate their</p>	<p>Children can identify a variety of different types of vehicles, Children can identify the main features of a variety of vehicles Children can identify the uses for a variety of vehicles, Children know what wheels, axles and chassis are • Children know that there are two different ways of attaching wheels to axles • Children can experiment with a range</p>	<p>identify the design features of their products that will appeal to intended customers; use their knowledge of a broad range of existing products to help generate their ideas; design innovative and appealing products that have a clear purpose and are aimed at a specific user; explain how particular parts of their products work; use annotated sketches and cross-sectional drawings to develop and</p>	<p>What are the main parts of a vehicle? How can I attach wheels to axes? What materials can I use? What tools will I need? Does my vehicle look like my design? How could I improve?</p>	<p><i>Year A term 3 Yr 3 DT moving vehicle Year A term 3 EYFS Moving Pictures Year A term 3 KS1 DT pulleys for drawbridge Year B Term 2 EYFS Art vehicles Year B term 3 EYFS DT-Rockets Year B Term 2 KS1 Art vehicles</i></p>	<p><i>Year A term 1 yr 4/5 bridge construction Year A term 3 Yr 5/6 DT model ship Year A term 5 yr 5/6 Key designers Year B term 2 Yr 4/5 DT boats Year B term 3 Yr 5/6 DT electrical components</i></p>	

	<p>ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make Pupils should be taught to: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate Pupils should be taught to: investigate and analyse a range of existing products; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; understand how key events and individuals in design and technology have</p>	<p>of materials and techniques to combine wheels, axles and chassis Children can choose materials to use as the body of a vehicle • Children can identify different ways of combining materials to create the body of a vehicle • Children can identify different ways of decorating the body of a vehicle including ICT Children can design a vehicle to include wheels, axles, chassis and bodies • Children can describe which materials and tools they will need to make their vehicles Children can discuss their designs and say what they think and feel about them. Children can follow a design to create a vehicle • Children can use a variety of materials and tools safely and effectively to create a vehicle • Children can identify ways in which they could improve their products and amend accordingly Children can evaluate a finished product by identifying what they did well • Children can evaluate a finished product by identifying what could be improved • Children can identify ways in which they could improve their work with DT in the future</p>	<p>communicate their ideas; when designing, explore different initial ideas before coming up with a final design; when planning, start to explain their choice of materials and components including function and aesthetics; test ideas out through using prototypes; use computer-aided design to develop and communicate their ideas , develop and follow simple design criteria; work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment. with growing confidence, carefully select from a range of tools and equipment, explaining their choices; select from a range of materials and components according to their functional properties and aesthetic qualities; place the main stages of making in a systematic order; Practical skills and techniques learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; with growing independence, measure and mark out to the nearest cm and millimetre; cut, shape and score materials with some degree of accuracy; assemble, join and combine material and components with some degree of accuracy; demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product; join textiles with an appropriate sewing technique; begin to select and use different and appropriate</p>	<p>Key Vocabulary Axes, chassis, wheels, body, design, evaluate,</p>	<p><i>Year B term 3 EKS1 DT-Rockets Year B term 2 Yr 3 DT moving model</i></p>		
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	<p>helped shape the world.</p> <p>Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures; understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]; understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]; apply their understanding of computing to program, monitor and control their products</p>		<p>finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics. explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; explore what materials/ingredients products are made from and suggest reasons for this; consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; evaluate their product against their original design criteria; evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world. understand that materials have both functional properties and aesthetic qualities; apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products; understand and demonstrate how mechanical and electrical systems have an input and output process; make and represent simple electrical circuits, such as a series and parallel, and components to create functional products; explain how mechanical systems such as levers and linkages create movement; use mechanical systems in their products.</p> <p>INVESTIGATION –: using a variety of sources to find out about events, people, processes and changes.</p>				
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			<p>carrying out investigative work to develop a better knowledge of products around us.</p> <p>EXPRESSION – the ability express opinions (using product knowledge.)</p> <p>INTERPRETATION – the ability to use technical vocabulary to describe and explain different products and talk about their purpose in making the world a better place. The ability to interpret a design brief.</p> <p>APPLICATION –: applying new skills to making products. applying designing skills to suit a design brief.</p> <p>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.</p> <p>EVALUATION –: the ability to evaluate a product. weighing up the respective evidence available and reach conclusions.</p>				
<p><i>Music Spring 1</i></p>	<p>3.7 In the Past (Pitch) 3.7 In the Past (Pitch) Mu2/ 1.4 Use and understand staff and other musical notations Mu2/ 1.6 Develop an understanding of the history of music</p>	<p>3.7 In the Past (Pitch) Children develop understanding of pitch. They will learn to read simple pitch notation. They will understand and use pitch notations. They will read simple rhythm notation. Develop understanding of music in the past.</p>	<p>3.7 In the Past (Pitch) Children learn a singing game about pitch. Children follow a conductor to sing an improvised three note melody. Children use hand movements to trace the path of a medieval song. Children learn to sing a song and follow ladder notation of a melody. Children compose and notate a melody using three pitches. Children learn dance steps.</p>	<p>3.7 In the Past (Pitch) Key Questions What is pitch? How can you read pitch notation? Can you read rhythm notation? Can you learn a Tudor dance?</p> <p>Key Vocabulary Pitch Drone Notation</p>	<p>3.7 In the Past (Pitch) Year B 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</p> <p>Year A KS1 Aut 2 1.3 Animals</p>	<p>3.7 In the Past (Pitch) Year B Y4/5 Spring 1 4.6 Around the World Year 5 units covering notation elements Spring 2 5.3 Life Cycles Summer 1 5.4 Keeping Healthy</p>	<p>INVESTIGATION INTERPRETATION SYNTHESIS EVALUATION</p>

	<p>3.8 Communication (composition) 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>3.8 Communication (composition) Children represent sounds with symbols. Children develop using voices creatively and expressively. Children create and perform from a symbol score.</p>	<p>3.8 Communication (composition) Children listen to earcons and identify then in a sequence in a listening game. Children learn to sing a song with expressive sounds and actions. Children sing call and response song. Children create mobile ringtones using voices. Children match audio themes with game app images. Children compose and play computer game sound effects on percussion INVESTIGATION: Investigating how the voice and body can be used to make sounds Exploring a range of tuned and untuned instruments to compose music INTERPRETATION: the ability to suggest meanings within a song's lyrics The ability to interpret the reasons for the changes in</p>	<p>Stave Crotchet Quaver Dynamics Beat Rhythm</p> <p>3.8 Communication (composition) Key Questions How can you represent sounds with symbols? How can you use your voice expressively? What is a call and response song? Can you match computer game movements with audio sequences?</p> <p>Key Vocabulary Timbre Dynamics Duration Pitch Tempo Glissando</p>	<p>Aut 1 1.6 Seasons</p> <p>3.8 Communication (composition) Music Express Composition Year B LKS2 Aut 1 3.1 Environment KS1 Sum 2 2.21 Travel EYFS Spring 2 1.11 Travel</p> <p>Year A LKS2 Summer 2 4.12 Food and Drink Aut 1 3.1 Environment KS1 sum 2 2.12 Travel EYFS Spring 2 1.11 Travel</p>	<p><i>Year 6 covering elements of notation</i> Aut 1 6.1 <i>World Unite</i> Spring 1 6.3 <i>Growth</i> Summer 2 6.6 <i>Moving On</i></p> <p><i>Year A</i> LKS2 Aut 2 3.7 <i>In the Past</i> Spring 1 3.10 <i>Singing French</i> Spring 2 4.6 <i>Around the World</i> Y4/5 Aut 2 4.6 <i>Around the World</i> 4.8 <i>Singing Spanish</i> Year 5 units covering notation elements Spring 2 5.3 <i>Life Cycles</i> Summer 1 5.4 <i>Keeping Healthy</i> Summer 2 5.5 <i>At the movies</i> Year 6 covering elements of notation Aut 2 6.1 <i>World Unite</i> Spring 2 6.3 <i>Growth</i> Summer 2 6.6 <i>Moving On</i></p> <p>3.8 Communication (composition) Music Express Composition Year B Y5 Aut 1 4.2 Environment</p>	
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			<p>musical features in a piece, such, and tempo</p> <p>SYNTHESIS: linking a range of musical devices together to create effective compositions</p> <p>Taking inspiration from existing musical performances to compose and perform music effectively</p> <p>EVALUATION: the ability to evaluate their own and others performances</p>			<p><i>Spring 1 4.12 Food and Drink (performance)</i></p> <p><i>Summer 2 5.6 Celebration (performance)</i></p> <p><i>Y6 Summer 1 6.5 Class Awards</i></p> <p><i>Year A</i></p> <p><i>LKS2 Summer 2 4.12 Food and Drink</i></p> <p><i>Y5 Aut 1 4.1 Poetry</i></p> <p><i>Aut 1 4.2 Environment</i></p> <p><i>Summer 2 5.5 At the movies</i></p> <p><i>Y6 Summer 1 6.5 Class Awards</i></p>	
Spring 2	<p>4.3 Sounds (exploring sounds)</p> <p>Mu2/ 1.1 Play and perform in solo and ensemble contexts, using their voices ad playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Mu2/ 1.3 Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Mu2/ 1.6 Develop an understanding of the history of music</p>	<p>4.3 Sounds (exploring sounds)</p> <p>Children learn about classifying instruments by the way sounds are produced.</p> <p>Children learn Beat box, exploring using their voices.</p> <p>Children learn about aerophones.</p> <p>Children learn to sing with a partner.</p> <p>Children explore and combine expressive effects of different instrumental groups.</p>	<p>4.3 Sounds (exploring sounds)</p> <p>Children explore the voice as an instrument.</p> <p>Children learn to sing a song and add beatbox sounds.</p> <p>Children invent their own beatbox pattern to perform in a song.</p> <p>Children identify and respond to four well- known instruments in a song.</p> <p>Children combine singing four songs together in a performance.</p> <p>Children classify the dance band instruments playing in a song.</p> <p>Children learn a song and use actions to demonstrate its structure.</p>	<p>4.3 Sounds (exploring sounds)</p> <p>Key Questions</p> <p>How can you use your voice to sound like an instrument?</p> <p>What is beatbox?</p> <p>Can you beatbox drum kit sounds?</p> <p>What are aerophones?</p> <p>How can you sing with a partner?</p> <p>Can you classify the dance band instruments?</p> <p>Key Vocabulary</p> <p>Aerophone</p> <p>Chordophone</p> <p>Membranophone</p> <p>Idiophone</p> <p>Beatbox</p> <p>Break</p> <p>Spiritual</p> <p>Unison</p>	<p>4.3 Sounds (exploring sounds)</p> <p>Year B</p> <p>Y2/3</p> <p>Sum 1 3.3 Sounds</p> <p>Spring 1 2.7 Storytime</p> <p>2.9 Weather</p> <p>AU2 2.3 Our Land</p> <p>Aut 1 2.1 Ourselves</p> <p>KS1</p> <p>Spring 2 2.3 Our Land</p> <p>Spring 1 1.4 Weather</p> <p>1.9 Storytime</p> <p>Aut 2 1.7 Our School</p> <p>Aut 1 1.1 Ourselves</p> <p>EYFS/Y1</p> <p>Spring 1 1.4 Weather</p> <p>1.9 Storytime</p> <p>Aut 2 1.7 Our School</p> <p>Aut 1 1.1 Ourselves</p> <p>Year A</p> <p>Year A</p> <p>KS1 Y2/3</p>	<p>4.3 Sounds (exploring sounds)</p> <p>Year B</p> <p><i>Music Express</i></p> <p><i>Exploring sounds (has Mu2/1.5)</i></p> <p>Year B</p> <p><i>LKS2 Aut 1 3.1 Environment</i></p> <p><i>3.2 Building</i></p> <p><i>Aut 2 3.4 Poetry</i></p> <p><i>Spring 2 4.3 Sounds</i></p> <p><i>4.5 Buidling</i></p> <p><i>Y4/5</i></p> <p><i>Aut 1 4.2 Environment</i></p> <p><i>4.4 Recycling</i></p> <p><i>Spring 1 4.6 Around the World</i></p> <p><i>4.12 Food and Drink</i></p> <p><i>Spring 2 5.3 Life Cycles</i></p>	<p>INVESTIGATION</p> <p>INTERPRETATION</p> <p>REFLECTION</p> <p>APPLICATION</p> <p>ANALYSIS</p> <p>SYNTHESIS</p>

	<p>4.5 Buildings (Beat) 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. Mu2/1.2 Improvise 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</p>	<p>4.5 Buildings (Beat) Children learn about verse and chorus song structure. Children combine four body percussion ostinato as a song accompaniment. Children understand texture. Children learn about layered structure in a rhythmic ostinato piece. Children accompany a melody with a drone. Children describe the structure of a piece of orchestral music. Children read clock score to play a piece combining drone and melodic ostinato.</p>	<p>INVESTIGATION: Exploring a range of tuned and untuned instruments to compose music Knowing how to use a range of sources to research music, composers and its history INTERPRETATION: the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo REFLECTION: reflecting on how music has changed and developed over time APPLICATION: identifying key musical terminology and using it in description of music Exploring different ways music is made ANALYSIS: distinguishing between genres of music Distinguishing between the features of music Identifying instruments used within a composition Synthesis: taking inspiration from existing musical performances to compose and perform music effectively</p>	<p>Round Vibration</p> <p>4.5 Buildings (Beat) Key Questions What is the verse and chorus in a song structure? Can you combine four body percussion ostinato as a song accompaniment? What is texture in music? What is layered structure? Can you accompany a melody with a drone? Can you describe the structure of a piece of orchestral music? Can you read a clock score? What is rondo structure?</p> <p>Key Vocabulary Verse Chorus Ostinato/ ostinato Dynamics Riff</p>	<p>Spring 2 3.3 Sounds Spring 1 2.3 Our Land 2.7 Storytime Aut 1 2.9 Weather KS1 Y1/2 Spring 2 2.1 Ourselves 2.3 Our Land Spring 1 1.9 Storytime 1.7 Our School Aut 1 1.4 Weather EYFS/Y1 Sum 1 1.9 Storytime Spring 1 1.7 Our School Aut 2 1.1 Ourselves Aut 1 1.4 Weather</p> <p>4.5 Buildings (Beat) Year B LKS2 Aut 2 3.6 Time Aut 1 3.2 Building Y2/3 Sum 2 3.6 Time Aut 2 2.10 Pattern Aut 1 2.4 Our Bodies KS1 Sum 1 1.5 Machines Aut 2 1.8 Pattern Aut 1 1.10 Our Bodies EYFS/Y1 Sum 1 1.2 Number 1.5 Machines Spring 2 1.8 Patterns Aut 1 1.10 Our Bodies</p> <p>Year A LKS2 Sum 1 4.5 Buildings Aut 1 3.2 Buildings KS1 Sum 1 2.6 Numbers Sum 1 2.4 Our Bodies</p>	<p>Sum 1 5.4 Keeping Healthy Y6 Aut 2 6.2 Journeys Spring 1 6.3 Growth Spring 2 6.4 Roots</p> <p>Year A (has Mu2/1.5) LKS2 Aut 1 3.1 Environment 3.2 Buildings Aut 2 3.3 Sounds Spring 2 4.6 Around the World Sum 1 4.3 Sounds 4.5 Building Sum 2 4.12 Food and Drink Y4/5 Aut 1 4.2 Environment Aut 2 4.6 Around the World Spring 1 4.5 Buildings Spring 2 5.3 Life Cycles Summer 2 5.4 Keeping Healthy Sum 2 5.5 At The Movies Y6 Aut 1 6.4 Roots Spring 1 6.2 Journeys Spring 2 6.3 Growth</p> <p>4.5 Buildings (Beat) Year B Y4/5 Summer 1 5.4 Keeping Healthy Y6</p>	
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	great composers and musicians.		<p>4.5 Buildings (Beat) Children learn a verse and chorus song. Children accompany a chorus with ostinato. Children listen to and identify the structure of Build. Children create a layered rhythm piece. Children learn to sing the operating melody of a song. Children identify the structure of a song. Children learn to play and improvise melodies in a rondo performance.</p>	<p>Texture Drone Rondo Fanfare Crescendo Circular score.</p>	<p>Aut 2 1.5 Machines EYFS/ Y1 Sum 2 1.8 Pattern Sum 1 1.10 Our Bodies Spring 2 1.5 Machines Aut 1 1.2 Number</p>	<p>Elements of 1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan. Year A Y4/5 Spring 1 4.5 Buildings Sum 1 5.4 Keeping Healthy Y6 Elements of 1.1,1.2,1.3 1.4 and 1.6 are in each Y6 plan.</p>	
<p>Computing 3.3.Creating media - desktop publishing</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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</p>	<p>Children know the difference between text and images, Children know that text and images can communicate messages clearly, Children know the advantages and disadvantages of using text and images. Children can change font style, size, and colours for a given purpose. Children know how to edit text and can explain that text can be changed to communicate more clearly Children can define the term 'page orientation' Children know what placeholders are and say why they are important Children know how to create a template for a particular purpose. Children</p>	<p>use search tools to find and use an appropriate website and content; use strategies to improve results when searching online; use key vocabulary to demonstrate knowledge and understanding in this strand, 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 key vocabulary to demonstrate knowledge and understanding in this strand: :</p>	<p>How do text and images convey information? What does editing mean? What are page settings? How do I add images and text? Does it look right? Is it better than drawing or painting? Key Vocabulary : filter, Google, search engine, image, keyboard, insert, tabledraw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search,</p>	<p>Year A term 2 EYFS Computing-painting Year A term 3 EYFS Computing-writing Year A term 2 KS1 Computing-photography Year A term 3 Ks1 Computing-music Year A term 2 Yr 3 Computing-animation Year A term 3 Yr 3 Computing-publishing Year B term 2 EYFS Computing-painting Year B term 3 EYFS Computing-writing Year B term 2 KS1 Computing-painting Year B term 3 Ks1 Computing-writing Year B term 2 Yr 3 Computing-animation</p>	<p>Year A term 2 Yr 4 Computing -audio editing Year A term 2 Yr 4/5 computing vector drawing Year A term 3 Yr 4 Computing photo editing Year A term 3 Yr 4/5 Video-editing Year A term 2 Yr 5/6 Computing -3d modelling Year A term 3 yr 5/6 Computing - web pages Year B term 2 Yr 4/5 Computing - audio editing</p>	<p>INVESTIGATION EXPRESSION REFLECTION APPLICATION DISCERNMENT EVALUATION</p>

3.4 Data and inform ation- branch ing datab ases	<p>presenting data and information</p>	<p>know the best locations for content . Children can paste text and images to create a magazine cover. Children can make changes to content . Children can identify different layouts and match a layout to a purpose. Children can identify the uses of desktop publishing in the real world and say why desktop publishing might be helpful . Children can compare work made on desktop publishing to work created by hand</p>		<p>print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck</p>		<p><i>Year B term 3 Yr 4/5 Computing photo editing Year B term 2 Yr 5/6 Computing - vector drawing Year B term 3 yr 5/6 Computing - video editing</i></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 investigate questions with yes/no answers Children know how to make up a yes/no question about a collection of objects. Children can create two groups of objects separated by one attribute Children know how to select an attribute to separate objects into groups. Children know how to create a group of objects within an existing group . Children can arrange objects into a tree structure. Children know how to select objects to arrange in a branching database. Children can group objects using my own yes/no questions. Children know how to prove my branching database works.</p>	<p>talk about the different ways data can be organised; sort and organise information to use in other ways; search a ready-made database to answer questions; use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p>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; the ability to identify and articulate computational thinking. REFLECTION the ability to reflect on why their process may not have worked and use resilience to problem solve.</p>	<p>Is the answer yes or no? What are attributes? How do I create a branching database? How do I use a branching database? Is it the same or is it different?</p> <p>Key Vocabulary Google Docs, insert, table</p>	<p><i>Year A term 4 EYFS – computing -grouping data Year A term 4 KS1 computing- pictograms Year B term 4 EYFS – computing -grouping data Year B term 4 KS1 computing-grouping data</i></p>	<p><i>Year A term 4 yr 3 Computing - branching databases Year A term 4 Yr 4 Computing-data logging Year A term 4 yr 4/5 Computing flat file data bases Year A term 5 yr /45 Science - classification Year B term 4 Yr 5/6 Computing- spreadsheets Year B term 4 Yr 4/5 Computing- data logging Year B term 4 Yr 5/6 Science- classification Year B term 4 Yr 5/6 Computing-flat file databases</i></p>

		<p>Children know how to create yes/no questions using given attributes Children know that questions need to be ordered carefully to split objects into similarly sized groups. Children know how to compare two branching database structures. Children know how to select a theme and choose a variety of objects. Children can create questions and apply them to a tree structure. Children can use my branching database to answer questions. Children can explain what a pictogram tells me. Children know what a branching database tells them Children can compare two ways of presenting information</p>	<p>APPLICATION the ability to apply a range of computational knowledge and skills in a variety of contexts and subjects. DISCERNMENT seeing clearly for themselves how they use computing in their daily lives and in future employment. EVALUATION understand what can be done differently and what impact this may have on the outcome.</p>				
<p>PE Gym Summer 1</p>	<p>Pupils should be taught to : develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Children know how to perform a range of jumps accurately. Children know how to accurately perform a forward roll from standing and a tucked backward roll. Children can perform a squat on vault accurately. Children can perform a lunge into handstand and a cartwheel accurately. Children know how to link movements together by performing a chassis step, straight jump half-turn and cat leap Children can create and perform a gymnastics sequence with a partner Children can perform static body shapes</p>	<p>Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while</p>	<p>What is a forward roll? How do I link movements? How do I perform a cartwheel? What is a sequence? What is na symmetrical shape</p> <p>Key vocabulary Crouched forward roll, Forward roll from standing , Tucked backward roll, Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat</p>	<p><i>Year A term 3 EYFS Gym</i> <i>Year A term 3 KS1 Gym</i> <i>Year B term 3 EYFS Gym</i> <i>Year B term 3 KS1 Gym</i></p>	<p><i>Year A term 3 Yr 3 Gym</i> <i>Year A term 3 Yr 4/5 Gym</i> <i>Year A term 3 yr 5/6 Gym</i> <i>Year A term 3 Yr 3 Gym</i> <i>Year B term 3 Yr 4/5 Gym</i> <i>Year B term 3 yr 5/6 Gym</i></p>	<p>INVESTIGATION EXPRESSION INTERPRETATION APPLICATION DISCERNMENT</p>

<p><i>Outdoor activities Summer 2</i></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 improvement to achieve their personal best</p>	<p>Children know how to make body shapes in the air. Children can carry out rhythmic gymnastics moves. Children know how to create symmetrical shapes.</p> <p>Children know how to work effectively with others to complete a task Children know how to follow multi step instructions Children know how to solve a range of problems Children know how to follow a set of directions correctly Children can give clear and precise directions for someone else to follow Children can follow simple Maps Children know what orienteering is Children know and understand a range of map symbols</p>	<p>holding balances with control and confidence. Begin to show flexibility in movements</p> <p>recognise on describe the effects of exercise on the body know the importance of strength and flexibility for physical activity, explain why it's important to warm up and cool down, orientate themselves with increasing confidence and accuracy around the short trail, identify and use effective communication to begin to work as a team, identify symbols used on a map, begin to use equipment that is appropriate for an activity, communicate with others, offer an evaluation of personal performance and activities, describe how that performance has improved overtime.</p> <p>INVESTIGATION-in Pe, this covers -asking relevant questions - using different approaches to determine skills and tactics EXPRESSION- -the ability to express themselves through movement -the ability to explain what they do and how they do it INTERPRETATION- -understanding the effects of what they do and how this could be changed to improve or maintain a standard</p>	<p>leap Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off Handstand Lunge into handstand Cartwheel Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap</p> <p>What is teamwork? How do I follow directions? What is a symbol?</p> <p>Key vocabulary Map, directions, symbol, orienteering, teamwork</p>	<p><i>Year A term 3 EYFS Outdoor activities Year A term 3 KS1 Outdoor activities Year B term 3 EYFS Outdoor activities Year B term 3 KS1 Outdoor activities</i></p>	<p><i>Year A term 3 Yr 3 Outdoor activities Year A term 3 Yr 4/5 Outdoor activities Year A term 3 yr 5/6 Outdoor activities Year A term 3 Yr 3 Outdoor activities Year B term 3 Yr 4/5 Outdoor activities Year B term 3 yr 5/6 Outdoor activities</i></p>	
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			<p>APPLICATION</p> <ul style="list-style-type: none"> - make connections between different skills in different sports and how these are interlinked -to apply the skills, they have learnt in different situations <p>DISCERNEMENT-</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>PSHE/ RSE</p>	<p>Health and Prevention Spring 1 and Spring 2 Why should we eat well Spring 2 Why should we look after our teeth?</p>	<p>Know how to eat a healthy diet and the benefits of nutritionally rich foods Know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist Know how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health Know how people make choices about what to eat and drink, including who or what influences these Know how, when and where to ask for advice and help about healthy eating and dental care</p>	<p>Are able to make informed decisions about health Can explain about the elements of a balanced, healthy lifestyle Can explain about choices that support a healthy lifestyle, and recognise what might influence these Can understand how to recognise that habits can have both positive and negative effects on a healthy lifestyle Understand about what good physical health means; how to recognise early signs of physical illness Can explain about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>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</p>	<p>Enquiry Questions</p> <p>What are the five main food groups? How much sleep should you get a day? Do you think some people might eat too much salt/sugar? What can happen if we don't brush our teeth?</p> <p>Key Vocabulary Protein Carbohydrates Fats Salts Sugar Dentist Balanced diet</p>	<p>Year B Term 3&4 EYFS PSHE/RSE: Health and Protection Year B Term 3 EYFS Science: Animals Inc Humans Year B Term 1 KS1 Science: Animals Inc Humans Year B Term 2 Y3&4 PSHE/RSE: Well-being Year B Term 2 Y3&4 Science: Animals Inc Humans – teeth Year A Term 2& 5 EYFS Science: Animals Inc Humans Year A Term 2 EYFS English: Information texts – health and safety Year A Term 5 EYFS DT: Healthy Eating Year A Term 5 KS1 Science: Human body</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 5 Y4/5 DT: design a healthy snack Year B Term 5 Y4/5 English: Instructions (recipe) Year B Term 3 Y5/6 PSHE/RSE: Health Prevention Year B Term 6 Y5/6 DT: Design a savoury dish Year A Term 2 Y4/5 Science: Digestive system and teeth Year A Term 6 Y4/5 English: Recipes</p>	<p>INTERPRETATION REFLECTION</p>

			<p>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.</p> <p>REFLECTION the ability to reflect on feelings, relationships, experiences, stereotypes, beliefs and practices; the ability to think with clarity and care about significant events, emotions and change.</p>				
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