



Toftwood Infant and Junior School Federation Foundation Subjects Curriculum

Toftwood Infant and Junior School Federation



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Modern foreign languages

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

3	Autumn	Spring	Summer
	<p>Unit 1A Greetings Hola! - Greetings in Spanish (como te llamas what is your name) - discrete teaching Hola! - Greetings in Spanish - repetition, recognition and recall Intercultural understanding European day of Languages Unit 1B Greetings Hola! - Greetings in Spanish (que tal? How are you?) - discrete teaching Hola! - Greetings in Spanish - repetition, recognition and recall Intercultural understanding Celebration of EAL Unit 2A Vamos a contra Counting from 1 to 15 - discrete teaching Counting from 1 to 15 - repetition, recognition and recall Unit 2B Vamos a contra Asking and answering questions about age -discrete teaching Asking and answering questions about age - repetition, recognition and recall Listening and responding Story book/drama session Intercultural understanding Christmas abroad</p>	<p>Unit 3 Colours - (colores) Red, Green, Yellow, Blue, Black, White - discrete teaching Repetition, recognition and recall Intercultural understanding Chinese New Year Unit 3 Colores - (colores) Brown, pink, orange, violet, grey - discrete teaching Repetition, recognition and recall Listening and responding Story book/drama session Unit 4A En mi estuche In my classroom. - discrete teaching (6 classroom items) In my classroom - repetition, recognition and recall Intercultural understanding Spanish Speaking Country session Unit 4B Grammar En mi estuche - gender of nouns - discrete teaching En mi estuche - gender of nouns - repetition, recognition and recall</p>	<p>Unit 5A Frutas y verduras (Fruit and veg) - discrete teaching 6 fruit and 6 veg (Fruit and veg) - repetition, recognition and recall Intercultural understanding Our Mediterranean Neighbours - Italian Cooking Unit 5B Frutas y verduras (Fruit and veg) - discrete teaching - likes and dislikes (Fruit and veg) - repetition, recognition and recall Listening and responding Story book/drama session - billy goats gruff Unit 6 Las formas Shapes - adjectives and actions - discrete teaching Shapes - adjectives and actions - Repetition, recognition and recall. Intercultural understanding Festival of languages</p>

4	Autumn	Spring	Summer
	<p>Unit 7A A que fecha estamos? What's the date? (to say and recognise days of the week) Discrete teaching What's the date? (to say and recognise days of the week) repetition, recognition and recall Intercultural understanding European day of Languages Unit 7B A que fecha estamos? What's the date? Counting to 16-31 discrete teaching What's the date? Counting to 16-31 repetition, recognition and recall Listening and responding Cinderella https://www.thefablecottage.com/spanish/la-cenicienta Unit 7C A que fecha estamos? What's the date? Months of the year - discrete teaching What's the date? Months of the year- repetition, recognition and recall Intercultural understanding Celebration of EAL Unit 7C A que fecha estamos? Months of the year - when is your birthday? Months of the year - when is your birthday? Listening and responding Cinderella https://www.thefablecottage.com/spanish/la-cenicienta Intercultural understanding Christmas abroad</p>	<p>Unit 7D A que fecha estamos? Say and Write Dates - discrete teaching Say and Write Dates - repetition, recognition and recall Intercultural understanding: Chinese New Year Unit 8A Descubrimos los animals Head and Face - discrete teaching Head and face - repetition, recognition and recall Listening and responding Cinderella https://www.thefablecottage.com/spanish/la-cenicienta Unit 8B Descubrimos los animals Parts of the body - discrete teaching Parts of the body - repetition, recognition and recall Intercultural understanding Spanish speaking country session Unit 8C Descubrimos los animals Say and recognise animal words - discrete teaching Say and recognise animal words - repetition, recognition and recall Intercultural understanding A taste of Japan</p>	<p>Unit 9A Mi familia y yo (my family and I) Say and recognise family words discrete teaching. Mi familia y yo (my family and I) - repetition, recognition and recall Intercultural understanding Our Mediterranean Neighbours - Italian Cooking Unit 9B Mi familia y yo (my family and I) Retell the story of El Rabano Gigante (the giant radish) discrete session Mi familia y yo (my family and I) - retell the story of El Rabano Gigante (the giant radish) repetition, recognition and recall Unit 10 Mis mascotas My pets. Say and recognise 9 pet words. Discrete Session My pets - repetition, recognition and recall. Intercultural understanding Festival of Languages</p>
5	Autumn	Spring	Summer
	<p>Unit 11 Numeros grandes (big numbers) Count from 31-1000 - discrete teaching Numeros grandes (big numbers) Count from 31-1000 - Repetition, recall and recognition Intercultural understanding European day of languages Unit 12 Que hora Es (what is the time?) Saying and writing the time - on hour, quarter, half and every 5 mins. discrete teaching Que hora Es (what is the time?) - Repetition, recall and recognition</p>	<p>Unit 14B Me encantan los deportes (I love sports) Say and recognise sports- discrete teaching Me encantan los deportes (I love sports) - say and recognise sports - Repetition, recall and recognition. Intercultural understanding Chinese New Year Unit 15A Yo Soy Musico - I like music Express opinions about different styles of music - discrete teaching Yo Soy Musico - I like music - express opinions about different styles of</p>	<p>Unit 13 REVISIT Que tiempo hace? (what is the weather like?) Say and recognise weather phrases - discrete teaching Que tiempo hace? (what is the weather like?) - say and recognise weather phrases - repetition, recall and recognition Intercultural understanding Our Mediterranean Neighbours - Italian Cooking Unit 12 REVISIT Que hora Es (what is the time?) Saying and writing the time - on hour, quarter, half and every 5 mins - discrete teaching</p>

	<p>Listening and recognition Hansel and Gretel https://www.thefablecottage.com/spanish/hansel-y-gretel</p> <p>Unit 13 Que tiempo hace? (what is the weather like?) Say and recognise weather phrases - discrete teaching Que tiempo hace? (what is the weather like?) - say and recognise weather phrases - repetition, recall and recognition.</p> <p>Intercultural understanding Celebration of EAL</p> <p>Unit 14A Me encantan los deportes (I love sports) Gender of nouns singular and plural through teaching of sport- discrete teaching Me encantan los deportes (I love sports) - gender of nouns singular and plural through teaching of sport - Repetition, recall and recognition.</p> <p>Listening and recognition Hansel and Gretel https://www.thefablecottage.com/spanish/hansel-y-gretel</p> <p>Intercultural understanding Christmas Abroad</p>	<p>music - Repetition, recall and recognition</p> <p>Listening and recognition Hansel and Gretel https://www.thefablecottage.com/spanish/hansel-y-gretel</p> <p>Unit 15B Yo Soy Musico - I like music Recognising names of instruments - discrete teaching Yo Soy Musico - I like music - recognising names of instruments - Repetition, recall and recognition</p> <p>Intercultural understanding Spanish Speaking country session</p> <p>Unit 11 REVISIT Numeros grandes (big numbers) Count from 31-1000 discrete teaching Numeros grandes (big numbers) Count from 31-1000 Repetition, recall and recognition</p> <p>Intercultural understanding A taste of Japan</p>	<p>Que hora Es (what is the time?) Repetition, recall and recognition</p> <p>Listening and recognition Hansel and Gretel https://www.thefablecottage.com/spanish/hansel-y-gretel</p> <p>Year 5 Spanish Project Plan a holiday to a Spanish speaking country and use Spanish language knowledge to create a language guide of tourist phrases.</p> <p>Year 5 Spanish Project Plan a holiday to Spanish speaking country and use Spanish language knowledge to create a language guide of tourist phrases.</p> <p>Intercultural understanding Festival of languages</p>
6	Autumn	Spring	Summer
	<p>Unit 16A En mi pueblo Places in town - discrete teaching En mi pueblo - places in town - repetition, recognition and recall At the shops</p> <p>Intercultural understanding European day of languages</p> <p>Unit 16B En mi pueblo Places in town - infinitive verb - discrete teaching En mi pueblo - places in town - infinitive verb - repetition, recognition and recall</p> <p>Listening and responding Jack and the beanstalk https://www.thefablecottage.com/spanish/jack-y-los-frijoles-magicos</p> <p>Unit 16C En mi pueblo Places in town - transport names discrete teaching En mi pueblo - places in town - transport names repetition, recognition and recall Let's Go!</p> <p>Intercultural understanding Celebration of EAL</p>	<p>Unit 16 Then and Now Tenses - discrete teaching</p> <p>Unit 16 Then and Now Tenses - repetition, recognition and recall Exploring a Spanish town</p> <p>Unit 17 Asi Soy Yo talking about countries, languages and nationalities.</p> <p>Intercultural understanding Chinese New Year</p> <p>Unit 17 Consolidation: Then and Now Developing vocab and sentence level</p> <p>Listening and responding Jack and the beanstalk https://www.thefablecottage.com/spanish/jack-y-los-frijoles-magicos</p> <p>Intercultural understanding Spanish Speaking country session</p> <p>Intercultural understanding A taste of Japan Mi bandera</p>	<p>Unit 16A Consolidation - En mi pueblo places in town - Developing vocabulary and sentence level</p> <p>Intercultural understanding Our Mediterranean Neighbours - Italian Cooking</p> <p>Unit 16B Consolidation - En mi pueblo Places in town - Developing vocab and sentence level</p> <p>Unit 16A-B consolidation Eating out</p> <p>Listening and responding Jack and the beanstalk https://www.thefablecottage.com/spanish/jack-y-los-frijoles-magicos</p> <p>Intercultural understanding Festival of languages</p> <p>Unit 18 Los Planetas The planets - say and order planets - discrete teaching Los Planetas - the planets - say and order planets - repetition, recognition and recall</p> <p>Unit 18 Consolidation - Los Planetas Developing vocab and sentence level</p>

<p>Unit 16C Consolidation - En mi pueblo Developing vocab and sentence level</p> <p>Listening and responding Jack and the beanstalk https://www.thefablecottage.com/spanish/jack-y-los-frijoles-magicos</p> <p>Intercultural understanding Christmas Abroad</p>		
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Computing – online safety to be included in all lessons in line with Online Safety policy and Safeguarding Policy

Computing – online safety to be included in all lessons in line with Online Safety policy and Safeguarding Policy			
1	Autumn	Spring	Summer
1st	<p>Digital Literacy: networks Describe common uses of information technology beyond school NCCE Unit - Technology around us</p> <p>Digital Literacy: online safety Use technology safely and respectfully Project Evolve: Online Bullying</p>	<p>Information Technology: create digital content Use technology purposefully to create digital content NCCE Unit - Creating media - Digital painting</p> <p>Digital Literacy: online safety Use technology safely and respectfully Project Evolve: Self-Image and Identity; Online Relationships;</p>	<p>Information Technology: data and information Use technology purposefully to organise and store digital content (Collect and present data) NCCE- Grouping Data</p> <p>Computer Science: algorithms and logical reasoning Understand that programs execute by following precise instructions Barefoot Computing - Crazy Character; Decomposition</p> <p>Digital Literacy: online safety Use technology safely and respectfully Project Evolve: Online Reputation; Managing Online Information;</p>
2nd	<p>Information Technology: create digital content Use technology purposefully to create digital content (Using a computer to create and change text) NCCE Unit - Digital writing + keyboard skills. Textease.</p> <p>Digital Literacy: online safety Use technology safely and respectfully Project Evolve: Copyright and Ownership</p>	<p>Information Technology: create digital content Use technology purposefully to create digital content (Using digital tools to create digital paintings) Purple Mash Unit 1.6 Animated Story Books</p> <p>Digital Literacy: online safety Use technology safely and respectfully Project Evolve: Privacy and Security;</p>	<p>Computer Science: write and debug programs Can create simple programs (Beebots) NCCE Unit - Moving a robot Purple Mash - 2Go</p> <p>Digital Literacy: online safety Use technology safely and respectfully Project Evolve: Health, Well-being and Lifestyle;</p>
2	Autumn	Spring	Summer
1st	<p>Information Technology: data and information Use technology to retrieve digital content NCCE Unit - Pictograms Purple Mash - 2Count</p> <p>Digital Literacy: online safety Use technology safely and respectfully Project Evolve: Self-Image and Identity;</p>	<p>Digital Literacy: networks Describe common uses of information technology beyond school NCCE Unit - IT around us Purple Mash - 2Type</p> <p>Digital Literacy: online safety Recognise acceptable online content Project Evolve: Online Reputation; Managing Online Information;</p>	<p>Information Technology: create digital content Use technology to manipulate digital content NCCE Unit - Digital photography</p> <p>Digital Literacy: online safety Use technology safely and respectfully Project Evolve: Copyright and Ownership</p>
2nd	<p>Computer Science: write and debug programs Can debug simple programs Barefoot Computing lessons - Patterns; Sharing sweets Purple Mash - Unit 2.1 Coding</p> <p>Digital Literacy: online safety Use technology safely and respectfully Project Evolve - Online Bullying</p>	<p>Computer Science: algorithms and logical reasoning Can use logical reasoning to predict the behaviour of simple programs Understands what algorithms are and that they are implemented as programs on devices NCCE Unit - Programming - Robot algorithms (Beebots) Purple Mash - 2Beat & Purple Mash - 2Go</p> <p>Digital Literacy: online safety Use technology safely and respectfully</p>	<p>Information Technology: create digital content Use technology to manipulate digital content Using editing features in Microsoft Word</p> <p>Digital Literacy: online safety Recognise acceptable online content Project Evolve: Online Relationships; Privacy and Security;</p>

		<i>Project Evolve: Health, Well-being and Lifestyle;</i>	
3	Autumn	Spring	Summer
1 st	Information Technology: create digital content Can choose from a variety of software and internet services to accomplish given goals <i>NCCE Unit - Creating media: Desktop publishing</i> [Link to History] Digital Literacy: online safety Recognise acceptable / unacceptable behaviour <i>Project Evolve - Online Bullying</i>	Computer Science: write and debug programs Design and create programs that use sequence <i>NCCE Unit - Programming A Sequencing in music</i> Digital Literacy: online safety Use technology safely and responsibly <i>Project Evolve - Health, Well-being and Lifestyle</i>	Information Technology: data and information Can collect and present data and information <i>NCCE Unit - Branching databases</i> Digital Literacy: online safety Identify a range of ways to report concerns <i>Project Evolve - Self-Image and Identity & Online Relationships</i>
2 nd	Digital Literacy: networks Understand the opportunities computer networks offer for communication <i>NCCE Unit - Computing systems and networks: Connecting computers</i> Digital Literacy: online safety Use technology safely and respectfully <i>Project Evolve - Online Reputation & Managing Online Information</i>	Computer Science: algorithms and logical reasoning Use logical reasoning to detect errors in programs <i>NCCE Unit - Programming B Events and actions</i> Digital Literacy: online safety Use technology safely and respectfully <i>Project Evolve - Privacy and Security</i>	Information Technology: create digital content Can choose from a variety of software and internet services to accomplish given goals <i>NCCE Unit - Stop frame animation</i> Digital Literacy: online safety Use technology respectfully and responsibly <i>Project Evolve - Copyright and Ownership</i>
4	Autumn	Spring	Summer
1 st	Digital Literacy: networks Understand how computer networks can provide multiple services, such as the world wide web <i>NCCE Unit - The Internet</i> Digital Literacy: online safety Use technology safely and respectfully <i>Project Evolve - Online Reputation & Managing Online Information</i>	Computer Science: write and debug programs Use repetition of sequences in programs <i>NCCE Unit - Repetition in shapes (Scratch version)</i> Digital Literacy: online safety Use technology safely and responsibly <i>Project Evolve - Health, Well-being and Lifestyle</i>	Information Technology: create digital content Create content to accomplish a goal <i>Creating a PowerPoint</i> Digital Literacy: online safety Identify a range of ways to report concerns <i>Project Evolve - Self-Image and Identity & Online Relationships;</i>
2 nd	Information Technology: data and information Can combine data and information <i>NCCE Unit - Data logging</i> [Link to Science: Sound] Digital Literacy: online safety Recognise acceptable / unacceptable behaviour <i>Project Evolve - Online Bullying</i>	Information Technology: create digital content Create content to accomplish a goal <i>NCCE Unit - Photo editing</i> [Link to Digital Art] Digital Literacy: online safety Use technology respectfully and responsibly <i>Project Evolve - Copyright and Ownership</i>	Computer Science: algorithms and logical reasoning Use logical reasoning to correct errors in programs <i>NCCE Unit - Repetition in games</i> Digital Literacy: online safety Use technology safely and respectfully <i>Project Evolve - Privacy and Security</i>
5	Autumn	Spring	Summer
1 st	Information Technology: create digital content Create content to accomplish a goal <i>Create a blog</i> Digital Literacy: online safety	Computer Science: write and debug programs Design and debug programs that use selection <i>NCCE Unit - Selection in quizzes</i> Digital Literacy: online safety Use technology safely and responsibly	Computer Science: algorithms and logical reasoning Use logical reasoning to explain how algorithms work and detect and correct errors in them <i>Code Club: Micro:bit</i> Digital Literacy: online safety

	Identify a range of ways to report concerns <i>Project Evolve - Self-Image and Identity & Online Relationships</i>	<i>Project Evolve - Health, Well-being and Lifestyle</i>	Use technology safely and respectfully <i>Project Evolve - Privacy and Security</i>
2 nd	Information Technology: create digital content Design and create systems to accomplish a given goal <i>NCCE Unit - video editing</i> Digital Literacy: online safety Recognise acceptable / unacceptable behaviour <i>Project Evolve - Online Bullying</i>	Information Technology: data and information Can evaluate data and information <i>NCCE Unit - Flat-file databases</i> Digital Literacy: online safety Use technology respectfully and responsibly <i>Project Evolve - Copyright and Ownership</i>	Digital Literacy: networks Understand the opportunities computer networks offer for collaboration <i>NCCE Unit - Sharing information</i> Digital Literacy: online safety Use technology safely and respectfully <i>Project Evolve - Online Reputation & Managing Online Information</i>
6	Autumn	Spring	Summer
1 st	Computer Science: algorithms and logical reasoning Can solve problems in writing programs by decomposing them into smaller parts <i>Code Club: Micro:bit / NCCE Unit - Programming B Sensing</i> Digital Literacy: networks Understands the basic workings of computer networks including internet <i>NCCE Unit - Computing systems and networks: Communication</i> <i>Project Evolve - Self-Image and Identity</i>		Information Technology: create digital content Combine a variety of software to accomplish goals on a range of digital devices <i>NCCE Unit - Web page creation</i> Digital Literacy: online safety Recognise acceptable / unacceptable behaviour <i>Project Evolve - Online Reputation & Managing Online Information & Online Bullying</i> Digital Literacy: online safety Use technology safely and responsibly <i>Project Evolve - Health, Well-being and Lifestyle</i>
2 nd	Computer Science: write and debug programs Design and debug programs that use variables <i>NCCE Unit - Variables in games</i> Digital Literacy: online safety Use technology respectfully and responsibly <i>Project Evolve - Copyright and Ownership</i>	Information Technology: data and information Can analyse data and information <i>NCCE Unit - Spreadsheets</i> Digital Literacy: online safety Identify a range of ways to report concerns <i>Project Evolve - Online Relationships</i>	Digital Literacy: online safety Use technology safely and respectfully <i>Project Evolve - Privacy and Security</i>

Appendix 1: Computer Science skills and concepts

Skills	Definition
Algorithm	A precise set of instructions to achieve a task, written for a human to understand
Debug	Finding and fixing errors in your algorithm or in your code
Logic	Reasoning and explaining why something is happening
Decomposition	Breaking down a task into smaller parts
Patterns	Spotting similar features to create a general solution

Concepts	Definition
Sequence	A set of instructions read in order from beginning to end
Repetition	To repeat a sequence of instructions more than once
Selection	A set of instructions that will only run if a condition is met
Variable	A piece of data that can be changed by a computer program
Input	Information that is sent in to a digital device
Output	Information that a digital device sends out

Art and Design			
KS1	Art and Design objectives:		
	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
1	Autumn	Spring	Summer
	<p>Collage Paul Klee- self-portraits. Cut and tear paper Colour sort materials Build layers of materials.</p> <p>Printing Snow scene using sponges and small tools. Recognise different objects make different marks. Repeat a print to make a pattern Apply drawing skills to print.</p>	<p>Drawing Louise Bourgeois- spirals Express feelings through drawings Create moods in drawings Use different grades of pencil to alter lines Interpret an object through drawing</p> <p>Painting Van Gogh- sunflowers Understand basic colour theory Express feelings through painting Interpret an object through painting</p>	<p>3D Andy Goldsworthy- spiral Use 3D materials to create a form. Scrunch and roll materials.</p> <p>Texture Natural weaving Use weaving motions to create art. Understand that weaving materials together makes them stronger.</p>
2	Autumn	Spring	Summer
	<p>3D Sir Giles Gilbert Scott- red phone box research Make links to artists to inspire their work.</p> <p>Painting Van Gogh- starry night. Mix paint to explore colour theory Create shades of a colour</p>	<p>Drawing Bridget Riley- spirals Use different grades of pencil for different effects Create different tones using light and dark Use patterns and texture</p> <p>Collage Wassily Kandinsky- circles Use different kinds of media to embellish and add details on their collage and explain what effect this has</p>	<p>3D Andy Goldsworthy- leaf art Add line and shape to their work. Create depth and tone in their sculptures.</p> <p>Printing Aboriginal dot art Create a repeating pattern Find printing opportunities in everyday objects.</p> <p>Textiles William Morris- repetitive designs Create a repeating pattern Use a range of materials to create art.</p>
KS2	Art and Design objectives:		
	<ul style="list-style-type: none"> 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. 		
3	Autumn	Spring	Summer
	<p>Drawing Focus on the skill of hatching and contour hatching.</p>	<p>Printing Georgia O'Keeffe - inspired by her flower art using polystyrene tile. Create, design and evaluate.</p>	<p>3D Antoni Gaudi architecture - create a model inspired by his architecture.</p>

	<p>Use line, pattern and space to sketch a piece of fruit.</p> <p>Collage Susan B Schenk - use different kinds of media (magazines/ newspapers) to create and add detail to their collage and evaluate.</p>	<p>Painting Georgia O'Keeffe - blend and shade by mixing paints to create flower artwork.</p>	<p>Add pattern, texture and form to their work. Use of shape.</p> <p>Textiles Design and create a book mark. Using the running stitch. Design, create and evaluate.</p>
4	Autumn	Spring	Summer
	<p>Drawing In sketchbooks, focus on the skill of random hatching and cross hatching. Use line, pattern and space to sketch a piece of fruit.</p> <p>Collage Claude Monet - impressionist art using mixed media to design, create and evaluate.</p>	<p>Painting Claude Monet - use of water colours adding colour, pattern and shape. Create, annotate and evaluate.</p> <p>Printing Sue Brown - Collagraph - use of pattern, texture and shape to create a printing tile. Design, create, annotate and evaluate.</p>	<p>3D Alberto Giacometti - inspired sculpture using mixed media. Add form, space, line and texture. Annotate and evaluate.</p> <p>Textiles Knitting - use of running stitch. Adding colour, pattern, texture and form. Design, create, annotate and evaluate.</p>
5	Autumn	Spring	Summer
	<p>Drawing Andy Warhol - pop art postcards use of colour, pattern, shape and form to add detail. Design, create annotate and evaluate.</p> <p>Printing Andy Warhol Pop Art - use of colour, pattern, shape and form to add detail. Design, create annotate and evaluate.</p>	<p>3D Sirs Giles and George Gilbert Scott To research the famous architects and their works.</p> <p>Painting Andy Warhol Pop Art Use of colour, pattern, texture, shape and space. Design, create, annotate and evaluate.</p>	<p>Textiles Mary Quant (Designer) inspired fashion hat e.g. pill box. Use of variety of stitches. Use of colour, pattern, texture form and space. Design, create, annotate and evaluate.</p>
6	Autumn	Spring	Summer
	<p>Painting Research prior artists learnt across the Federation. Create / re-design a piece of artwork using skills, imagination and artistic vision. Create a mood board. To execute and produce a final piece of artwork demonstrating their increasing awareness and skills. Use of Pattern, colour, texture, shape, form and space.</p> <p>Drawing Bridget Riley / Louise Bourgeois / Andy Warhol Charcoal / pencil drawing. Design, create, annotate and evaluate. Use of texture, shape and space.</p>	<p>Collage Research prior artists learnt across the Federation. Create / re-design a piece of artwork using skills, imagination and artistic vision. Create a mood board. To execute and produce a final piece of artwork demonstrating their increasing awareness and skills. Use of Pattern, colour, texture, shape and form.</p>	<p>Textiles Based on prior artists/ designer learnt across the Federation, create a textile product using a variety of stitches. Create a mood board/ artistic vision. Demonstrate increasing awareness of their skills across the subject. Design, create, annotate and evaluate.</p> <p>3D Famous Architects: Antoni Gaudi / Sirs Giles and George Gilbert Scott Use of a variety of materials clay / metal. Design, create, annotate and evaluate in the style of these architects. To create a small structure within measurement parameters given.</p>

Design and Technology

KS1	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. <p>Design and Technology</p> <p>Design</p> <ul style="list-style-type: none"> • to design purposeful, functional, appealing products for themselves and other users • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products evaluate their ideas and products against design criteria • evaluate their ideas and products against design criteria <p>Technical Knowledge</p> <ul style="list-style-type: none"> • to build structures, exploring how they can be made stronger, stiffer and more stable • to explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products
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1	Autumn	Spring	Summer
	<p>Animal Life Fish bowls Paper plate fish tanks with a moving part.</p> <p>Shortbread circles To follow a simple recipe using pictures. To understand how hot food is cooked safely through observation of adults. To prepare food for baking and frying.</p> <p>Winter Wonderland Design and make a toboggan. Select appropriate tools and materials. Cut materials.</p> <p>Sandwich To understand the importance of water and drinking water regularly.</p>	<p>Weather Experts Design and make a flood-proof house using materials knowledge.</p> <p>Our Planet and Beyond Design and make a moon Buggy. Identify key features of an existing product. Plan their ideas using labels and pictures.</p>	<p>Fruit smoothies With supervision to cut fruits and vegetables.</p> <p>Step back in time Rock cakes. To sift flour into a bowl. To mix, stir and combine dry and liquid ingredients.</p>
2	Autumn	Spring	Summer
	<p>Norwich's Past Design and Make a castle. To choose the most suitable materials and explain their reasons.</p>	<p>Air, Land and Sea Design and make a boat. To make sensible choices for the materials that they use.</p>	<p>Art around the World Berry Muffins. To independently sift flour into a bowl. To mix, stir and combine dry</p>

	<p>Speculaas biscuits To identify what they like/dislike about foods they have cooked. To be able to know how to improve its taste.</p> <p>Night time Design and Make a lantern To use folds, joins and rolls to make a product stronger.</p>	<p>To make their product stronger if needed. Textiles - make a sea picture as a class. To measure an amount of a textile.</p> <p>Art around the world Bruschetta With supervision to use a knife for cutting soft foods. To cut foods into evenly sized largish pieces.</p>	<p>and liquid ingredients. With support to crack an egg and independently beat together using a fork.</p> <p>Habits and Environments Design and make a minibeast puppet. To measure materials. To describe their design using labels diagrams and words.</p>
KS2	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> 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 ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> 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>Evaluate</p> <ul style="list-style-type: none"> 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 helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> 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>Cooking and nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 		
	3	Autumn	Spring
	<p>Around the world Ancient Egyptians Construction materials product linked to topic Shape and mould clay to create an Egyptian cartouche. Use glazing as a finishing technique Investigation of shadow size using the construction of a shadow puppet theatre using appropriate materials</p> <p>Food product Pizza Work safely and hygienically.</p>	<p>Textiles product linked to topic Understand seam allowance. Join fabrics using running stitch, over stitch and back stitch. Explore fastenings and recreate some (for example sew on buttons and make loops). Produce a prototype. Create a simple pattern.</p> <p>Construction materials product linked to topic Select from and use a wider range of materials from nature to make a model shelter from the stone age</p>	<p>Sheet materials product linked to topic Cut slots and internal shapes. Use appropriate techniques to make levers and linkages. Use linkages to make movement. Use and explore more complex pop-ups.</p> <p>Ancient Egyptians Kaak - a traditional bread Food product linked to topic Follow instructions. Join and combine a range of ingredients (by rubbing in and leaving to prove)</p>

	Understand a balanced diet. Measure and weigh food items	according to their functional properties. Food product Flapjacks / Chocolate Brownies Work safely and hygienically. Understand a balanced diet. Measure and weigh food items	Work safely and hygienically. Understand a balanced diet. Measure and weigh food items
4	Autumn	Spring	Summer
	Construction materials product linked to topic Make structures more stable by giving them a wider base. Prototype frame and shell structures Make structures more stable by using lamination Food product Apple Crumble Follow instructions. Join and combine a range of ingredients (for example snack foods). Work safely and hygienically. Understand a balanced diet. Measure and weigh food items.	Construction materials product linked to topic Incorporate a circuit with a bulb or buzzer into a model. Create shell or frame structures. Use glue gun under supervision. Measure, cut and assemble accurately. Food product Fish Cakes	Textiles product linked to topic Understand seam allowance. Join fabrics using running stitch, blanket stitch and back stitch. Explore fastenings and recreate some (for example sew on buttons and make loops). Produce a prototype using paper. Use appropriate decoration techniques (for example appliqué). Create a simple pattern. Food product Veggie Chilli Sin Carne
5	Autumn	Spring	Summer
	Sheet materials product linked to topic Cut slots. Cut accurately and safely to a marked line. Join and combine materials with temporary, fixed or moving joinings. Use a craft knife, cutting mat and safety ruler under one to one supervision. Choose an appropriate sheet material for the purpose. Use a bradawl to mark hole positions Use a hand drill Cut strip wood, dowel, square section wood accurately Join materials Use a glue gun under supervision Food Product Pineapple Upside down cake	Food product Veggie Burgers Select and prepare foods for a particular purpose. Weigh and measure using scales. Cut and shape ingredients using appropriate tools and equipment (for example grating). Join and combine food ingredients appropriately (for example beating, rubbing in). Decorate appropriately. Work safely and hygienically. Understand a balanced diet.	Textiles product linked to topic Create 3D products using pattern pieces and seam allowance. Understand pattern layout. Decorate textiles appropriately, often before joining components. Pin and tack fabric pieces together. Join fabrics using over sewing, back stitch and blanket stitch. Combine fabrics to create more useful properties. Food Product Veggie broth and cheesy croutons
6	Autumn	Spring	Summer
	Construction product linked to topic Incorporate a motor and a switch into a model Food product Shepherd's pie Weigh and measure using scales	Construction product linked to topic Use a cam to make an up and down mechanism Textiles product linked to topic Create 3D products using pattern pieces and seam allowance Understand pattern layout	Construction product linked to topic Build a framework using a range of materials Food product Vegetable pasties Select and prepare foods for a particular purpose Weigh and measure using scales

<p>Cut and shape ingredients using appropriate tools and equipment (for example grating).</p> <p>Join and combine food ingredients appropriately (for example beating, rubbing in).</p> <p>Work safely and hygienically.</p> <p>Understand a balanced diet.</p>	<p>Decorate textiles appropriately, often before joining components</p> <p>Pin and tack fabric pieces together</p> <p>Join fabrics using over sewing, back stitch and blanket stitch</p> <p>Combine fabrics to create more useful properties</p>	<p>Cut and shape ingredients using appropriate tools and equipment (for example grating).</p> <p>Join and combine food ingredients appropriately (for example beating, rubbing in).</p> <p>Decorate appropriately.</p> <p>Work safely and hygienically.</p> <p>Understand a balanced diet.</p>
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Music

1	Autumn	Spring	Summer
	<p>EMMC Unit 1</p> <p>My Musical Heartbeat</p> <p>How Can We Make Friends When We Sing Together?</p> <p>EMMC Unit 2</p> <p>Dance Sing and Play!</p> <p>How Does Music Tell Stories about the past?</p>	<p>EMMC Unit 3</p> <p>Exploring Sounds</p> <p>How Does Music Make the World a Better Place?</p> <p>EMMC Unit 4</p> <p>Learning to Listen</p> <p>How Does Music Help Us to Understand Our Neighbours?</p>	<p>EMMC Unit 5</p> <p>Having Fun with Improvisation</p> <p>What Songs Can We Sing to Help Us through the Day?</p> <p>EMMC Unit 6</p> <p>Let's Perform Together</p> <p>Explore sound that makes sense.</p>

Pulse/Beat/Metre

Watch, follow, feel and move to a steady beat with others.

Find and enjoy moving to music in different ways.

Respond to the pulse in recorded/live music through movement and dance.

Rhythm

Recognise and clap long sounds and short sounds, and simple combinations.

Perform short, copycat rhythm patterns accurately, led by the teacher.

Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform your own rhythm patterns.

Pitch (Melody)

Recognise, sing and play high and low-pitched notes.

Explore singing and playing C, D, E from the C major scale.

Explore singing and playing F, G, A from the F major scale.

Tempo

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.

Dynamics

Talk about loud sounds and quiet sounds and give some examples.

Timbre

Identify different sounds in the environment, indoors and outside.

Identify the sounds of the instruments played in school.

Identify some of the sounds of the instruments heard when listening to music.

Texture

Sing together.

Listen out for combinations of instruments together.

Structure (Form)

Add movement to key sections of a song.

Understand when to sing in a verse and a chorus.

2	Autumn	Spring	Summer
	<p>EMMC Unit 1</p> <p>Pulse, Rhythm and Pitch</p> <p>How Does Music Help Us to Make Friends?</p> <p>EMMC Unit 2</p> <p>Playing in an Orchestra</p>	<p>EMMC Unit 3</p> <p>Inventing a Musical Story</p> <p>How Does Music Teach Us About Our Neighbourhood?</p> <p>EMMC Unit 4</p> <p>Exploring Feelings Through Music</p>	<p>Ocarina -</p> <p>To identify an ocarina's features</p> <p>To hold an Ocarina correctly</p> <p>Can play and read the notes G B D</p> <p>To perform a song along with music.</p> <p>EMMC Unit 5</p>

	How Does Music Teach Us About The Past?	How Does Music Make the World a Better Place?	Exploring Improvisation How Does Music Make Us Happy?
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Pulse/Beat/Metre

Watch and follow a steady beat.

Find a steady beat.

Recognise the time signature 4/4 by ear and notation.

Understand that the speed of the beat can change, creating a faster or slower pace (tempo).

Rhythm

Recognise long sounds and short sounds, and match them to syllables and movement.

Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.

Create rhythms using word phrases as a starting point.

Pitch (Melody)

Identify the high notes and low notes in a melody.

Join in part of a melody.

Rehearse and play a simple instrumental melody as a part to go with a song.

Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C.

Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.

Identify and play by ear or notation notes in the tonality of C major.

Tempo

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.

Change the speed of a steady beat, moving from fast to slow, slow to fast.

Understand that the speed of the beat can change, creating a faster or slower pace.

Dynamics

Identify loud and quiet sections of music, and discuss what makes the music loud and quiet.

Understand the meaning of loud and quiet (forte and piano).

Timbre

Know the difference between a speaking voice and a singing voice.

Identify friends from the sound of their voice.

Texture

Understand that singing and playing together creates a musical texture.

Add body percussion accompaniments.

Structure (Form)

Join in with a repeated section of a song: the chorus, the response.

Join in with the main tune when it is repeated.

3	Autumn	Spring	Summer
	<p>Ocarina Continue the learning from Year 2. Recognise the notes on the Treble Clef staff and relate them to the notes played. Learn and perform traditional Christmas Carols</p>	<p>Ukulele Name the parts of the Ukulele Use the thumb brush strum/up and down stroke/shuffle stroke C major, A minor, F major chords Read TAB</p>	<p>Ukulele Use the calypso strum/swing shuffle Understand twelve bar blues C7 and G7 chords Improvising with the blues scale Learning and performing three and four chord songs</p>

History of Music - Baroque. Music Tech - Isle of Tune.

1. Listen & Appraise

1. Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.

2. When listening to this music, find and internalise the pulse using movement. Perhaps march, clap, tap your knees - you decide but have fun with this. Understand that the pulse is the heartbeat of a piece of music and every piece of music has a pulse, a different pulse.

3. Continue to use correct musical language to describe the music you are listening to and your feelings towards it.

4. Listen, with respect, to other people's ideas and feelings towards the music you have listened to.

5. Discuss other dimensions of music and how they relate to the music you are listening to.

2. Musical Activities

a. Games

1. Find and internalise the pulse through body movement, within the context of the games track being used.

2. Build on the understanding that pulse is the foundation of music upon which all the other dimensions are built.

3. Understand that through repeated games and activities, depth of learning occurs and that:

Pulse is the heartbeat of music, a steady beat that never stops.

Rhythm is long and short sounds that happen over that steady beat, the pulse. Recognise / identify rhythmic patterns found in speech - names, words linked to topics. Start to create your own. Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory.

Pitch is high and low sounds and when added to pulse and rhythm, working together a song is created. Continue to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities.

4. Progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice.

5. Begin to understand how the other dimensions of music are sprinkled through songs and pieces of music.

b. Singing

1. Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.

2. Understand the importance of, and the reason why we warm up our voices, the importance of good posture, breathing in phrases (sentences) and projecting our voices. Keep an open mouth, relaxed jaw and clear pronunciation. All of this keeps our voices safe and therefore the sound will be of a higher quality.

3. Sing songs and melodies and start to consider how the melody and words should be interpreted. Have an understanding of melody and words and their importance. Try to match your performance of the song to how the music sounds ie start to think musically.

4. Sing in tune within a limited pitch range, and perform with a stronger / more secure sense of pulse and rhythm.

5. Join in and stop as appropriate - follow the leader / conductor confidently.

c. Playing Instruments

1. Whole year focus on Ukulele.

2. Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate.

3. Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Start to respond to musical cues such as starting and stopping. Learn how to follow a leader / conductor.

4. Learn to treat each instrument with respect and use the correct techniques to play them.

5. Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations.

Start to understand the basics and foundations of notations.

d. Improvisation

1. Continue to explore and create musical sound with voices and instruments within the context of the song being learnt.

2. Deepen your understanding through activity and knowledge about improvisation - you make up your own tune or rhythm within boundaries and that is not written down or notated. If written down in any way or recorded it becomes a composition.

3. Improvise simple melodies on your own.

4. Create your own rhythmic patterns that lead to melodies.

5. Continue a differentiated approach to improvisation. Start to perform your own rhythms and melodies with confidence and understanding. Start improvising using two notes, increasing to three notes and beyond if required. This will create a musical improvisation that makes sense. Integrate a basic knowledge of the interrelated dimensions of music i.e. how rhythm and tempo are part of the creation. Start to use voice, sounds, technology and instruments in creative ways.

e. Composition

1. Begin to create your own more complex tunes and melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures, and do this with understanding as part of a group or with your whole class.

2. Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.

3. Record the composition in any way that is appropriate - using graphic / pictorial notation, using ICT, video or with formal notation.

4. Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context e.g. getting louder (dynamics), softer (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). Describe the quality of sounds and how they are made (timbre).

5. Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.

3. Perform and Share

1. Have a deeper understanding of working together as part of an ensemble / band. Appreciate the importance of starting and ending together by learning to follow the conductor / band leader and listening.

2. Continue to develop performance skills. Play tuned instruments with more control and rhythmic accuracy and with more realised progression. Improvise and play back compositions using patterns confidently as part of a performance.

3. Perform with an understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the unit.

4. Practise, rehearse and present performances with awareness of an audience. Appreciate that performance can influence how music is presented. Communicate ideas, thoughts and feelings through simple musical demonstration.

5. Watch a recording and/or discuss the performance. Offer respectful comments and feedback about and from others.

4	Autumn	Spring	Summer
	EMMC Unit 1 Musical Structures How does Music bring us together? EMMC Unit 2 Exploring Feelings when you Play How does music connect us with our past?	EMMC Unit 3 Compose With Your Friends How does music improve our world past? EMMC Unit 4 Expression and Improvisation How does music teach us about our community?	WCET - Body Percussion and Bucket Drumming

Pulse/Beat/Metre

Recognise and move in time with a steady beat.

Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.

Respond to the 'offbeat' or 'backbeat'.

Rhythm

Recognise by ear and notation:

- Semibreves, minims, crotchets, quavers and semiquavers
- Dotted minims and dotted crotchets

Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.

Create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers.

Understand and explain the difference between beat and rhythm.

Recall the most memorable rhythms in a song or piece of music.

Pitch (Melody)

Identify and explain what a melody is.

Learn to sing and follow a melody by ear and from notation.

Understand melodic movement up and down as pitch.

Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.

Identify the names of the pitched notes on a staff:

C, D, E, Eb, F#, G, A, B, Bb, C, C#, D

Identify the following scales by ear or from notation:

C major

F major

G major

A minor

Copy simple melodies by ear or from reading notation.

Create melodies by ear and notate them.

Identify and talk about the way vocals are used in a song.

Identify and explain:

- Harmony: two or more notes heard at the same time
- Second part: a second musical part, usually a melodic line, that creates harmony

Explore chords I, IV and V in instrumental accompaniments.

Explore intervals of 3rd, 5th and octaves.

Identify the following tonal centres by ear or from notation:

C major

F major

G major

A minor

Identify and demonstrate a major and minor scale.

Tempo

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.

Change the speed of a steady beat moving from fast to slow, slow to fast.

Control the speed of a steady beat, getting faster and getting slower.

Direct the class in controlling the speed of a steady beat in a class performance.

Dynamics

Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.

Timbre

Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.

Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.

Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar.

Recognise the difference between the sound of male and female voices.

Understand the importance of the vocal warm-up and its impact on the tone of the voice.

Texture

Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.

Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music.

Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.

Explain the term 'unison' and the difference between unison and solo.

Structure (Form)

Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.

Identify the instrumental break and its purpose in a song.

Recognise phrases and repeated sections.

Discuss the purpose of a bridge section.

History of Music - Classical.

5	Autumn	Spring	Summer
	EMMC Unit 1 Melody and Harmony in Music How does Music bring us together? Christmas Recorder Unit	EMMC Unit 3 Sing and Play in Different Styles How does music improve our world past? YuStudio Project Hip Hop	EMMC Unit 4 Composing and chords How does music teach us about our community? EMMC Unit 6 Battle of the Bands How does music connect us with the environment?

History of Music - Romantic.

1. Listen & Appraise

1. Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. Securely / confidently recognise / identify different style indicators and different instruments and their sounds.

2. When listening to the music, find and internalise the pulse using movement. Understand the pulse and its role as the foundation of music. Every piece of music has a pulse, a different pulse.

3. Use correct musical language to describe the music you are listening to and your feelings towards it.

4. Listen, comment on and discuss with confidence, ideas together as a group.

5. Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.

2. Musical Activities

a. Games

1. Find and internalise the pulse securely with confidence and ease, through body movement and within the context of the games track being used.

2. Understand and demonstrate, verbally and physically, that pulse is the foundation upon which all other dimensions are built. Maintain a strong sense of pulse and recognise when you are going out of time.

3. Know, understand and demonstrate how pulse and rhythm work together and that:

Pulse is the heartbeat of music, a steady beat that never stops.

Rhythm is long and short sounds that happen over that steady beat, the pulse. Confidently recognise / identify rhythmic patterns found in speech and general topics. Confidently clap and improvise rhythmic patterns.

Demonstrate how pitch works. Demonstrate how pulse, rhythm and pitch work together to create a song.

4. Build on and progress from, keeping a steady pulse to clapping a more complex rhythm; improvising a rhythm and, using pitch, improvise using the voice.

5. Understand how the other dimensions of music are sprinkled through songs and pieces of music.

b. Singing

1. Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together.

2. Understand the importance of warming up our voices, good posture, breathing and projecting voices. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.

3. Have a greater understanding of melody, words and their importance and how to interpret a song musically.
4. Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.
5. Understand the workings of an ensemble / choir, how everything fits together. Follow the leader / conductor and have a chance to be the leader / conductor - stopping and starting the group. Sing confidently and fluently, maintaining an appropriate pulse. Suggest, follow and lead simple performance directions. Demonstrate musical quality - e.g. clear starts, ends of pieces / phrases, technical accuracy etc. Maintain an independent part in a small group.

c. Playing Instruments

1. Continue to use glocks, recorders, band instruments if appropriate, to play melodies, tunes and accompaniments and to improvise and compose.
2. Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. Play easy and medium parts by ear (without reading notation) or play the easy and medium parts with notation as an extension activity or if appropriate.
3. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse. Demonstrate musical quality eg clear starts, ends of pieces / phrases, technical accuracy etc. Maintain an independent part in a small group.
4. Continue to treat each instrument with respect and use the correct techniques to play them.
5. Build on understanding the basics and foundations of formal notation - an introduction.

d. Improvisation

1. Create musical improvisations with voices and instruments within the context of the song being learnt.
2. Understand that when you improvise, you make up your own tune or rhythm within boundaries and that is not written down or notated. If written down in any way or recorded it then becomes a composition.
3. Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes.
4. Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.
5. Build an improvisation starting with three then eventually five notes or a pentatonic scale. Integrate a deeper knowledge of the interrelated dimensions of music i.e. how rhythm and tempo and dynamics are part of the creation. Use voice, sounds, technology and instruments in creative ways.

e. Composition

1. Confidently create your own melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.
2. Move beyond composing using two notes, increasing to three notes then five if appropriate.
3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic / pictorial notation, video, ICT or with formal notation if appropriate.
4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo), describe the quality of sounds and how they are made (timbre).
5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using graphic notations.

3. Perform and Share

1. Work together as part of an ensemble / band, adding some direction and ideas. Demonstrate musical quality eg clear starts, ends of pieces / phrases, technical accuracy etc.
2. Play tuned and/or un-tuned instruments with further control and rhythmic accuracy and with realised progression. Improvise and play back compositions using more complex patterns confidently as part of a performance
3. Perform with a further understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the units.
4. Practise, rehearse and present performances with more understanding and awareness of an audience and their needs. Understand that performance can influence how music is presented. Communicate ideas, thoughts and feelings through musical demonstration, language and movement, and other art forms, giving simple justifications of reasons for responses.
5. Watch a recording and/or discuss the performance. Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others.

6	Autumn	Spring	Summer
	EMMC Unit 1 Music and Technology How does Music bring us together? EMMC Unit 2 Developing Ensemble Skills How does music connect us with our past?	EMMC Unit 3 Creative Composition How does music improve our world past? EMMC Unit 4 Musical Styles Connect Us How does music teach us about our community?	YuStudio Project A Spooky Story SAMBA Exploring the rhythms of Brazil Playing as an ensemble. Reacting to a director.

Introduction to Samba. Toft-o-vision Song Contest. History of Music - Early Modern.

1. Listen & Appraise

1. Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. Securely / confidently recognise / identify different style indicators and different instruments and their sounds.
2. When listening to the music, find and internalise the pulse using movement. Understand the pulse and its role as the foundation of music. Every piece of music has a pulse, a different pulse.
3. Use correct musical language to describe the music you are listening to and your feelings towards it.
4. Listen, comment on and discuss with confidence, ideas together as a group.
5. Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.

2. Musical Activities

b. Games

1. Find and internalise the pulse securely with confidence and ease, through body movement and within the context of the games track being used.
2. Understand and demonstrate, verbally and physically, that pulse is the foundation upon which all other dimensions are built. Maintain a strong sense of pulse and recognise when you are going out of time.
3. Know, understand and demonstrate how pulse and rhythm work together and that:
Pulse is the heartbeat of music, a steady beat that never stops.
Rhythm is long and short sounds that happen over that steady beat, the pulse. Confidently recognise / identify rhythmic patterns found in speech and general topics. Confidently clap and improvise rhythmic patterns.
Demonstrate how pitch works. Demonstrate how pulse, rhythm and pitch work together to create a song.
4. Build on and progress from, keeping a steady pulse to clapping a more complex rhythm; improvising a rhythm and, using pitch, improvise using the voice.
5. Understand how the other dimensions of music are sprinkled through songs and pieces of music.

b. Singing

1. Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together.
2. Understand the importance of warming up our voices, good posture, breathing and projecting voices. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.
3. Have a greater understanding of melody, words and their importance and how to interpret a song musically.
4. Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.
5. Understand the workings of an ensemble / choir, how everything fits together. Follow the leader / conductor and have a chance to be the leader / conductor - stopping and starting the group. Sing confidently and fluently, maintaining an appropriate pulse. Suggest, follow and lead simple performance directions. Demonstrate musical quality - e.g. clear starts, ends of pieces / phrases, technical accuracy etc. Maintain an independent part in a small group.

c. Playing Instruments

1. Continue to use glocks, recorders, band instruments if appropriate, to play melodies, tunes and accompaniments and to improvise and compose.
2. Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. Play easy and medium parts by ear (without reading notation) or play the easy and medium parts with notation as an extension activity or if appropriate.
3. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse. Demonstrate musical quality e.g. clear starts, ends of pieces / phrases, technical accuracy etc. Maintain an independent part in a small group.
4. Continue to treat each instrument with respect and use the correct techniques to play them.
5. Build on understanding the basics and foundations of formal notation - an introduction.

d. Improvisation

1. Create musical improvisations with voices and instruments within the context of the song being learnt.
2. Understand that when you improvise, you make up your own tune or rhythm within boundaries and that is not written down or notated. If written down in any way or recorded it then becomes a composition.
3. Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes.
4. Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.
5. Build an improvisation starting with three then eventually five notes or a pentatonic scale. Integrate a deeper knowledge of the interrelated dimensions of music i.e. how rhythm and tempo and dynamics are part of the creation. Use voice, sounds, technology and instruments in creative ways.

e. Composition

1. Confidently create your own melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.
2. Move beyond composing using two notes, increasing to three notes then five if appropriate.
3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic / pictorial notation, video, ICT or with formal notation if appropriate.
4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo), describe the quality of sounds and how they are made (timbre).
5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using graphic notations.

3. Perform and Share

1. Work together as part of an ensemble / band, adding some direction and ideas. Demonstrate musical quality e.g. clear starts, ends of pieces / phrases, technical accuracy etc.
2. Play tuned and/or un-tuned instruments with further control and rhythmic accuracy and with realised progression. Improvise and play back compositions using more complex patterns confidently as part of a performance
3. Perform with a further understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the units.
4. Practise, rehearse and present performances with more understanding and awareness of an audience and their needs. Understand that performance can influence how music is presented. Communicate ideas, thoughts and feelings through musical demonstration, language and movement, and other art forms, giving simple justifications of reasons for responses.
5. Watch a recording and/or discuss the performance. Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others

PE						
KS1	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 					
	1	Autumn		Spring		Summer
	Real PE - Unit 1 Personal FUNS 1 & 10 Balance & coordination Real Gym unit 1	Real PE - Unit 2 Social FUNS 6 & 2 Balance & Dynamic balance to Agility Real Gym unit 2	Real PE - Unit 3 Cognitive FUNS 4 & 5 Balance & Dynamic balance to Agility Real Dance	Real PE - Unit 4 Creative FUNS 9 & 7 Balance & coordination Games - Net and Wall Real Dance	REAL PE - Unit 5 Physical FUNS 8 & 12 Dynamic balance to agility, coordination & applying physical skills Athletics - Run, Jump, Throw	REAL PE - Unit 6 Health and Fitness FUNS 3 & 11 Health and fitness, balance & Dynamic balance to agility Athletics - Run, Jump, throw
2	Autumn		Spring		Summer	
	Real PE - Unit 1 Personal FUNS 1 & 10 Balance & coordination Real Gym unit 1	Real PE - Unit 2 Social FUNS 6 & 2 Balance & Dynamic balance to Agility Real Gym unit 2	Real PE - Unit 3 Cognitive FUNS 4 & 5 Balance & Dynamic balance to Agility Real Dance	Real PE - Unit 4 Creative FUNS 9 & 7 Balance & coordination Games - Net and Wall Real Dance	REAL PE - Unit 5 Physical FUNS 8 & 12 Dynamic balance to agility, coordination & applying physical skills Athletics - Run, Jump, Throw	REAL PE - Unit 6 Health and Fitness FUNS 3 & 11 Health and fitness, balance & Dynamic balance to agility Athletics - Run, Jump, throw
KS2	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • 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>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations • 					

3	Autumn		Spring		Summer	
Gymnastics Real PE - Personal	Gymnastics Real PE - Social	Dance Real PE - Cognitive	Tennis Real PE - Creative	Athletics Real PE - Physical	Cricket Real PE - Health & Fitness	
4	Autumn		Spring		Summer	
Gymnastics Real PE - Personal	Gymnastics Real PE - Social	Dance Real PE - Cognitive	Cricket Real PE - Creative	Tennis Real PE - Physical	Hockey Real PE - Health & Fitness	
5	Autumn		Spring		Summer	
Gymnastics Swimming Real PE - Cognitive	Gymnastics Swimming Real PE - Personal	Dance Swimming Real PE - Social	Hockey Swimming	Rugby Swimming Real PE - Creative	Cricket Real PE - Health & Fitness	
6	Autumn		Spring		Summer	
Gymnastics Real PE - Cognitive	Gymnastics Real PE - Personal	Dance Real PE - Social	Basketball Real PE - Physical	Cricket Real PE - Creative	Athletics Swimming Real PE - Health & Fitness	

History

KS1	Pupils should be taught about: <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality. 		
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1	Autumn	Spring	Summer
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	Black History Month: Mo Farah Daniel Hale Williams Inspirational songs and stories Toys of their immediate past/parents past <u>Dereham</u> Saint Withburga Bonfire night assembly. Remembrance day assembly	Flooding in UK in recent history to lead to DT link for flood-proof housing History of space timeline. Significant individuals in space Tim Peake and Neil Armstrong Katherine Johnson English links Writing The Darkest Dark - Chris Hadfield Whole class reading Non-fiction -Space	<u>Step Back in Time</u> The Victorians Washday enactment Holkham Hall Visit. Tour and history of the hall. Victorian toys. Victorian inventors: Alexander Graham Bell-telephone (Science link) English links Writing Diary entry as a Victorian child
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2	Autumn	Spring	Summer
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	Artefacts History day with Janet Marshall (Normans) William the Conqueror, impact on local area, Norwich castle Introduction to the Normans. Black History Month in October Black History Heroes including Rosa Park, Martin Luther King Jr. Mary Seacole Edith Cavell -including links to Norfolk Edith Cavell and Mary Seacole comparison Bonfire night assembly. Remembrance day assembly English links Writing Non-fiction/diary entry Man on the moon and Tim Peake Reading (whole class) Non-fiction Castles	Admiral Nelson-links with Norfolk First aeroplane flight Comparison with Amelia Earhart/Amy Johnson History of cars then, now and future (Science link to John Macadam)	The monarchy and recent monarchy
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KS2	Pupils should be taught about: <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots 		
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	<ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece - a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 		
3	Autumn	Spring	Summer
	<p>The achievements of the earliest civilizations</p> <p>Ancient Egypt</p> <p>Know the main landmarks and features of ancient Egypt</p> <p>Understand significance of Howard Carter</p> <p>Know significance of River Nile on settlements</p> <p>Know religious practices specific to this civilisation including mummification</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>e.g. Early farmers - Bronze age - Iron age</p> <p>To know about British settlements including Skara Brae</p>	<p>Recognise changes within living memory of our local area</p>
4	Autumn	Spring	Summer
	<p>Roman Empire and its impact on Britain</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p>	
5	Autumn	Spring	Summer
	<p>Viking struggle for the kingdom of England to the time of Edward the Confessor</p>	<p>A non-European society</p> <p>e.g. Mayan civilization</p>	<p>Location Knowledge (linked to local history study)</p> <p>How land use has changed in the local area</p>
6	Autumn	Spring	Summer
	<p>A study of an aspect or theme in British history extends chronological knowledge beyond 1066</p> <p>e.g. World war two Childhood through history</p>		<p>The achievements of the earliest civilizations</p> <p>e.g. Ancient Greece</p>

Geography

KS1	Children are taught to develop their knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
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	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 		
1	Autumn	Spring	Summer
	<p>Animal Life How do animals adapt to their environments? Animals from different regions using a large map.</p> <p>Winter Wonderland Our locality-Toftwood and Dereham. Local walk- Toftwood</p> <p>Antarctic/Arctic and comparison with our locality.</p>	<p>Weather Experts What do you know? Review. Weather types. Place weather vanes rain gauge in school grounds to observe over time. Climate zones School grounds compass work.</p> <p>Our Planet and Beyond Norfolk focus lesson</p> <p>English links Writing Non-fiction weather texts Make a weather report Whole class reading Non-fiction -Season books</p>	<p>Our Planet and Beyond Introduction to 7 continents</p> <p>Step Back in Time Map work Linked to Holkham Hall. Create own map with key.</p>
2	Autumn	Spring	Summer
	<p>Norwich's Past Locating the United Kingdom and Norfolk. Locating landmarks in Norwich</p> <p>How do we recycle in the classroom? (science links)</p>	<p><u>Air, land and sea</u> Locate 4 countries and capital cities. Name 7 continents and oceans of the world.</p> <p><u>Art around the World (and Summer 1)</u> Focus on England. Antarctica, South America, North America, Australasia, Africa- Comparison with UK.</p> <p>English links Reading (whole class) Non-fiction cultures and places</p>	<p><u>Habitats and Environments</u> Habitats and microclimates in the school grounds (science links). Pensthorpe visit-contrasting habitats.</p> <p>Simple compass directions (North, South, East and West) in our school grounds.</p> <p>Respecting wildlife in our school grounds (science links)</p> <p>English links Reading (whole class)</p>

			Non-fiction habitats and environments
KS2	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 		
	3	Autumn	Spring
	<p>Location Knowledge Check knowledge gained at Key Stage 1. Locate main UK and European countries.</p> <p>Place Knowledge Compare a region of the UK with a region in UK.</p> <p>Geographical Skills and Fieldwork Use maps, globes etc.</p>	<p>Stone Age Types of settlements in Early Britain (Stone Age).</p>	<p>Location Knowledge Local study - land use in the local area. Visit to Easton To know the importance of agriculture in Norfolk</p> <p>Physical Knowledge Volcanoes. Tectonic plates. To know how volcanoes are formed and the main types.</p> <p>Locational knowledge Identify the position and significance of Equator, and the Tropics of Cancer and Capricorn.</p>

			To know the location of the ring of fire and the connection of tectonic plates.
4	Autumn	Spring	Summer
	Human & Physical Knowledge Water cycle. Expansion of the pre-Roman and Roman era.	Place knowledge Compare a region in the UK with one in Europe (Italy). Human & Physical Knowledge Mountains: formation, and location of ranges in Europe.	Locational knowledge Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
5	Autumn	Spring	Summer
	Location Knowledge Types of settlements in Vikings. Physical Earthquakes - tectonic plates (South America).	Geographical Skills and Fieldwork Use maps, globes etc. to locate the main countries and cities in South America. Location Knowledge Compare UK city with one in South America. Human & Physical Knowledge Rivers and rainforests.	Location Knowledge (linked to local area) How land is used around the Broads. Recycling and the Environment Including renewable and non-renewable energies.
6	Autumn	Spring	Summer
	Location Knowledge The human impact of war on the countries effected during World War II.	Human & Physical Knowledge Vegetation belts, land use, economic activity. Fair/unfair distribution of resources (Fair-Trade). Trade between the UK and South America (Fair-Trade)	Location Knowledge Expansion of the Greek Empire and trade links. Orienteering skills - residential.

1				
Enquiry 1 Autumn 1	Enquiry 2 Autumn 2	Enquiry 3 Spring 1	Enquiry 4 Spring 2	Enquiry 5 Summer
Christianity Hinduism Judaism Philosophy: What do my senses tell me about the world of religion and belief?	Judaism Christianity Human/social science: How does a celebration bring a community together?	Judaism Theology: What do Jewish people remember on Shabbat?	Christianity Theology: What does the cross mean to Christians?	Hindu Christianity Philosophy: How did the universe come to be?
2				
Enquiry 1 Autumn 1	Enquiry 2 Autumn 2	Enquiry 3 Spring 1	Enquiry 4 Spring 2	Enquiry 5 Summer
Christianity Hinduism Judaism Theology: Why is light an important symbol for Christians Jews and Hindus?	Christianity Theology: What does the nativity story teach Christians about Jesus?	Christianity Human/social science: How do Christians belong to their faith family?	Judaism Human/social science: How do Jewish people celebrate Passover (Pesach)?	Humanism (multifaith) Philosophy: Why do people have different views about the idea of God?
3				
Enquiry 1 Autumn 1	Enquiry 2 Autumn 2	Enquiry 3 Spring 1	Enquiry 4 Spring 2	Enquiry 4 Summer
What is the trinity?	What do Muslims believe about God?	How do people make moral decisions?	What difference does being a Muslim make to daily life?	How do people express commitment to a religion/worldview in different ways?
4				
Enquiry 1 Autumn 1	Enquiry 2 Autumn 2	Enquiry 3 Spring 1	Enquiry 4 Spring 2	Enquiry 5 Summer
What do we mean by truth?	Why is there so much diversity of belief within Christianity?	How have religious groups contributed to society and culture?	What does sacrifice mean?	Where do religious beliefs come from?
5				
Enquiry 1 Autumn 1	Enquiry 2 Autumn 2	Enquiry 3 Spring	Enquiry 4 Spring 2	Enquiry 5 Summer 1
Is believing in God reasonable?	How do people express their faith through the arts?	What can we learn from the Great philosophers?	What difference does the resurrection make to Christians?	How do Hindus make sense of the world?
6				
Enquiry 1 Autumn		Enquiry 2 Spring 1		Enquiry 3 Summer
				Enquiry 4 Summer

Why is there suffering in the world?	Creation and Science - conflicting or complementary?	What difference does the resurrection make to Christians?	How do beliefs shape identity for Muslims?
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PSHE The Federation follows the PATHS curriculum to deliver PSHE to all year groups.

1	Autumn 1	Spring 1	Summer 1
	<p>Unit 1: Fostering A Positive Classroom Climate Lesson 1 - Circle Rules Lesson 2 - PATHS Animals Lesson 3 - PATHS Kid for today Lesson 4 - Compliments I</p> <p>Unit 2: Basic Feelings I Lesson 5 - We all have feelings Lesson 6 - Happy Lesson 7 - Sad Lesson 8 - Twiggle Makes Friends Lesson 9 - Compliments II Emotion Sharing Session 1</p>	<p>Lesson 17 - Appropriate Turtles I. Lesson 18 - Appropriate Turtles II. Lesson 19 - Calm or Relaxed Emotion Sharing Session 3</p> <p>Unit 5 - Sharing, Caring and Friendship Lesson 20 - Sharing and Caring I Lesson 21 - Sharing and Caring II Lesson 22 - Twiggle's Special Day Lesson 23 - Advanced Compliments Lesson 24 - Feelings Review</p> <p>Unit 6 - Basic Problem Solving Lesson 25 - Making Choices Lesson 26 - Solving Problems</p>	<p>Lesson 33 - Proud Emotion Sharing Session 4</p> <p>Unit 8 - Advanced Feelings Lesson 34 - Love Lesson 35 - Worried Lesson 36 - Disappointed Lesson 37 - Jealous Lesson 38 - Furious</p>
1	Autumn 2	Spring 2	Summer 2
	<p>Unit 3: Basic Feelings II Lesson 10 - Mad or Angry I Lesson 11 - Scared or Afraid Lesson 12 - My Feelings Lesson 13 - Mad II Emotion Sharing Session 2</p> <p>Unit 4 Self-Control Lesson 14 - Twiggle learns to do Turtle Part 1 Lesson 15 - Twiggle learns to do Turtle Part 2 Lesson 16 - Turtle Technique Review</p>	<p>Lesson 27 - Solving Problems with Friends Lesson 28 - Comfortable and Uncomfortable</p> <p>Unit 7 - Intermediate Feelings Lesson 29 - Different types of feelings Lesson 30 - Excited Lesson 31 - Tired Lesson 32 - Frustrated</p>	<p>Lesson 39 - Guilty Emotion Sharing Session 5 Lesson 40 - Generous</p> <p>Unit 9 - Wrap up unit Lesson 41 - review of feelings vocabulary Lesson 41 (review) - Advanced compliments Lesson 42 - Saying Goodbye Lesson 43 - Ending and Transitioning Lesson 44 - PATHS Party</p>
2	Autumn 1	Spring 1	Summer 1
	<p>Unit 1 - Establishing a Positive Classroom Environment Lesson 1 - Formulating Classroom Rules/ Golden Rules Lesson 2 - PATHS Readiness Lesson 3 - Pupil of the Day & Complimenting</p> <p>Unit 2 - Introduction to Feelings Lesson 4 - Introduction to Feelings Lesson 5 - Happy, Sad and Private Lesson 6 - Activities on Happy and Sad Lesson 7 - Fine, Excited and Tired Lesson 8 - Activities on Excited and Tired & Review of all feelings</p>	<p>Unit 5 - Anger Management and Problem Solving Lessons 17 - Control Signals Poster Lessons 18 - Problem Discussion - Angry Abigail Lessons 19 - Problem Solving Meeting Lessons 20 - Surprised and Expect Lessons 21 - Problem Discussion on Surprised Lessons 22 - Problem Solving - Privacy and Telling your Feelings</p>	<p>Unit 7 Manners and Listening to others Lessons 30 - By Accident and On Purpose Lessons 31 - Manners 1 Lessons 32 - Manners 2 Lessons 33 - Manners 3 Lessons 34 - Manners 4 Lessons 35 - Fair Play Rules</p> <p>Unit 8 Feelings/Emotions/Behaviours Lessons 36 - Listening to Others Lessons 37 - Sharing</p>
2	Autumn 2	Spring 2	Summer 2
	<p>Unit 3 - Feelings and Behaviours Lessons 9 - Scared/Afraid and Safe Lessons 10 - Activities on Scared/Afraid and Safe Lessons 11 - Cross/Angry (Feelings Vs Behaviours) Lessons 12 - PATHS Review Lesson</p> <p>Unit 4 - Self Control and Anger Management</p>	<p>Unit 6 Friendship and Feeling Lonely Lessons 23 - What is a Friend? Lessons 24 - Lonely Lessons 25 - Making Friends Lessons 26 - Shy Lessons 27 - Poem and Problem-Solving Activity on Shy Lessons 28 - Embarrassed Lessons 29 - PATHS Review Lesson</p>	<p>Lessons 38 - Decision Wheel Lessons 39 - Curious/Interested and Bored Lessons 40 - Proud and Ashamed Lessons 41 - Story and Activity on Proud Lessons 42 - Frustrated Lessons 43 - Hopeful and Disappointed</p>

	Lessons 13 - Self Control 1 Lessons 14 - Self Control 2 Lessons 15 - Self Control 3 Lessons 16 - Calm/Relaxed and Relaxation Practice		Lessons 44 - Story and Activity on Hopeful Lessons 45 - Problem Discussion on Frustrated or disappointed Lessons 46 - PATHS End of Year Review Lessons 47- Planning a PATHS Party
3	Autumn 1	Spring 1	Summer 1
	Unit 1 - Establishing a Positive Classroom/Enhancing Self-Esteem Lesson 1 - Classroom Rules: Mr Jones' Class Lesson 2 - PATHS pupil of the day-complimenting. Unit 2 - Basic Emotions Lesson 3 - Happy, Sad, Private Lesson 4 - Fine, Excited, Tired Lesson 5 - Scared/Afraid, Safe Lesson 6 - Cross/Angry 1 Emotion book. Lesson 7 - Cross/Angry 2 - Emotion book Lesson 8 - Calm/Relaxed and Worried Lessons 9 - Emotion book	Unit 5 - Friendship, Getting Along With Others 1 Lesson 18 - Listening to Others Lesson 19 - Fair Play Rules Lesson 20 - Introduction to Manners: Why are they important? Lesson 21 - Shy and Lonely Lesson 22 - Making Friends (Baxter Makes a New Friend) Lesson 23 - Frustrated Lesson 24 - Being a Good Winner/Loser	Unit 7 Getting Along With Others 2 Lesson 32 - Keeping a Friend (Baxter's Challenge) Lesson 33 - Making Up With Friends Lesson 34 - Greedy/Selfish and Generous Unit 8 Feelings and Expectations Lesson 35 - Surprised, Delighted and Disgusted Lesson 36 - By Accident/On Purpose Lesson 37 - Disappointed and Hopeful Lesson 38 - Fair/Not Fair
3	Autumn 2	Spring 2	Summer 2
	Unit 3 - Improving Self-Control. Self-Awareness and Anger Management Lesson 10 - Self-Control 1 - Steps for Calming Down Lesson 11 - Self-Control 2 - Learning Self-Control Lesson 12 - Control Signals Poster 1: Anger Management Lesson 13 - Control Signals Poster 2: Using the Control Signals Poster Unit 4 - Using Our Thinking Skills Lesson 14 - Cross/Angry 3: (Baxter and His Temper) Lesson 15 - Making Good Choices Lesson 16 -Problem-Solving Meeting 1 Lesson 17 - Problem Solving Meeting 2: School Transitions	Lesson 25 - Problem Solving Meeting 3 - Friendships/Playtime Unit 6 Feelings in Relationships 1 Lesson 26 - Jealous and Content/Satisfied Lesson 27 - Like/Love and Dislike/Hate and Tolerance Lesson 28 - Different Points of View Lesson 29 - Guilty Lesson 30 - Proud and Ashamed Lesson 31 - Feelings Review: Guessing Game	Lesson 39 - Curious/Interested, Bored, Confused and Confident Lesson 40 - Trying Harder/Overcoming Obstacles Unit 10 Feelings In Relationships 2 Lesson 41 - Malicious and Kind/ Lesson 42 -Rejected & Included Lesson 43 - Teasing Lesson 44- Problem-Solving Meeting 4: Bullying Unit 11 Endings and Transitions Lesson 45 - PATHS End of Year Review Lesson 46- Planning a PATHS Party Circle time: Discuss Transfer Week. What will happen? How will we feel?
4	Autumn 1	Spring 1	Summer 1
	Unit 1 - Getting Started and Introduction Lesson 1 - Formulating Classroom Rules Lesson 2 - PATHS pupil of the day Lesson 3 - Co-operative Learning Skills Lesson 4 - The Golden Rule Lesson 5 - Listening To Others Unit 2 - Feelings and Relationships Lesson 6 - Introduction To Feelings Lesson 7 - Recognising and Controlling Anger	Lesson 16 - We are All Unique Lesson 17 - Best Friends Story Part 1 Lesson 18 - Best Friends Story Part 2 Lesson 19 - Best Friends Story Part 3 Lesson 20 - Best Friends Story Part 4: Making Up Unit 3 Making Good Decisions Lesson 21 - Making Good Decisions 1 - Deressa's Choice	Lesson 28 - Social Responsibility - A class Project Unit 5 Problem-Solving Lesson 29 - Problem 1 - Identifying Problem Lesson 30 - Problem 2 - Smart vs Confused Lesson 31 - Problem 3 - Different Points of View Lesson 32 - Problem 4 - Why Things Happen Lesson 33 - Goals - Identifying Individual Goals

4	Autumn 2	Spring 2	Summer 2
	Lesson 8 - Control Signals Poster 1 Lesson 9 - Control Signals Poster 2 Lesson 10 - PATHS Feelings Dictionary Lesson 11 - Feelings Intensity Lesson 12 - My Own Feelings Story Lesson 13 - Playing By The Rules Lesson 14 - Solving an Important Problem Lesson 15 - Avoiding Gossip	Lesson 22 - Making Good Decisions 2 - Refusal Skills Lesson 23 - Making Good Decisions 3 - Loni's Challenge Lesson 24 - Making Good Decisions 4 - Thinking Ahead Lesson 25 - Making Good Decisions 5 - Alfie Learns a Lesson Unit 4 Being Responsible and Caring for Others Lesson 26 - Being Responsible Lesson 27 - Being Responsible and Creating Change	Lesson 34 - Setting Positive Goals Lesson 35 - Reaching His Goal Lesson 36 - Reaching Our Goals - Homework Lesson 37 - Generating Solutions 1 Lesson 38 - Generating Solutions 2 Lesson 39 - Thinking Takes Time Lesson 40 - Coping With Difficult Problems Lesson 41 - PATHS Reactions and Review Lesson 46- Planning a PATHS Party
5	Autumn 1	Spring 1	Summer 1
	Unit 1 - Getting Started and Introduction Lesson 1 - Formulating Classroom Rules Lesson 2 - PATHS pupil of the day (Complimenting) Lesson 3 - Co-operative Learning Skills Lesson 4 - The Golden Rule Lesson 5 - Introduction To Feelings - Feelings Poster Lesson 6 - Recognising and Controlling Anger - 3 Steps For Calming Down Poster Lesson 7 - Feelings Dictionary	Lesson 16 - Solving Problems - Dear Problem- Solver Unit 3 Goals And Identity Lesson 17 - Setting Goals and Reaching Your Goal - Biography Lesson 18 - Setting a Goal: A Class Project To Improve Your School Lesson 19 - Setting a Goal And Making a Plan Lesson 20 - Overcoming Obstacles - Biography of Jim Abbott Unit 4 Making and Keeping Friends Lesson 21 - Making New Friends	Lesson 28 - Managing Our Feelings Lesson 29 - Forgiving and Resentful Unit 5 Being Responsible and Caring For Others Lesson 30 - Dealing With Gossip Lesson 31 - Rejected and Excluded Lesson 32 - Stereotypes and Discrimination Lesson 33 - Being Responsible and Creating Change Lesson 34 - Caring For Others - Dr Martin Luther King Jr Speech
5	Autumn 2	Spring 2	Summer 2
	Lesson 8 - My Own Feelings Story Unit 2 - Problem Solving Lessons 9 - Treasure Hunt: Problem-solving Review Lesson 10 - Making Good Decisions Lesson 11 - Identifying Problems - Feelings, Goals and Solutions Lesson 12 - Consequences - What Might Happen Next? Lesson 13 - Making a Good Plan Lesson 14 - Trying Your Plan and Evaluating What Happens Lesson 15 - Trying Again: Obstacles	Lesson 22 - Joining In with Others Lesson 23 - The Eagles and the Championship Cup Final Part 1 Lesson 24 - The Eagles and the Championship Cup Final Part 2 Lesson 25 - The Eagles and the Championship Cup Final Part 3 Lesson 26 - Dealing With Teasing Lesson 27 - Self-Concept - Our Feelings and Friendships	Lesson 35 - Authority 1 Lesson 36 - Authority 2 Lesson 37 - Commemorating Others - The Titanic Lesson 38 - Honouring Others: Biography of Ray Davey Lesson 39 - Being Responsible - A Class Project Lesson 40 - Coping With Difficult Problems Lesson 41 - PATHS Reactions and Review Lesson 42- Planning a PATHS Party
6	Autumn	Spring	Summer 1 & 2
	Unit 1 - Getting Started and Introduction Lesson 1 - PATHS pupil of the day (Complimenting) Lesson 2 - All About Us Lesson 3 - Reviewing The Problem-Solving Chart Lesson 4 - Learning Ways To Calm Down	Unit 3 Conflict Resolution Lesson 15 - What Is Conflict? Lesson 16 - Conflict on the Court Lesson 17 - Conflict resolution Lesson 18 - Resolving Conflict Lesson 19 - Stating the Problem Unit 4A Novel - Number the Stars Respect Lesson 21 - Number the Stars Unit 4B Novel - Respect	5 Being Responsible and Caring For Others Lesson 28 - Looking Back - Looking Forward Lesson 29 - Wall of Worries - Building a Foundation Lesson 30 - PATHS - Reactions and Review Lesson 31 - Planning a PATHS Party

	Lesson 5 - More Ways To Calm Down And Handle Stress Lesson 6 - Making Good Decisions Lesson 7 - Getting Help From Others	Lesson 21 - What is Respect?	
6	Autumn 2	Spring 2	
	Unit 2 - Study and Organisational Skills Lesson 8 - Study Skills Part 1 Lessons 9 - Study Skills Part 2 Lesson 10 - Good Listening Skills Lesson 11 - Story - Triple T Lesson 12 - S.E.T. Lesson 13 - Study Skills - Being Organised Lesson 14 - Planning Ahead - A Biography and Class Project	Lesson 22 - Number the Stars Lesson 22 - Respect in the Community Lesson 23 - Number the Stars Lesson 23 - Respecting Musical Differences in the World Lesson 24 - Number the Stars Lesson 24 - Respecting Food Differences in the World Lesson 25 - Number the Stars/Problem-Solving Steps Lesson 25 - Respecting Differences - Clothes Lesson 26 - Our Presentation 1 Lesson 26 - Our Presentation 1 Lesson 27 - Our Presentation 2 Lesson 27 - Our Presentation 2	

RSE The Federation follows the RSE Solution scheme to deliver RSE to all year groups. These are specific outlines below but in addition these threads are woven into the curriculum all year in other areas such as PATHS, assemblies, visitors and other curriculum areas. The British Red Cross 'First Aid Champions' toolkit is used to teach about basic first aid and safety to KS1 & 2 each term.

1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>My Feelings Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.</p> <p>First Aid Champions Why is First aid important?</p>	<p>My Body Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.</p>	<p>My Relationships Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</p> <p>First Aid Champions Calling 999 & how to safely get help in an emergency.</p>	<p>My Beliefs Pupils can identify and respect the differences and similarities between people, and can celebrate this.</p>	<p>My Rights and Responsibilities Pupils understand how some diseases are spread, including the right to be protected from disease and the responsibility to protect others.</p> <p>First Aid Champions Asthma - How to recognise when someone is having an asthma attack.</p>	<p>Asking for Help Pupils can identify the people who look after them, and how to attract attention if needed.</p>
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>My Feelings Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.</p> <p>First Aid Champions Why is First aid important?</p>	<p>My Body Pupils can recognise how they grow and will change as they become older.</p>	<p>My Relationships Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.</p> <p>First Aid Champions Coping skills - Understand some ways we can take care of ourselves and others.</p>	<p>My Beliefs Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.</p>	<p>My Rights and Responsibilities Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.</p> <p>First Aid Champions Burns - How to recognise and help when someone has a burn.</p>	<p>Asking for Help Pupils know the difference between secrets and surprises including the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p>
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>My Feelings Pupils can identify their strengths and set aspirational goals for themselves, understanding how this</p>	<p>My Body Pupils know how their body may change as they grow and develop, how to care for their body and celebrate uniqueness.</p>	<p>My Relationships Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.</p>	<p>My Beliefs Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.</p>	<p>My Rights and Responsibilities Pupils understand the right to protect their body from unwanted touch.</p>	<p>Asking for Help Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.</p>

	<p>contributes to self-esteem.</p> <p>First Aid Champions Giving first aid - Understanding when you might need to give someone first aid.</p>		<p>First Aid Champions Bleeding - Understanding how to help when someone is bleeding a lot.</p>		<p>First Aid Champions How to spot danger - Understand ways we can keep ourselves and others safe.</p>	
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>My Feelings Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.</p> <p>First Aid Champions Thinking about helping - Understanding reasons to help and reasons people might hesitate to help.</p>	<p>My Body Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.</p>	<p>My Relationships Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p> <p>First Aid Champions Decision making - Prioritise what to do first when helping others.</p>	<p>My Beliefs Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.</p>	<p>My Rights and Responsibilities Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.</p> <p>First Aid Champions Head injuries - How to recognise and help when someone has had a head injury.</p>	<p>Asking for Help Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p>
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>My Feelings Pupils can anticipate how their emotions may change as they approach and move through puberty.</p> <p>First Aid Champions Why is first aid important- Attitudes towards first aid and helping others.</p>	<p>My Body Pupils can anticipate how their body may change as they approach and move through puberty.</p>	<p>My Relationships Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p> <p>First Aid Champions Broken bones - How to recognise and help when someone may have a broken bone.</p>	<p>My Beliefs Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p>	<p>My Rights and Responsibilities Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.</p> <p>First Aid Champions Choking - How to recognise and help when someone is choking.</p>	<p>Asking for Help Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.</p>

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>My Feelings Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.</p> <p>First Aid Champions Unresponsive and breathing- How to recognise and what action to take when someone is unresponsive and breathing.</p>	<p>My Body Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.</p>	<p>My Relationships Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.</p> <p>First Aid Champions Unresponsive and not breathing- How to recognise and what action to take when someone is unresponsive and not breathing.</p>	<p>My Beliefs Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).</p>	<p>My Rights and Responsibilities Pupils have an awareness that infections can be shared during sexual intercourse and that a condom can help to prevent this.</p> <p>First Aid Champions Safety stories- How to assess danger and decide a safe action to help.</p>	<p>Asking for Help Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.</p>