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The Bluebell Federation

Swingate Primary School

The Bluebell Federation, formed of Horsted Infant and Junior School and Swingate Primary School, are committed to working collaboratively in order to achieve the best for our children. We communicate regularly within and between schools with a determined focus on our mission and values in order to promote a love of life-long learning. We are never complacent in driving forward our educational values and our curriculum will always be flexible and adaptable so that it can keep pace with the ever-changing world. Our shared mission and values underpin our curriculum offer that is shaped by a range of different learning experiences that we recognise are not limited to the experiences within a classroom but extend beyond this.

Our curriculums are formed from a number of different experiences.

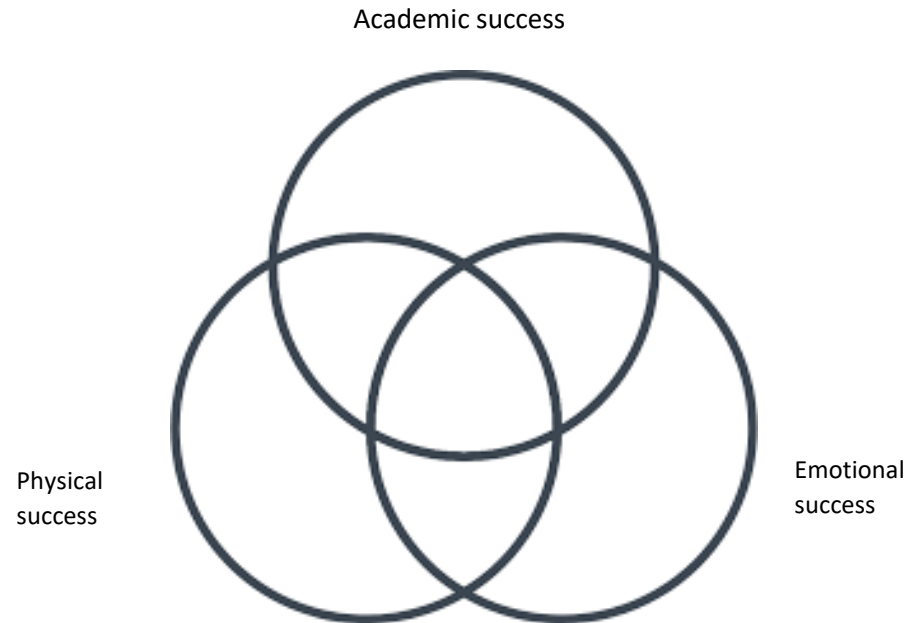
- Children will learn primarily through a range of different lessons in classrooms be they discrete learning experiences or continual/blended experiences with a driving question.
- They will have access to a range of different assemblies that will develop their understanding of our schools' character values, the world and cultural events.
- Playtimes and lunchtimes will form key times for the children to engage in social and less structured physical activity.
- Children will have special theme days and will engage with significant events in British history.
- There will be access to a range of different clubs/trips to supplement learning and provide a range of life experiences.
- Homework will focus on basic skills.
- After school provision will promote physical and emotional excellence.

Our Intent: The Bluebell Way

At the Bluebell Federation, we want the best for our children and everything is driven by our shared mission statement:

We all flourish from a wealth of learning experiences that positively impact on academic, physical and emotional success.

These are underpinned by each schools' character values.



Academic Success

Academic success is important for our children who will grow up into a world of increasing technological demands and a diversifying workforce. Academic success boosts self-esteem and impacts positively on behaviours and social interactions within peer groups and with others. Children who are successful academically are more likely to be well-rounded and self-sufficient individuals and will have a wider range of opportunities during their life.

We ensure that children will be academically successful by taking account of an individual's starting point and helping them to make excellent progress through our curriculum offer. We acknowledge that academic success will look different for every child and will celebrate all progress in order to develop intrinsic self-motivation; to do well for the sake of wanting to do well. We will be driven by our understanding to make choices that will only benefit the children's academic success.

Physical Success

Physical success is important so that children are able to grow up to be healthy citizens who can make good choices about their lifestyle. Being physically successful helps your brain to work better allowing you to think more clearly, boosts your memory and enhances your concentration and focus. Being physically successful is also important because it has a positive impact on mental health, improving your ability to do everyday activities and adapt and overcome problems or difficulties.

We ensure that children are physically successful through

- PE lessons
- Secondary School PE links
- Sports clubs
- Sports leaders at break
- Play/lunch sessions
- A range of other activities
- Being physically proactive in a lesson
- Being ready to learn

Emotional Success

Emotional success is important because it is a key aspect of having a healthy lifestyle. Being self-aware is an important part of being able to work with others successfully and helps us to form meaningful relationships based on an understanding of give and take. Nourishing our social relationships can lead to more success and happiness. Emotional intelligence can help to improve communication and problem solving. It helps to develop empathetic individuals who are able to build relationships based on mutual trust.

We ensure that children are emotionally successful by

- Well established RSHE curriculum
- Promoting the understanding of how an individual can allow themselves and others to flourish
- Encouraging independent and collaborative relationships
- Appreciating diversity
- Maintaining high expectations of behaviour and manners
- Teaching children how to listen to others and respect their viewpoints

Development of Character Values

In an ever-changing world, the development of key characteristics is essential for children as they grow into young adults as they get ready for their life beyond education. Developing positive character values will help our children to grow into positive citizens ready for the world of employment with transferable skills.

Character values are defined differently in each school based on the demographics of each schools' intake.

Swingate	Horsted
Brave Resilient Empathetic Responsible	Striving Thoughtful Ambitious Resilient Supportive

Character values have been defined from EYFS up to year 6 to ensure progression in these characteristics is planned for and embedded in the school ethos and curriculum.

Each term, we will focus on one-character value to embed understanding at an age-appropriate level. In the last term(s), those areas that need further development will be readdressed.

We will be defining each character value as a whole school at the end of each term in the academic year 2022-23 so we can create progressive approach to ensuring we are achieving our mission.

At Swingate we chose the following character values because:

Brave: We want our children to step outside of their comfort zones and take giant steps in all aspects of life and learn to become aspirational.

Resilient: We want our children to be equipped to face the challenges the presents and be best version of themselves.

Empathetic: We want our children to not be tolerant but to be anti-discriminatory for all minority groups and individuals.

Responsible: We want our children to be active and independent learners who have pride in themselves.

Reading

Reading is an essential life-skill that children need to master. Reading is necessary for learning and therefore learning to read is essential so that children can read to learn; it unlocks the door to lifelong learning.

By learning to read, children learn about people, places and events that they wouldn't be able to otherwise. It can help children to make sense of the world that is around them and helps children to develop more empathy. It expands their understanding of the world.

Not only can reading help children make sense of the world but it can help children to develop language and listening skills. It aids in developing focus and concentration which they will be able to apply to other areas of their life and it can help to improve wellbeing.

How we achieve excellent reading:

- A reading spine has been created through medium terms plans in English, class reader texts and across the curriculum to ensure quality texts engage children in a wide repertoire of reading as well as support good writing outcomes.
- We achieve it through successful interventions to prevent underachievement
- Promoting reading for pleasure through libraries with a wealth of literature
- We teach the skills needed to promote reading comprehension
- Regular assessments to inform classroom practice
- We follow a synthetic phonics programme (see below):

Phonics at Swingate:

We use the All Aboard Phonics scheme (previously Letters and Sounds was used until 2022):

- Uses a similar approach to Letters and Sounds which our teachers and children are all currently familiar with.
- This scheme has a list of decodable books which we are going to embed as part of our daily phonics teaching and will be included in the 'apply' stage.
- All decodable books are available on an app which our parents will be able to access from home. Any family unable to access this app at home will be able to work with us to access the text in another way.
- All Aboard phonics provides online bitesize training which our teachers and TAs will be able to access. Middle and Senior leaders will be able to monitor and support teachers to support their own CPD with this.
- All Aboard phonics provides support to parents to help them at home with phonics.
- All Aboard phonics provides visuals which all teaching staff can access

- This phonics scheme also provides an intervention programme which we will be using with our year 3 children who have not passed the phonics screening check. These interventions will be tailor made for each individual and support with teaching these is also available through the scheme.
- We want to provide continuity for our children across Key Stage 1 and 2 to support any child who needs further support in phonics as they get into key stage 2.
- All Aboard provides resources for each phase. These resources will be purchased for each year group, used during teaching as well as displayed in the class to provide the children with continuity.
- There is also access to games on the online app which will encourage our children to practise their phonic knowledge at home.
- Regular training for all teaching staff in the delivery of All Aboard Phonics is available through the website to provide continuous CPD.

What language do we use at Swingate when teaching phonics?

Segment	<i>It's the opposite of blending as it means splitting a word up into individual sounds when spelling and writing.</i>
Blend	<i>This is when you say the individual sounds that make up a word and then merge or blend them together to say the word as used when reading.</i>
Consonant	<i>Most letters of the alphabet are consonants, except for the vowels.</i>
Vowels	<i>a, e, i, o, u</i>
CVC words	<p><i>This is an abbreviation used for consonant-vowel-consonant words. It describes the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound).</i></p> <p><i>Other abbreviations: c refers to consonant/v refers to vowel</i></p> <p>VC</p> <p>CVCC</p> <p>CCVC</p>

Digraph	<p><i>This describes two letters which together make one sound e.g. ee, oa, ea, ch, ay.</i></p> <p><i>There are different types of digraph:</i></p> <p><i>Vowel digraph: a digraph in which at least one of the letters is a vowel: boat or day.</i></p> <p><i>Consonant digraph: two consonants which can go together: shop or thin.</i></p> <p><i>Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.</i></p>
Grapheme	<i>It is a written letter or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck</i>
Phoneme	<i>It is a single sound that can be made by one or more letters - e.g. s, k, z, oo, ph, igh.</i>
Tricky words	<i>They are the words that are difficult to sound out e.g. said, the, because which don't follow phonics rules.</i>
Trigraph	<i>This is when three letters go together to make one sound.</i>
Sound buttons	<i>Marks drawn underneath letters to represent the sounds that are made.</i>
Alternative sounds	<i>When a grapheme makes more than one sound but is spelt the same way e.g 'ow for bow' and 'ow for cow'</i>
Alternative spellings	<i>When the same phoneme is spelt a different way. e.g. ue for glue and oo for moon. Chew/blue</i>

Communication including writing

Good communication skills are fundamental to life; they are the means through which we distribute and receive information. Successful communications helps us to better understand people and situations and it allows us to build relationships grounded in trust and respect. Being successful communicators allows us to overcome difficulties

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with accuracy and speed to a wide range of people. Being a successful writer equips us with good critical thinking skills and enables us to become a multifaceted learner. It also fosters our ability to explain and refine ideas

How we achieve excellent communication:

- A range of genres of writing are covered in English lessons and across the curriculum which follow a medium-term plan.
- Equipping children with grammatical knowledge that underpin successful writing.
- Developing children's oracy skills.

Maths

We use maths in every aspect of our lives at work and in practical everyday activities at home and beyond. Being numerate is an essential life skill that fosters analytical reasoning skills which are important for solving problems and looking for solutions.

Having good mathematical skills can also develop resilience and perseverance providing ways of developing strong mental discipline which is good for mental health. Maths encourages logical reasoning, critical and creative thinking, abstract thinking and can help improve communication skills.

To make the best choices, we need to be numerate

How we achieve excellent maths:

- By following the White Rose scheme which focuses on concrete to pictorial to abstract.
- A relentless approach to ensuring children are secure in mental and written methods.
- Rigorous assessment to identify and analyse assessment results and plan to address misconceptions and gaps.

How we judge the success of our curriculum

We define academic success as:

- Children achieving excellent progress from their starting points
- Children with positive attitudes towards learning
- Children who are driven and motivated to do well
- Having the ability to transfer and apply skills and knowledge between disciplines

We define physical success as:

- Everyone is ready to participate in learning
- Having the knowledge to make informed choices about healthy diet
- Being able to participate in a healthy lifestyle
- Being aware of the barriers to a healthy lifestyle and knowing how to overcome them.

We define emotional success as:

- Recognition and appreciation of diversity
- Supporting themselves and others to flourish
- Becoming independent and collaborative learners
- Having resilience in the face of adversity

How we implement our curriculum:

Learning is not just about gathering information; it is about developing understanding. In order to build on prior knowledge, the Bluebell Federation have created personalised building blocks throughout the wider curriculum called **concepts**.





Concepts take the abstract constructs of learning and help to make them concrete; revealing more over time. Concepts help contextualise thinking by systematically developing understanding. Each school in the federation has designed their own concepts to take account of their school context in order to maximise learning. Concepts then successfully increase the greater likelihood of securing long-term memory.

Concepts allow us to build on prior knowledge clearly and with intent. This is achieved by breaking down a concept into sub-concepts for each year group. For example, in history at Swingate the concepts taught from EYFS to Year 6 are: chronology, power, equality and technology. An example of the sub-concepts can be seen below which break the concept up to ensure progression over time. This in turn allows for 'sticky knowledge' to take place.

Progression in Concepts	Power	Equality	Technology	Chronology
EYFS	I understand what rules are and why we have them.	I understand that everyone is different.	I know how to use a range of simple technological devices.	I can use words like first, next, then and last.
Year 1	I understand what power is.	I understand what equality means.	I understand what technology is.	I understand what past and present is.
Year 2	I understand that some people have more power than others.	I understand that some groups historically have not been seen as equal.	I understand how technology can solve problems.	I understand that people and places change over time.
Year 3	I understand that different people can have power in different ways. (Leadership)	I understand that different groups believe in different levels of equality. (Comparison to modern)	I understand that technological advances can be in different forms. (i.e. technology, structural etc.	I understand that events are grouped into time periods. (ie AD, BC, millennium)
Year 4	I understand that groups can dominate another.	I understand that some people were seen as unequal by birth historically.	I understand that technology can change over time.	I understand that time periods can be sequenced and happened in a particular order.
Year 5	I understand that religion can be used to justify power.	I understand that groups that have been viewed as unequal have been subject to genocides on a state level.	I understand that technology can give groups a distinct advantage over others. (radar, guns against Mayans)	I understand that events link to each other and that past events impact on what is happens next.
Year 6	I understand that various different forms of powers can conflict, resulting in widescale upheaval.	I understand that historical inequalities can have an impact on people living today.	I understand that technology has changed how people live today, socially and physically.	I can compare events that happened at different periods of time and consider how they have led to the modern world.

For concepts to be successfully taught, careful **composites** are planned for. Composites are our learning areas concepts are taught through. An example of how composites are planned for sequentially from Year R - 6 with concepts running through can be seen in the example below:

In order for composites to achieve our intent, we have clear **components** which are the skill and knowledge area we want our children to learn and understand.

Year Group	Composite 1	Composite 2	Composite 3	Concept	Concept	Concept	Concept
Year R	Celebrations, Dinosaurs and Changes			POWER 	EQUALITY 	TECHNOLOGY 	CHRONOLOGY 
Year 1	What is History?	Toys	Explorers				
Year 2	Great Fire of London	Victorians	Fight for your rights				
Year 3	Ancient Egypt	Ancient Greece	Roman Empire				
Year 4	Stone, Bronze and Iron Age	Vikings and Anglo-Saxons	Normans				
Year 5	WW2	Tudors	Shang Dynasty				
Year 6	WW1	WW1	Local Area				

We have 3 clear components that are required to be planned for (in child language):

1. *I can* (skill)
2. *I know* (knowledge)
3. *I use* (wider and composite specific language)

In the example below, it shows an excerpt of 1 composite for Year 3 history (Egyptians). The general vocabulary for Year 3 (I use) can be seen on the bottom left. The composite specific vocabulary (I use) can be seen running along each composite. The skills (I can) required for the subject are on the top left. The knowledge (I know) required for each composite can be seen running along each composite.

Year 3 skills (I can)	I understand...
I can use a wide range of historical terminology.	I know that a century is a hundred years and that Ancient Egyptian time was about 3000 years ago. I know that there were different groups of people in Ancient Egypt and they all had their place in a hierarchy.

<p>I can use words and phrases relating to the passing of time.</p> <p>I can present what I have learnt in different ways.</p> <p>I can use sources of information to find out about the past.</p> <p>I can use sources of information to answer questions about the past.</p> <p>I can ask a question about a text I have read and use this to draw my own conclusions.</p>	<p>I know that the Pharaohs were the most powerful as they were considered close to God.</p> <p>I know that Pharaohs collected taxes, made rules and ordered wars.</p> <p>I know that every ancient Egyptian went through the death process but this was slightly different depending on their place in the hierarchy.</p> <p>I know that Ancient Egyptians believed in many Gods.</p> <p>I know that the River Nile was used for trade, water and to grow crops.</p> <p>I know that the pyramids were used to hold the tombs of Pharaohs after their death.</p> <p>Ancient Egypt</p> <p>How do you know that Ancient Egyptian Pharaohs were powerful members of society?</p> <p><u>Lesson 1</u></p> <p>I understand when the Egyptian civilisation took place and where Egypt is located in the world.</p> <p>Knowledge: Children know that the Ancient Egyptian period began 3100BC-30BC. It lasted over 3000 years. BC means before Christ was born. Children know that a timeline shows when events have happened. A century is 100 years. Children know that Egypt is a country in Africa.</p> <p>Skills: Children can use words and phrases relating to the passing of time. Children can use a wide range of historical terminology. Children can use sources of information to find out about the past. Using an atlas, children will find Egypt on the map. Children to explain events in relation to time periods using the vocabulary below. Create a class human timeline counting in centuries from where Jesus Christ was born. In pairs, children to order events that happened in the Ancient Civilisation in chronological order.</p> <p>Assessment: Children are able to order events chronologically. Children are able to explain that a century is 100 years. Children are able to find Egypt on a map.</p> <p>Vocabulary: Century, BC, years, months, days, weeks, continent, country</p>
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For some composites there is an overarching/key question. The question will therefore influence, direct and specify the learning journey throughout the composite. For example, a key question for the composite 'WWI' is 'in what ways has WWI impacted on the modern world.' The teachers and children are able to assess their own learning by being able to answer the question with depth; demonstrating knowledge and skills.

We do not use phrases such as, 'we are doing the Greeks.' This phraseology is based on teaching a 'topic' as opposed to ensuring conceptual understanding is built on yearly.

We believe in the phrase: **Dig deeper, linger longer.**

Our concepts, composites and components are designed to achieve our mission (the Bluebell Way) through our federation values and our character value traits; all of which are intrinsically embedded throughout the curriculum.

Assessment

As the main class practitioner, teachers are best placed to know their children's attainment and progress. Children are regularly assessed at both Horsted and Swingate as part of normal practice. In every lesson, teachers make snapshot assessments of the work and learning that the children are completing which is used to inform the direction of lessons both in the short and the long term. Regular feedback is given to children so that they are able to build on previous learning and address any errors or misconceptions from previous learning.

As an aid to teacher judgement, Swingate and Horsted both use tests to assess progress in reading, maths and grammar, punctuation and spelling; these are formed from a combination of low-stakes testing and end of term assessments. Writing is assessed three times yearly using an assessment tool to support judgements from a range of pieces of writing which cover many genres. Moderations happen both within and between the schools in the Federation.

Swingate - For the majority of foundation subjects, teachers can assess if children achieved the 3 components of lesson through formative assessment. At the end of a composite, teachers are able to assess if children are able to answer the key question posed for the composite. Teachers will assess each child at the end of composite as being working towards

Horsted - For foundation subjects, a range of children's work is presented for each term in our foundation assessment books. The children are assessed three times a year against Horsted agreed standards. Teachers consider the implications of the assessment and identify any barriers to learning in foundation subjects so that the subsequent planning can be altered to address gaps in knowledge.

Planning across the curriculum

We believe in a strong, but simple, pedagogical understanding of how to sequence learning in a lesson to ensure progress. We answer the following 3 questions when planning lessons:

1. What do we want the children to learn?
2. How will they learn it?
3. How will we know that the children have learnt it?

We are able to, therefore, explain the learning outcome which clearly demonstrates progress.

Teachers know where their lessons fit into the sequence of learning because concepts are continually planned for and assessed.

The Bluebell Way to approach planning all subjects is through collaboration for the following reasons:

1. This encourages creativity, innovation and evaluative practice.
2. This promotes more active teaching as all teachers are clear on what to deliver.
3. There will be consistency of good pedagogical practice for all learners.

Children's Books

Swingate Expectations for Books IN PROCESS OF REVIEW

At the beginning of each composite, a front page will be stuck in which will include the following areas of learning to be added to and reflected on throughout (History, Geography, Art, D.T., Science and R.E.):

1. Key vocabulary which the children (not adult) will add and, more importantly, develop ways to remember the definition.
2. Prompts (age appropriate) for children to reflect on the school's character values they have been able to capitalise on during a composite.
3. Children to add key information of knowledge and skills they have learnt throughout the composite.

Character values weave throughout composites which allow children to remember and retain direct learning from other experiences across the school (for example - assemblies). Children should be able to recognise when they are seeing character values from across the curriculum and therefore be able to reflect on these. When appropriate, children will make reflections in their books demonstrating their ability to critically reflect and show depth of understanding with critical thoughts.

Concepts for all Subjects:

Geography:

Progression in Concepts	Conservation	Culture: Culture includes aspects such as land use, economic activity and distribution of natural resources.	Place
EYFS	I understand that different places have different climates.	I understand what is in my home and local area.	I understand home is a place where I live.
Year 1	I understand that places need to be protected.	I understand that I live it in the UK and what it is like here.	I understand my address and locate this on a map of the local area.
Year 2	I understanding impact of human actions on areas of the planet.	I understand that other places have different cultures and lifestyles.	I understand that I live in Medway (in Kent) and can locate this on a map of South-East England.
Year 3	I understanding why humans take actions which are detrimental to our planet's ecosystem.	I understand similarities and differences between the UK and North America (non-contrasting countries).	I understand that I live in England and can locate this on a map of the UK.
Year 4	I understand ways in which humans are changing their behaviours to protect the planet and themselves.	I understand similarities and differences within continents.	I understand that I live in the UK and can locate this on a map of the world.
Year 5	I understand what conservation looks like in developing countries.	I understand similarities and differences between contrasting cultures.	I understand that I live in Europe and can locate this on a map.
Year 6	I understand how I am able to make a positive contribution to conservation.	I understand differing views on topics, dependant on cultural background.	I understand that Europe is 1 of the world's 7 continents

History:

Progression in Concepts	Power	Equality	Technology	Chronology
EYFS	I understand what rules are and why we have them.	I understand that everyone is different.	I know how to use a range of simple technological devices.	I can use words like first, next, then and last.
Year 1	I understand what power is.	I understand what equality means.	I understand what technology is.	I understand what past and present is.
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Year 5	I understand that religion can be used to justify power.	I understand that groups that have been viewed as unequal have been subject to genocides on a state level.	I understand that technology can give groups a distinct advantage over others. (radar, guns against Mayans)	I understand that events link to each other and that past events impact on what is happens next.
Year 6	I understand that various different forms of powers can conflict, resulting in widescale upheaval.	I understand that historical inequalities can have an impact on people living today.	I understand that technology has changed how people live today, socially and physically.	I can compare events that happened at different periods of time and consider how they have led to the modern world.

Art:

Art Progression in Concepts	Appreciation
EYFS	I can tell you what I like about different medias.
Year 1	I understand that I can like or dislike art.
Year 2	I understand that I can like or dislike art with reasons.
Year 3	I understand that there are some styles of art I like and others I dislike.
Year 4	I understand how techniques impact my perception of a piece of art.
Year 5	I understand, and can justify why artists have used certain techniques.
Year 6	I understand, can justify and compare why artists have used certain techniques.

Design Technology:

DT Progression in Concepts	Innovation
EYFS	I can select from a range of media to create a piece of art.
Year 1	I understand that products are made for a purpose.
Year 2	I understand that products can be improved.
Year 3	I understand that products need to be changed for different purposes and situations.
Year 4	I understand that products can be made for different audiences.
Year 5	I understand that products that are made can be improved with differing designs.
Year 6	I understand that finished products can be evaluated for efficacy.

Religious Education:

RE Progression in Concepts	Community
EYFS	I understand that I have views and beliefs
Year 1	I understand what a community is
Year 2	I understand that I am part of a community (or more than one community)
Year 3	I understand that religions are a community and that they have different values
Year 4	I understand how shared values in a community can affect behaviour and outcomes
Year 5	I understand that individuals and communities may have similar and differing values
Year 6	I understand why individuals and communities may have similar and differing values

Physical Education:

Progression in Concepts	Team work	Sportsmanship	Fitness
EYFS	I can share equipment and my skills with a partner.	I can listen and follow simple instructions correctly.	I understand continuous movement results in changes in my body such as rapid breathing or tiredness.
Year 1	I can start to work cooperatively	I understand what rules are and when these are followed in a right way.	I understand when I rest my breathing slows
Year 2	I can give and accept constructive feedback and encouragement to my team members.	I understand how to apply rules and when actions are honest.	I understand recovery is the rate that rapid breathing returns to normal.
Year 3	I understand how to communicate effectively and kindly to my team members.	I understand that fair play means following the rules honestly.	I understand fitness is linked to recovery. Being more fit results in quicker recovery.
Year 4	I can apply feedback given to me to develop my team's performance.	I can demonstrate respect for the game, participants and performance.	I understand that different types of fitness are acquired through training and lifestyle.
Year 5	I can recognise strengths and weaknesses within my team and use them cohesively.	I appreciate decisions might not go my way but respect those making them.	I understand that lifestyle is key for personal health
Year 6	I can work as a team to develop and apply tactics to perform at our best.	No matter what decisions have been made. I am gracious in victory or defeat.	I understand personal health and well-being is my responsibility and requires self-discipline.

PSHE / Jigsaw:

Progression in Concepts	Empathy	Safety	Identity
EYFS	I can show kindness to my friends and teachers.	I know about the PANTS rule. I know about 'stranger danger' online and offline.	I understand who I am in my nuclear family. I know that I am special.
Year 1	I can listen to other people and take turns.	I know what to do if someone bullies me. I have started to understand about making healthy choices. I know about medicine and household items safety.	I understand who I am in my wider family and school. I know that everyone is special and unique.
Year 2	I understand that people can have different thoughts and feelings to my own.	I understand how to use roads and pathways safely. I know about 'physical contact' boundaries.	I understand who I am with my friends. I know that we have similarities and differences.
Year 3	I can offer appropriate help to people who may need it. I know there can be assumptions and stereotypes about gender.	I understand how to take 'safe risks.' I know how to solve bullying if I witness it. I understand about the need for relaxation and good sleep.	I understand who I am in any clubs I attend. I know that we can have different strengths and weaknesses.
Year 4	I can start to put myself in other people's shoes. I can challenge assumptions.	I understand about the need for safety online and offline.	I can recognise different family groupings. I understand families can look different. I can be accepting of others.
Year 5	I understand how certain groups of people may be treated badly or 'oppressed'.	I can talk about the different types of bullying. I have started to understand about money and budgeting. I know about different drugs and the associated dangers.	I can recognise that Britain is a multi-cultural and diverse place. I show respect to other cultures.
Year 6	I can actively demonstrate 'anti-discriminatory' behaviour. I celebrate difference.	I understand how I could help someone in cardiac arrest. I know about managing stress. I understand about gangs, county lines and substance abuse. I understand puberty, conception and consent.	I can discuss my own and others identities in terms of culture and backgrounds.

Computing

Progression in the concepts	Computer Science (Coding)	Information Technology (Media)	Digital Literacy (Online Safety)
EYFS	I understand how to continue, copy and create repeating patterns.	I understand how to explore, use and refine a variety of artistic effects to express my ideas and feelings.	I understand the importance of sensible amounts of screen time.
Year 1	I understand basic programming ideas by experimenting and solving problems with simple, programmable robots, such as the Blue-Bot.	I understand how to use media which experiment with a range of virtual instruments.	I understand how to respect other people's copyright. I can think carefully about protecting my privacy.
Year 2	I understand how to program a sprite (such as a spaceship) to move around the screen.	I understand how to use media which relate to taking, reviewing and editing digital photos.	I understand how to safely retrieve digital content from the Internet for a particular purpose.
Year 3	I understand how to create my own animation in scratch.	I understand how to use media which involves adding or amending content on the real Wikipedia.	I understand how to safely create a set of presentations for different audiences and discuss issues of online trust and privacy.
Year 4	I understand how to plan, create, develop and test my own educational game for a target audience.	I understand how to use media which involve creating a multi-track composition or performance using multiple instruments.	I understand how to create a media-rich blog, comment on blogs and respond to comments appropriately.
Year 5	I understand how to plan my own simple computer game. I can design characters and backgrounds, and create a working prototype, which I can develop further based on feedback I receive.	I understand how to media which involves using a set of interlinked slides using hyperlinks in presentation software.	I understand how the school network and the Internet work. I can explore the HTML used to create websites.
Year 6	I understand different aspects of artificial intelligence including machine learning.	I understand how to media which involves shooting original footage, source other media and edit a final version of my movie.	I understand how to use the school's blogging platform to explore issues related to social media.

The Curriculum Map for all Subjects:

**Please note: music composites are not necessarily taught in the term on the plan.*

Term	Year	Science	Humanities	PE	Computing	Art/DT	Music	French	R. E	Jigsaw
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1	1	Seasonal Change I know the four seasons and the weather associated with each. I know how seasonal changes affect trees and the hours of daylight. I know how seasons affect my choice of outfit. I know how to plan my own weather reports.	What is History? – Changes within living memory. <i>Key question</i> – What is History and why do we learn about it? I know that history is learning about the past and that stories and objects can teach us about the past. I know words relating to the passing of time. I know the key events that have happened in my life so far since I was born. I know about what life was like when my parents and grandparents were younger.	Football I know how to pass a ball to a partner over a short distance. I know how to dribble a tennis ball with some control over a short distance. I know how to shoot with enough power to hit a target. I know how to aim accurately when shooting. I understand what footgolf is.	We are Treasure Hunters I know that a programmable robot can be controlled by inputting a sequence of instructions. I know how to develop and record sequences of instructions as an algorithm. I know how to program a robot to follow my algorithm. I know how to predict how my programs will work. I know how to debug programs.	Drawing <i>Exploring line</i> Artist: Wassily Kandinsky <u>Lesson 1:</u> I know who Kandinsky was and why he is famous. <u>Lesson 2:</u> I know how to explore and create different types of lines. <u>Lesson 3:</u> I know how to explore lines more expressively by using music. <u>Lesson 4:</u> I know how to experiment with line by using various media to create shape. <u>Lesson 5:</u> I know how to apply line in the style of Wassily Kandinsky.	Move to the Beat – Exploring Pulse and Rhythm I know that pulse is a steady beat. I know that rhythm is a pattern of notes. I know that dynamics means loud or soft. I know that untuned percussion is an instrument that does not play a tune, e.g. drum. I know that to copy is when you mimic someone's actions. I know that start is when you first do something. I know that stop is the end. I know that body percussion is making noises with parts of your body.		Christianity Creation Story <i>Key question</i> – Does God want Christians to look after the world? I know the Christian Creation story and can talk about it.	Being Me in My World I know how to use my Jigsaw Journal. I know how to feel special and safe in my class. I understand the rights and responsibilities as a member of my class. I know that I belong to my class. I know how to make my class a safe place for everybody to learn. I know my views are valued and can contribute to the Learning Charter. I know how it feels to be proud of an achievement. I know the choices I make and understand the consequences. I know the range of feelings when I face a certain consequence. I understand my rights and responsibilities within our learning charter. I understand my choices in following the learning charter.
	2	Living things and their habitats I know the differences between things that are living, dead, and things that have never been alive. I know that most living things live in habitats to which they are suited. I know how different habitats provide basic needs of different kinds of animals and plants, and how they depend on each other.	Great Fire of London – Events beyond living memory that are significant nationally or globally. <i>Key question</i> – Was the Great Fire of London a disaster? I know that the Great Fire of London occurred centuries before the eras previously studied. I know where the Great Fire of London started (Pudding Lane, Thomas Farryner's Bakery)	Football I know how to stop a ball before passing. I know how to pass a ball to a partner over a short distance. I know how to stop moving a tennis ball. I know how to aim accurately when shooting. I know I need enough power to hit a target. I understand what footgolf is and I know how to kick a ball into a large tent to score.	We Are Astronauts I know how to plan a sequence of instructions to move sprites in ScratchJr. I know how to create, test and debug programs for sprites in ScratchJr. I know how to work with input and output in ScratchJr. I know how to use repetition in my programs.	Drawing <i>Exploring line and adding texture</i> Artist: Georgia O'Keeffe <u>Lesson 1:</u> I know who Georgia O'Keeffe was and why she is famous. <u>Lesson 2:</u> I know how to explore and create different types of lines (Straight, curved, thick, thin).	Time to Play I know that pulse is a steady beat. I know that rhythm is a pattern of notes. I know that an ostinato is a short, repeating pattern. I know that there can be 4 beats in a bar. I know that I can say things to help internalise rhythm. I know that a rest is silence.		Christianity What did Jesus teach? <i>Key question</i> – Is it possible to be kind to everyone all of the time? I know about some stories in the Bible and that these stories can show kindness. I know how these stories make Christians behave towards other people.	Being Me in My World I know how to use my Jigsaw Journal. I know when I feel worried and know who to ask for help. I understand the rights and responsibilities of being a member of my class and school. I know how to help myself and others feel like we belong. I know that I can contribute my own ideas.

		I know a variety of plants and animals in their habitats, including micro-habitats. I know how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and make the different sources of food.	I know which historical figures were involved and the evidence they provided e.g., Samuel Pepys, Thomas Farryner, Sir Christopher Wren, King Charles. I know the extent of the damage caused and its impact on London. I know how current technology and resources would prevent this in a modern context. I know key historical facts and dates (2nd September 1666 and lasted for five days) I know the difference between historical sources e.g., primary and secondary sources and how to use these to gain information.		I know how to design costumes for sprites.	<u>Lesson 3:</u> I know how to create and explore experimental mark-making to replicate textures. <u>Lesson 4:</u> I know how to apply line from observation (Flowers- creating texture). <u>Lesson 5:</u> I know how to add pattern, texture and tone in the style of Georgia O’Keeffe	I know dynamics are loud and soft.			I know how to make my class a safe and fair place. I understand how following the Learning Charter will help me and others learn. I know how to work cooperatively.
3	Movement and nutrition I know different bones which make up the skeleton. I know how muscles can make us move. I know how energy is used in the body. I know what makes a balanced diet in humans.	Ancient Egypt - the achievements of the earliest civilizations: Ancient Egypt; <i>Key question</i> - How do you know that Ancient Egyptian Pharaohs were powerful members of society? I know that a century is a hundred years and that Ancient Egyptian time was about 3000 years ago. I know that there were different groups of people in Ancient Egypt and they all had their place in a hierarchy.	Football I know how to apply the correct technique to pass a football with some accuracy over a short distance. I know how to perform dribbling skills with some accuracy and control. I know how to aim accurately when shooting. I know how to shoot from different angles. I understand what footgolf is. I know how to show good control when kicking a ball into a large target to score	We are Programmers I know how to plan and create an algorithm for an animated scene in the form of a storyboard. I know how to write a program in Scratch to create the animation, including characters, dialogue, costumes, backdrops and sound. I know how to review my animation programs and correct mistakes.	Drawing <i>Exploring line through shading</i> Artist: Giorgio Morandi <u>Lesson 1:</u> I know who Giorgio Morandi was and why he is famous. <u>Lesson 2:</u> I know how to explore line to create shape (curved lines and applying pressure). <u>Lesson 3:</u> I know how to explore line to create shape (through shading). <u>Lesson 4:</u> I know how to apply line from observation.	Hear it, Play it! Exploring Rhythmic Patterns I know that a time signature is how many beats are in a bar. I know how to identify the first beat in a bar. I know what call and response is. I know that rhythm is a pattern of notes. I know that a crotchet is a 1 beat note. I know that a quaver is a half beat note. I know that a rest is silence.	Y3 - HT1 I know how to greet each other. I know some basics about the French Culture. I know how to recognise and repeat classroom Instructions. I know the words for types of animals. I know how to count 1 – 10.	Hinduism – Diwali <i>Key question</i> - Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? I know three important actions I could take to support a group I belong to. I know some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Divali. I know why Diwali might bring a sense of belonging to Hindus.	Being Me in My World I know my worth and can identify positive things about myself and my achievements. I know how to set personal goals. I know how to use my Jigsaw Journal. I know how to face new challenges positively, make responsible choices and ask for help when I need it. I know why rules are needed and how they relate to rights and responsibilities. I understand that my actions affect myself and	

			<p>I know that the Pharaohs were the most powerful as they were considered close to God.</p> <p>I know that Pharaohs collected taxes, made rules and ordered wars.</p> <p>I know that every ancient Egyptian went through the death process but this was slightly different depending on their place in the hierarchy.</p> <p>I know that Ancient Egyptians believed in many Gods.</p> <p>I know that the River Nile was used for trade, water and to grow crops.</p> <p>I know that the pyramids were used to hold the tombs of Pharaohs after their death.</p>	<p>as low a total as possible.</p>		<p><u>Lesson 5:</u> I know how to add shade in the style of Giorgio Morandi.</p>	<p>I know that pitch is how high or low a note sits.</p> <p>I know that melody is a range of notes.</p> <p>I know an ostinato is a short repeating pattern.</p>			<p>others and I care about other people’s feelings.</p> <p>I know how to make responsible choices and act.</p> <p>I understand my actions affect others and try to see things from their points of View.</p>
4	<p>Digestion and food</p> <p>I know the different parts of the digestive system.</p> <p>I know the different types of human teeth.</p> <p>I know how humans and animal teeth can be different.</p>	<p>Stone Age, Bronze Age and Iron Age - changes in Britain from the Stone Age to the Iron Age</p> <p><i>Key question</i> - Do you think that people were happier in the Stone Age or the Iron Age?</p> <p>I know that information is limited about these times due to lack of resources and technology (pre-historic).</p> <p>I know that the Stone Age came first, Bronze Age was next and Iron Age was last and it was a Neolithic time period.</p>	<p>Football</p> <p>I know how to apply the correct technique to pass a football with accuracy and control over a short distance.</p> <p>I know how to perform dribbling skills with some accuracy and control.</p> <p>I know I need to be aware of space around so I do not bump into anyone.</p> <p>I know how to show good accuracy when shooting with a tennis ball.</p> <p>I know how to adapt to shooting when using a variety of balls</p>	<p>We are Software Developers</p> <p>I know how to develop an educational computer game using selection and repetition.</p> <p>I understand and use variables.</p> <p>I know how to start to debug computer programs.</p> <p>I know how to recognise the importance of user interface design, including consideration of input and output.</p>	<p>Drawing</p> <p><i>Exploring line through proportion</i></p> <p>Artist: Leonardo DaVinci</p> <p><u>Lesson 1:</u> I know who Leonardo DaVinci was and why he is famous.</p> <p><u>Lesson 2:</u> I know how to explore line and proportion (think about sizing).</p> <p><u>Lesson 3:</u> I know how to explore line and proportion (gradients of pencils human faces).</p> <p><u>Lesson 4:</u> I know how to apply line</p>	<p>Playing with Rhythm</p> <p>I know that pulse is the beat</p> <p>I know that rhythm is a pattern of notes</p> <p>I know that a bar is a group of beats.</p> <p>I know what crotchets, quavers, minims, rests and semibreves are.</p> <p>I know what beatboxing is.</p> <p>I know that tempo is the speed.</p> <p>I know that ostinato is a short repeating pattern.</p> <p>I know that call and response is where one person is the leader and</p>	<p>Y4 - HT1</p> <p>I know the words for animals and classroom Instructions.</p> <p>I know a French poem.</p> <p>I know how to use a French bilingual dictionary.</p> <p>I know words for parts of the body.</p>	<p>Judaism – Beliefs and practices</p> <p><i>Key question</i> - How special is the relationship Jews have with God?</p> <p>I know some examples of agreements and contracts and can explain how I would feel if one was broken.</p> <p>I know and can say an affirmation/promise I would like to make.</p> <p>I know what makes Jewish people believe they have a special relationship with God.</p> <p>I know some of the ways Jewish people express their special relationship with God and start to understand</p>	<p>Being Me in My World</p> <p>I know my attitudes and actions make a difference.</p> <p>I understand who is in my school community, the roles they play and how I fit in.</p> <p>I understand how democracy works through the School Council.</p> <p>I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them.</p> <p>I understand how groups come together to make decisions.</p> <p>I understand how</p>	

			<p>I know that the remains of Stone Henge are from this time period.</p> <p>I know that people during this time were hunter gatherers.</p> <p>I know that the Stone Age began 3.3 million years ago when the first people lived in Africa.</p> <p>I know that technology used during these times and how it has changed over time.</p>	<p>(Different sizes/materials).</p> <p>I understand what footgolf is.</p> <p>I know how to show good control when kicking a ball to hit a small target to score as low a total as possible.</p>		<p>from observation (Use both pencil and charcoal).</p> <p><u>Lesson 5:</u> I know how to use proportion in the style of Leonardo DaVinci.</p>	<p>the others copy what they do.</p>		<p>how that might feel.</p>	<p>democracy and having a voice benefits the school Community.</p>
5	<p>Mixtures and separation</p> <p>I know that some substances will dissolve in a liquid to form a solution.</p> <p>I know the factors that affect the time taken to dissolve, including temperature and stirring.</p> <p>I understand that dissolving, mixing and changes of state are reversible changes.</p> <p>I know that some liquids and solids can be separated using sieving, filtering and evaporation and to describe these processes.</p>	<p>WWII - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p><i>Key question</i> – What impact has World War 2 had on the modern world?</p> <p>I know that WWII started in 1939-1945.</p> <p>I know that Adolf Hitler was leader of Germany during this time.</p> <p>I know that Winston Churchill was leader of England during this time.</p> <p>I know that the atom bomb was used against Japan by the Americans and the role this had in ending the war.</p> <p>I know Germany was allied with Japan and Italy (axis powers)</p> <p>I know Britain was allied with the USA, France and (later on) the soviet union</p>	<p>Football</p> <p>I know how to develop and apply the correct technique to accurately, consistently and with control pass a football along the floor using the correct amount of power.</p> <p>I know how to dribble with greater control, efficiency & accuracy.</p> <p>I know how to shoot confidently with power and accuracy.</p> <p>I know how to use the correct shot selection when shooting.</p>	<p>We are Game Developers</p> <p>I know how to create original artwork and sound for a game.</p> <p>I know how to design and create a computer program for a computer game, which uses sequence, selection, repetition and variables.</p> <p>I know how to detect and correct errors in their games.</p> <p>I know how to use iterative development techniques.</p>	<p>Drawing</p> <p><i>Exploring line through proportion, composition and shape</i></p> <p>Artist: Frida Kahlo</p> <p><u>Lesson 1:</u> I know who Frida Kahlo was and why she is famous.</p> <p><u>Lesson 2:</u> I know how to develop a self-portrait.</p> <p><u>Lesson 3:</u> I know how to create a photorealistic style using observation and proportion.</p> <p><u>Lesson 4:</u> I know how to use proportion from observation and add meaning.</p> <p><u>Lesson 5:</u> I know how to use proportion, composition and shape in the style of Frida Kahlo.</p>	<p>Rhythm Builders</p> <p>I know what a crotchet and quaver is.</p> <p>I know what a rest is.</p> <p>I know the duration of those notes are.</p> <p>I know percussion are untuned instruments such as drums, claves and bells.</p> <p>I know tempo is the speed of music.</p> <p>I know pitch is how high or low.</p> <p>I know articulation is spiky or smooth.</p> <p>I know dynamics are loud and soft.</p> <p>I know timbre is the quality of sound.</p> <p>I know rhythm is a pattern of notes. I know time signature is how many beats in a bar. I know pulse is the beat.</p> <p>I know the duration of</p>	<p>Y5 - HT1</p> <p>I know words for types of sports, including sports clothing.</p> <p>I know how to use the verb avoir in sentences.</p> <p>I know how to pronounce the phonemes a and ai.</p> <p>I know that there are masculine and feminine nouns in French.</p>	<p>Sikhism</p> <p>Belief into action</p> <p><i>Key question</i> – What is the best way for a Hindu to show commitment to god?</p>	<p>Being Me in My World</p> <p>I know my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I know that there are universal rights for all children but for many children these rights are</p> <p>I know that my actions affect other people locally and globally not met them</p> <p>I know I can make choices about my own behaviour because</p> <p>I know how rewards and consequences feel and I understand how these relate to</p> <p>I understand how an individual’s behaviour can impact on a group</p> <p>my rights and I understand how democracy and having a voice benefits the school community responsibilities.</p>	

			(Russia) (Allied powers)WW2 How were different groups in society affected during WW2?				crotchets (1 note = 1 beat) and quavers (half a beat. I know structure is how music is organised. I know layers are when you layer music on top of each other. I know that polyrhythms are multiple rhythms played at the same time.			
6	Classifying big and small I know that ‘organism’ is a term used to refer to an individual living thing. I know that micro-organisms are incredibly small and cannot usually be seen by the naked eye. I know the characteristics of the different groups of vertebrates and commonly found invertebrates	The Oceans - 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 <i>Key question</i> – What impact do humans have on the world’s oceans? I know that a compass has 8 points. I know that there are two tropics and an equator and I know where these are. I know the oceans of the world I know the continents of the world. I know the negative impact of plastic on the world’s oceans.	Football I know the correct technique to accurately and consistently pass a football along the floor. I know how to pass over increased distances, on the move, first time and into tight spaces. I know how to use the inside and outside of foot when dribbling. I know how to perform a turn with the ball I know how to shoot confidently with power and accuracy. I know how to use spatial awareness in a competitive game.	We are Advertisers I know I need to think critically about how video is used to promote a cause. I know how to storyboard an effective advert for a cause. I know how to work collaboratively to shoot original footage and source additional content. I know how to acknowledge intellectual property rights. I know how to work collaboratively to edit the assembled content to make an effective advert.	Drawing <i>Exploring line through symmetry, expressive mark making and powerful messages.</i> Artist: Banksy <u>Lesson 1:</u> I know who Banksy was and why he is famous. <u>Lesson 2:</u> I know how to explore line and use it for purpose to create a powerful message. <u>Lesson 3:</u> I know how to explore line to create shadows and reflections to create an effect. <u>Lesson 4:</u> I know how to add effect for purpose (Use charcoal and pencil to create mood). <u>Lesson 5:</u> I know how to use line and expressive mark making for purpose in the style of Banksy.	We’ve got Rhythm - Rhythmic Devices and Structure I know that pulse is a steady beat. I know that crotchets are worth one beat. I know that two quavers are worth one beat. I know that a time signature is how many beats in a bar. I know pulse is a steady beat whereas rhythm is a pattern of notes. I know I can say words or phrases in my head to help me play a rhythm. I know the difference between a crotchet, quaver and triplet. I know I can represent my compositions in different ways. I know an ostinato is a short, repeating pattern. I know that a djembe is a type of African drum. I know that Call and Response is a	Y6 - HT1 I know how to pronounce parts of être and avoir correctly, especially silent letters. I know how to use a variety of conjugations of être and avoir to ask and answer a series of questions. I know how to ask about the time and how to tell the time. I know about children’s daily routine in another culture.	Islam Beliefs and practices <i>Key question</i> – What is the best way for a Muslim to show his commitment to God? I know the 7 pillars of Islam.	Being me in my world I know my goals for this year, understand my fears and worries about the future and know how to express them. I know that there are universal rights for all children but for many children these rights are not met. I understand that my actions affect other people locally and globally. I understand how rewards and consequences make me feel. I understand how these relate to my rights and responsibilities. I understand how an individual’s behaviour can impact on a group. I understand how democracy and having a voice benefits the school Community.	

							<p>type of African Drumming where you copy the leader's pattern. I know that rhythm is a pattern of notes.</p> <p>I know that polyrhythms are when multiple different rhythms are played at the same time. I know there are different ways of making a sound on a drum (finger tap, hand slap, hand cupped).</p> <p>I know that body percussion is using your body to create noises.</p> <p>I know that crotchets are 1 beat, 2 quavers are 1 beat and 3 triplets are 1 beat.</p> <p>I know that a rest in a pause in music. I know that a time signature is how many beats in a bar. I know the value of different notes.</p>			
2	1	<p>Everyday materials</p> <p>I know why objects are made from particular materials and to give examples of their suitability.</p> <p>I know that one material can be used for a range of purposes (and to give examples.)</p> <p>I know that different materials can be used for the same purpose (and to give examples.)</p> <p>I know why certain materials are</p>	<p>What is Geography –</p> <p>Geographical skills and fieldwork.</p> <p><i>Key question –</i> What is Geography and why do we learn about it?</p> <p>I know that an aerial photograph is a photograph taken from above.</p> <p>I know that maps have symbols on them to show us important buildings and other features of the area.</p>	<p>Ball games</p> <p>I know how to pass a ball to another player in a game.</p> <p>I know how to throw underarm and overarm.</p> <p>I know how to throw a ball towards a target with increasing accuracy.</p> <p>I know what to do to improve the distance I can throw by using more power.</p>	<p>We are TV Chefs</p> <p>I know how to break down a process into simple, clear steps (an algorithm).</p> <p>I know how to use different features of a video camera.</p> <p>I know how to use a video camera to capture moving images.</p> <p>I know how to record a video using ground rules for filming.</p>	<p>Painting</p> <p><i>Exploring brush strokes</i></p> <p>Artist: Van Gogh</p> <p><u>Lesson 1:</u> I know who Van Gogh was and why he is famous.</p> <p><u>Lesson 2:</u> I know how to experiment with various brushstrokes (dab, smooth, wash, sponge, stipple, stroke).</p>	<p>High and Low – Exploring Pitch</p> <p>I know that pitch is high or low.</p> <p>I know how to play tuned percussion.</p> <p>I know that structure is the order of music.</p> <p>I know that tuned instruments are ones where the pitch can be changed.</p> <p>I know that untuned instruments</p>		<p>Christianity</p> <p>Christmas story</p> <p><i>Key question –</i> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>I know the Christmas story and know which gifts were given to Jesus.</p>	<p>Celebrating Differences</p> <p>I know how to identify similarities between people in my class.</p> <p>I know some ways in which I am the same as my friends.</p> <p>I know the differences between people in my class.</p> <p>I know some ways I am different from my friends.</p> <p>I know what bullying is.</p>

		unsuitable for particular objects.	I know that England is one of the four countries of the United Kingdom. I know that London is the capital city of England. I know that human features are characteristics of a place that were made by humans, for example, shops and roads. I know that physical features are characteristics of a place that are naturally occurring. These include features of land – hills and mountains, bodies of water – lakes and rivers and vegetation – trees and plants.		I know how to edit a video to include an audio commentary. I know how to develop collaboration skills. I know how to discuss my work and think about how it could be improved.	<u>Lesson 3:</u> I know how to use various sized brushes. <u>Lesson 4:</u> I know how to use various marks and different sized brushes to create marks from observations. <u>Lesson 5:</u> I know how to apply various brushstrokes in the style of Van Gogh.	cannot change the pitch. I know that silence means no noise. I know that timbre is the sound an instrument makes.			I understand how being bullied might feel. I know some people who I could talk to if I was feeling unhappy or being bullied. I know to be kind to children who are bullied. I know how to make new friends. I know how it feels to make a new friend. I understand differences make us all special and unique.
2	Microhabitats I know some of the life processes, including movement, reproduction, sensitivity, growth, excretion and nutrition. I know the difference between things that are living, dead, and things that have never been alive, using some of the life processes.	Australia – Place knowledge <i>Key question</i> – Why is Australia a unique country? I know where the UK and Australia are on a world map. I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and Australia. I know that the seasonal and daily weather patterns in the UK and Australia are different. I understand that the UK and Australia have varying physical features, including:	Ball games I know how to throw, catch and bounce a ball with a partner. I know how to throw different types of equipment in different ways, for accuracy and distance. I know how to throw with accuracy at targets of different heights.	We are Game Testers I know how to observe and describe carefully what happens in computer games. I know how to use logical reasoning to make predictions of what a program will do and test these. I know how to think critically about computer games. I know how to create sequences of instructions for a virtual robot to solve a problem. I know how to work out strategies for playing a game well. I know how to be aware of how to use games safely	Painting <i>Using paint brushes to create different marks</i> Artist: Claude Monet <u>Lesson 1:</u> I know who Claude Monet was and why he is famous. <u>Lesson 2:</u> I know how to create various brushstrokes. <u>Lesson 3:</u> I know how to use brushstrokes depending on brush (size dab, smooth, wash, sponge, stipple, stroke with a purpose). <u>Lesson 4:</u> I know how to observe and create	Patterns with Pitch I know pitch means how high or low the sounds are. I know that pentatonic means 5 notes. I know that melody is a group of notes. I know how to make my voice sing high or low. I know how to sing in tune.			Christianity Christmas story – Jesus as a gift from God <i>Key question</i> – Why do Christians believe God gave Jesus to the world? I know the Christmas story and how Christians believe Jesus was a gift from God to show them how they could love/help people and the world.	Celebrating Differences I understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are similar and feel good about this. I understand some ways in which boys and girls are different and accept that this is OK. I understand that bullying is sometimes about difference. I know when and how to stand up for myself and others if I am being bullied. I understand that it is OK to be different from other people and

		beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. I understand that the UK and Australia have varying human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		and in balance with other activities.	accurate brush strokes. <u>Lesson 5:</u> I know how to apply various brushstroke shapes in the style of Claude Monet.				to be friends with them. I understand that we shouldn't judge people if they are different from us. I know how it feels to be a friend and have a friend. I understand that differences make us all special and unique.
3	Forces and Magnets I know some examples of contact and non-contact forces. I know that some forces are a result of contact between two surfaces, but some forces can act at a distance (e.g. magnetism). I know the North and South poles of a magnet. I know some examples of magnetic materials, including iron and nickel, and how they react to a magnet and each other. I know some different examples of magnets, including bar, horseshoe, button and ring, I know some uses of magnets. I know that friction is a contact force that acts between two surfaces to slow an object down.	North America – Locational knowledge <i>Key question</i> - Would you rather live in Anchorage or Kent? I know the names of counties and geographical regions of the UK. I know the physical and human features of Kent and Alaska. I know that North America is made up of states. I understand key aspects of: human geography, including: types of settlement and land use in Kent and Alaska. I know the key topographical features (including hills, mountains, coasts and rivers) in Kent and Alaska and understand how some of these aspects have changed over time. I know the different climate zones of the world including polar climate, temperate climate and tropical climate. I know that maps have keys that can	Ball games I know how to move with the ball in a variety of ways with some control. I know how to use a range of skills to help them keep possession and control of the ball. I know how to perform the basic skills needed for the games with control and consistency. I know how to use a range of skills to keep possession and make progress towards a goal, on their own and with others.	We are Bug Fixers I know how to develop a number of strategies for finding errors in programs. I know how to build up resilience and strategies for problem solving. I know how to increase their knowledge and understanding of Scratch. I know how to recognise a number of common types of bugs in software.	Painting <i>Using paint brushes to create different marks for purpose</i> Artist: David Hockney <u>Lesson 1:</u> I know who David Hockney is and why he is famous. <u>Lesson 2:</u> I know how explore how to create various brushstrokes. <u>Lesson 3:</u> I know how to use brushstrokes depending on a purpose (background, details, close up features) (size dab, smooth, wash, sponge, stipple, stroke with a purpose). <u>Lesson 4:</u> I know how to choose and use various brush size. I know how to observe and apply brush strokes for purpose. <u>Lesson 5:</u> I know how to apply various brushstroke	Play, Notate! I know that pitch is how high or low. I know that ascending is rising and descending is going down. I know that a melody is an arrangement of notes into a sequence. I know that an ostinato is a short repeating pattern. I know that pitch is high or low. I know how to use pitch to create an effect. I know that timbre is the sound or quality of an instrument. I know that a graphic notation uses visual symbols or images. I know that a pentatonic scale has only 5 notes in it	Y3 - HT2 I know some connectives and how to say simple sentences. I know the concept of gender and how un and une point to different genders. I know how to develop memorisation strategies for a foreign language in order to retell the story. I know how to say my name. I know about French traditions at Christmas and how to say words related to Christmas.	Christianity – Christmas <i>Key question</i> - Has Christmas lost its true Meaning? I know what Christmas means to me and I can talk about whether this involves giving and receiving gifts. I know the Christian belief that Jesus was God in human form and why God gave him to the world. I know what Christmas means to Christians and what it means to me.	Celebrating Differences I understand that everybody's family is different and important to them. I understand that differences and conflicts sometimes happen among family members. I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. I know that some words are used in hurtful ways. I know a time when my words affected someone's feelings and what the consequences were.

			help me identify land uses. I understand the similarities and differences between the UK and North America.			shapes in the style of David Hockney.				
4	Electricity I know that all electrical appliances need a power source, including batteries or mains electricity. I know that an electrical circuit needs a complete path for the electric charge to flow through. I know the main components in a simple series circuit. T I know the precautions for working safely with electricity	Volcanoes - Describe human and physical geography <i>Key question – Why do people live near volcanoes?</i> I know that the earth has different layers: the crust, the mantle and the core. I know the different climate zones in the world and can identify them: polar climate, temperate climate, dry climate and tropical climate. I know where the volcanic zones are located in the world. I know that most volcanoes and earthquakes are in the Ring of Fire. I know that the Ring of Fire is the edge of the Pacific Ocean and where this is on a world map. I know how the movement of tectonic plates causes volcanoes to erupt. I know that volcanoes can be active, dormant or extinct. I know the different elements that make up a volcano. I know that earthquakes can cause death and injury, damaged buildings, broken roads, tsunamis, no water, gas, or	Ball games I know how to move with the ball using a range of techniques showing control and fluency. I know how to pass the ball with increasing speed, accuracy and success in a game situation. I know and can use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.	We are Makers I know about the input – process – output model of computation. I know about the inputs and outputs available on a BBC micro:bit. I know how to program using the MakeCode blockbased environment. I know how to test and debug programs I write, using an on-screen simulator and the micro:bit. I know how to convert and transfer a program written on screen to the micro:bit.	Painting <i>Using different thicknesses of paint for purpose</i> Artist: Lucian Freud <u>Lesson 1:</u> I know who Lucian Freud was and why he is famous. <u>Lesson 2:</u> I know how to explore colour mixing and tints (Shades of skin tone). <u>Lesson 3:</u> I know how to create tints and lines within a portrait. <u>Lesson 4:</u> I know how to use previous knowledge of portraits to apply tints and tones from observation. (Create a portrait of a friend from an observation). <u>Lesson 5:</u> I know how to apply colour in the style of Lucian Freud.	Melody Builders I know that pitch is how high or low something is. I know that call and response is when one person does a rhythm or melody and another person responds to it. I know the crotchets are worth one beat. I know that minims are worth 2 beats. I know that quavers are worth half a beat. I know that pentatonic scales are made up of only 5 notes. I know that improvising is making up music on the spot. I know that the conductor is the person who directs a performance.	Y4 - HT2 I know words for colours. I know that adjectives must agree with the noun they describe (adjectival agreements). I know words for food. I know how to give opinions with reasons about food, including in the Goldilocks story. I know a French poem about Christmas: The Snowman.	Christianity – Christmas <i>Key question -</i> What is the most significant part of the nativity story for Christians today? I know what a symbolic object to show the significance of Christmas might look like. I know one thing a Christian might learn about Jesus from a Christmas symbol. I know how to ask questions about what Christmas means to Christians and compare this with what it means to me.	Celebrating Differences I understand that, sometimes, we make assumptions based on what people look like. I understand what influences me to make assumptions based on how people look. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I’m not sure. I know why witnesses sometimes join in with bullying and sometimes don’t tell. I know what is special about me and value the ways in which I am unique. I know a time when my first impression of someone changed when I got to know them.	

			electricity, fires and landslides. I know that volcanoes destroy homes and towns, clear forests and farms, kills lots of people, pollutes rives and kills the fish, makes climate change worse with poisonous gas. I know that the size/impact of an earthquake is measured on a Richter scale.						
5	Properties and change I know that some substances will dissolve in a liquid to form a solution. I know the factors that affect the time taken to dissolve, including temperature and stirring. I know that dissolving, mixing and changes of state are reversible changes. I know that some liquids and solids can be separated using sieving, filtering and evaporation and to describe these processes. I know that some changes result in the formation of new materials and that these are usually irreversible. (e.g. burning, rusting, the action of acid on bicarbonate of soda.)	Rainforests – Key aspects of Biomes and vegetation belts <i>Key question – Does deforestation cause more harm than good to the earth?</i> I know that there are 5 oceans and 7 continents. I know that physical geography is naturally occurring geographical features. I know that human geography is man-made geographical features. I know that there are two tropical regions: Capricorn and Cancer. I know that an Atlas has an index which can be used to locate countries. I know that biomes are areas of the planet with a similar climate and landscape, where similar animals and plants live. I know that other biomes include:	Ball games I know when different shots are best used. I know the backhand technique and use it in a game. I know techniques for all strokes. I know a variety of ways to dribble in a game with success. I know how to pass a ball with speed and accuracy using appropriate techniques in a game situation.	We are Cryptographers. I know about semaphore and Morse code. I understand the need for private information to be encrypted. I know how to encrypt and decrypt messages in simple ciphers. I know and appreciate the need to use complex passwords and to keep them secure. I understand how encryption works on the Internet.	Painting Using layers of paint to add detail Artist: Katsushika Hokusai <u>Lesson 1:</u> I know who Katsushika Hokusai was and why he is famous. <u>Lesson 2:</u> I know how to explore layering paint for effect. <u>Lesson 3:</u> I know how to explore how to create layers to add detail. <u>Lesson 4:</u> I know how to add detail for purpose. <u>Lesson 5:</u> I know how to apply layers of paint in the style of Katsushika Hokusai.	Song Ingredients I know how to identify scalic patterns. I know that a round is where more than one person plays a piece of music but starts at a different time. I know that call and response is a question and answer in music. I know that improvise means to make something up on the spot. I know that tempo is the speed. I know that pitch is how high. I know that dynamics are how loud. I know that texture is the layers. I know the structure is how a piece is ordered. I know that an accompaniment goes alongside a melody or a rhythm.	Y5 - HT2 I know the words for types of weather and how to use them to give a weather forecast. I know the words for types of hobbies how to say about my favourite. I know the words for types of pets and how to describe my pet. I know how to pronounce the phonemes qu and oi. I know the traditional tale: The Fox and The Crow. I know about Christmas in France.	Christianity Christmas <i>Key question – Is the Christmas Story true?</i> I know the main events of the Christmas story.	Celebrating Differences I know how to face new challenges positively and know how to set personal goals. I understand my rights and responsibilities as a citizen of my country. I understand my rights and responsibilities as a citizen of my country and as a member of my school. I know how to make choices about my own behaviour because I understand how rewards and consequences feel. I understand how an individual’s behaviour can impact on a group. I understand how democracy and having a voice benefits the school community and know how to participate in this.

			aquatics, grassland, forest and tundra							
6	Light and Reflection I know that shiny surfaces reflect light uniformly whereas dull surfaces scatter the reflected light. I know that luminous objects are seen as a result of light directly entering the eye, whereas non-luminous objects reflect light into the eye. I know why shadows have the same shape as the objects that cast them. I know that when light is reflected off a surface, its direction changes.	Asia - Describe and understand key aspects of: human geography <i>Key question</i> – Would you prefer to be a child in Asia or the UK? I know the location of Asia on a map.I know that Russia is in both Europe and Asia. I know that Istanbul is in both Europe and Asia. I know that Japan is generally very technologically advanced in comparison to other Asian countries. I know that in some areas of Asia women are treated very differently to each other and in compare this to other parts of Asia and the UK.	Ball games I know how throw and catch accurately and successfully under pressure in a game. I know how to show confidence in using ball skills in various ways in a game situation, and link these together effectively. I know how to make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.	We are Computational Thinkers. I know how to develop the ability to reason logically about algorithms I understand how some key algorithms can be expressed as programs. I understand that some algorithms are more efficient than others for the same problem. I understand common algorithms for searching and sorting a list.	Painting Using accurate strokes for purpose and effects creating tones and adding details to backgrounds Artist: Joseph Mallard William Turner <u>Lesson 1:</u> I know who William Turner was and why he is famous. <u>Lesson 2:</u> I know how to mix colours to create various strokes for purpose. <u>Lesson 3:</u> I know how to use paint for purpose and effect to create mood. <u>Lesson 4:</u> I know how to apply tones for purpose and adding details. <u>Lesson 5:</u> I know how to apply brushstrokes and tones for effect, in the style of William Turner.	Musical Effects and Moods I know that a graphic score is a way of interpreting music through pictures and symbols. I know that staccato is spiky and legato is smooth. I know what discord is. I know what unity is. I know how to play a scale in C. I know how to find two notes which create unity. I know how to find two notes which create discord. I know what harmony is. I know crotchet, quaver, minim, triplet and a rest note lengths. I know a stave is what you read the notes on. I know how to read the notes. I know how to play some of the notes on a recorder. I know that a stave are the lines that notes are recorded on. I know the value of different notes. I know which note sits where on the stave. I know what a time signature is. I know ascending is when notes rise. I know descending is	Y6 - HT2 I know how to give opinions about houses with a variety of reasons. I know how produce extended sentences relating activities to rooms in a house. I know about children’s favourite toys around the world. I know how to give my opinion on my presents/ favourite toys.	Christianity Christmas <i>Key question</i> – Do Christmas celebrations and traditions help Christians understand Jesus? I know the ways which are secular and non-secular that people celebrate Christmas	Celebrating Differences I understand there are different perceptions about what normal means. I understand how being different could affect someone’s life. I know some of the reasons why people use bullying behaviours. I know examples of people with disabilities who lead amazing lives. I understand ways in which difference can be a source of conflict and a cause for celebration.	

							when they go down. I know that a graphic score is the representation of music through pictures and symbols.			
3	1	Sensitive bodies I know a variety of common animals (including fish, amphibians, reptiles, birds and mammals). I know the main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns/tusks, shell) I know key parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth). I know the five main senses: sight, smell, hearing, taste and touch. I know that eyes are used for sight, the nose is used for smell, ears are used for hearing, the tongue and mouth are used for taste and the skin is used for touch.	Toys Changes beyond living memory <i>Key question</i> – How have toys changed? I know that sources help us to find out about the past and that these take different forms; e.g., photographs and film footage written articles/films I know that primary sources are from the time of the event in history. I know that toys have developed over time – from wooden toys in ancient times to technological toys in the 20th century. I know there are similarities and differences between toys items 50 and 500 years ago.	Gymnastics/Dance I know how to create and perform a movement sequence. I know how to link two actions to make a sequence. I know how to hold still shapes and simple balances. I know how to carry out a range of simple jumps and how to land safely.	We are Digital Artists I know how to select and set brushes and colours. I know how to create artwork in a range of styles on iPads. I know how to use the undo function if I make mistakes and to encourage experimentation. I know how to use multiple layers in my art. I know how to transform layers. I know how to paint on top of photographs.	Colour <i>Mixing colours</i> Artist: Yayoki Kusama <u>Lesson 1:</u> I know who Yayoki Kusama was and why she is famous. <u>Lesson 2:</u> I know how to mix colours (create secondary colours). <u>Lesson 3:</u> I know how to explore using various colours. <u>Lesson 4:</u> I know how to experiment with colour from an observation. <u>Lesson 5:</u> I know how to apply colour in the style of Yayoki Kusama.	Exploring Sounds I know that tempo is the speed of music (how fast or slow). I know that timbre is the quality of sound. I know that dynamics are how loud or how soft. I know that pitch is high or low. I know that notation is a way to visually represent music. I know that texture is how many layers of music there are.		Christianity Jesus as a Friend <i>Key question</i> - Was it always easy for Jesus to show friendship? I know how Jesus showed friendship to others.	Dreams and Goals I know how to set simple goals. I know about the things I do well. I know how to achieve a goal. I know how I learn best. I understand how to work well with a partner. I understand how to celebrate achievement with my partner. I understand that when we tackle a new challenge this might stretch my learning. I know how I feel when I am faced with a new challenge. I understand that obstacles make it more difficult to achieve a new challenge and I know how to work out how to overcome them. I know how to store the feelings of success in my internal treasure chest.
	2	Materials I know why objects are made from particular materials and to give examples of their suitability. I know that one material can be used for a range of purposes (and to give examples.) I know that different materials can be used	The Victorians – Significant historical events, people and places in their own locality. <i>Key question</i> – Would you have liked to have been a Victorian? I know that my life is different from the	Gymnastics/Dance I know how to copy, explore and remember actions and movements to create my own sequence. I know how to link actions to make a sequence and hold a still shape whilst	We Are Photographers I know how to consider the technical and artistic merits of photographs. I know how to use the iPad camera app.	Colour <i>Exploring colours</i> Artist: Henri Matisse <u>Lesson 1:</u> I know who Henri Matisse was and why he is famous. <u>Lesson 2:</u> I know how to mix and explore secondary	Musical Moods and Pictures I know that mood is how a piece of music makes you feel. I know that timbre is the colour of the music or the sound of the instruments linked to the mood.		Islam Prayer at home <i>Key question</i> – Does praying at regular intervals help a Muslim in his/her everyday life? I know what commitment means to me and what it means to Muslims.	Dreams and Goals I know how to make a realistic goal and how to achieve it. I know how to persevere even when I find tasks difficult. I understand how working with other people can help me to learn.

		for the same purpose (and to give examples.) I know why certain materials are unsuitable for particular objects	lives of people in the past. I know there were big differences between the lives of poor and rich children during the Victorian Era. I know what life was like for a child during Victorian times. I know about class division. I know about famous people from the Victorian Era and what impact the Victorians have made on our lives today.	balancing on different points of the body. I know how to jump in a variety of ways and land with increasing control and balance.	I know how to take digital photographs. I know how to review, reject or pick the images I take. I know how to edit and enhance my photographs.	colours (different tones). <u>Lesson 3:</u> I know how to explore using various colours to make a wash. <u>Lesson 4:</u> I know how to use contrasting colours for effect. Additional artist- <i>Jasper Johns</i> (Use the paper from previous lesson). <u>Lesson 5:</u> I know how to apply colour and shape in the style of Henri Matisse.	I know that dynamics are loud or soft. I know that dynamics can change the mood of music I know that improvise means to make something up on the spot. I know that a conductor leads the music. I know how to follow a conductor. I know that symbols can be used to represent instrumental or vocal sounds. I know that an ostinato is a short repeating pattern.		I know about the Muslim prayer routine and how they believe that this could help them in their everyday lives.	I know how to share success with other people. I know how contributing to the success of a group feels and be able to store those feelings in my internal treasure chest (proud).
3	Rocks and soil I know that rocks can be grouped based on their appearance or properties, (e.g. colour, texture, hardness, permeability.) I know that rocks may contain grains, crystals or fossils. I know that grains and crystals appear differently and can be used to classify rocks. I know that soils are made from rocks and dead matter.	Ancient Greece - A study of Greek life and achievements and their influence on the western world <i>Key question</i> - Did the Ancient Greeks live better lives than we do? I know where in the world Greece is on a map. I know that the Ancient Greek time period was about 2000 years ago. I understand that events are grouped into time periods (AD and BC). I know that the Ancient Greek time period was the same time as the Ancient Egyptian time period. I know how the Ancient Greeks have influenced our lives. I know the differences	Gymnastics/Dance I know how to choose ideas to compose a movement sequence independently and with others. I know how to link combinations of actions with increasing confidence, including changes of direction, speed or level. I know create interesting body shapes while holding balances with control and confidence. I know how to use a range of jumps in their sequences.	We are Presenters I know how to develop my web-based research skills. I know how to structure, prepare and deliver a talk about a given topic or subtopic studied in another curriculum area. I know how to record a piece to camera. I know how to edit a movie using static images and green screen footage. I know how to give constructive, critical feedback on recorded presentations.	Colour <i>Exploring more sophisticated colours</i> Artist: Andy Warhol <u>Lesson 1:</u> I know who Andy Warhol was and why he is famous. <u>Lesson 2:</u> I know how to observe and sketch an object with accuracy. <u>Lesson 3:</u> I know how to use contrasting colours for effect. <u>Lesson 4:</u> I know how to use contrasting colours for effect (x4 pictures of their sketch). <u>Lesson 5:</u> I know how to apply contrasting colour	Painting Pictures with Sound I know that dynamics are how loud or soft music is. I know some of the vocabulary associated with dynamics. I know that tempo is the speed of music. I know that timbre is the sound the instruments make. I know the texture is how many layers. I know rhythm is the pattern the notes make. I know that pitch is how high or low. I know that articulation is how smooth or spiky music is.	Y3 - HT3 I know the French names for colours. I know how to give my opinion about a colour. I know the correct word order of Adjectives when describing an animal. I know the events in a traditional story: The Enormous Turnip.	Christianity – Jesus' miracles <i>Key question</i> - Could Jesus heal people? Were these miracles or is there some other explanation? I know some of the things in the world that people think of as miracles and can begin to tell you about a miracle I would like to see happen today. I know about one of Jesus' healing miracles. I know whether I believe Jesus actually healed people or not.	Dreams and Goals I know about a person who has faced difficult challenges and achieved success. I know a dream/ambition that is important to me. I know how to work out and solve challenges. I know how to show enthusiastic about achieving our new challenge. I know obstacles which might hinder my achievement and can take steps to overcome them. I know how to evaluate my own learning process and identify how it can be better next time.	

			<p>in the roles of children in Ancient Greek life.</p> <p>I know where the Olympics began and how it has changed over time.</p> <p>I know what a source is and the difference between primary and secondary sources.</p> <p>I understand the impact of Greek theatre on Ancient Greek life.</p> <p>I understand the Greek belief system and how it influences the people of Ancient Greece.</p>			<p>in the style of Andy Warhol</p>	<p>I know mood is how a piece of music makes me feel.</p> <p>I know that graphic notation is a way of representing music with symbols or pictures.</p>			
4	<p>Classification and habitats</p> <p>I know that living things can be grouped in different ways.</p> <p>I know that a classification key can be used to group and identify plants and animals.</p> <p>I know that vertebrates are animals which have a backbone and invertebrates are animals which do not have a backbone.</p> <p>I know that plants can be grouped into flowering or non-flowering varieties.</p> <p>I know that flowering plants include grasses and non-flowering plants includes ferns and mosses.</p> <p>I know that there are five main vertebrate groups: birds, mammals, reptiles, amphibians and fish.</p> <p>I know that invertebrate groups include snails, slugs,</p>	<p>Vikings and Anglo-Saxons - Britain's settlement by Anglo-Saxons and Scots</p> <p><i>Key question</i> - Would life have been better without the Viking invasion?</p> <p>I know that the Vikings were from Scandinavia.</p> <p>I know that Scandinavia is made up of Norway, Sweden, Denmark and Finland.</p> <p>I know that the Anglo-Saxons were a group of migrants from Northern Europe who settled in England.</p> <p>I know the difference between AD and BC and which is most recent.</p> <p>I know the difference between invading and settling</p> <p>I know why the Vikings invaded England.</p>	<p>Gymnastics/Dance</p> <p>I know how to create a sequence of actions that fit a theme.</p> <p>I know how to use an increasing range of actions, directions and levels in my sequences.</p> <p>I know how to carry out balances, recognising the position of my centre of gravity and how this affects my balance.</p> <p>I know how to use equipment to vault in a variety of ways.</p>	<p>We are Musicians</p> <p>I know how to create a repeating percussion rhythm.</p> <p>I know how to play music using virtual instruments.</p> <p>I know how to compose or edit tunes using the piano roll (pitch and duration) tool.</p> <p>I know how to perform electronic music using pre-recorded loops, and create my own loops.</p> <p>I know how to create a multi-track composition or performance using multiple instruments.</p> <p>I know how to give feedback to others on their compositions and performances.</p>	<p>Colour</p> <p><i>Exploring colours-tints and pigments</i></p> <p>Artist: Wayne Thiebaud</p> <p><u>Lesson 1:</u> I know who Wayne Thiebaud was and why he is famous.</p> <p><u>Lesson 2:</u> I know how to explore colour mixing and tints (Shades).</p> <p><u>Lesson 3:</u> I know how to apply tints to add a wash of colour (consider application of more water).</p> <p><u>Lesson 4:</u> I know how to apply tints and tones from observation. (Apply background wash from previous lesson).</p> <p><u>Lesson 5:</u> I know how to apply tints in the style of Wayne Thiebaud.</p>	<p>Musical Contrasts</p> <p>I know that an orchestra is made up of instrumental families.</p> <p>I know that a major key provides a cheerful, joyful feel.</p> <p>I know that a minor key provides a sad, melancholy feel.</p> <p>I know that music can be source for artists.</p> <p>I know that Kandinsky is a name of an artist.</p> <p>I know that the timbre is the sound an instrument makes.</p> <p>I know a chord is made up of more than one note.</p> <p>I know that a minor contains flat notes. I know that call and response is like a question and answer in music.</p>	<p>Y4 - HT3</p> <p>I know how to use the phrase Je voudrais with food.</p> <p>I know how to pronounce words with phonemes e and an.</p> <p>I know words for the names of the months.</p> <p>I know how to count numbers 16-31.</p> <p>I know how to do simple math's following French Instructions for division and Multiplication.</p> <p>I know about the origins of the April's Fools Day (poisson d'avril) tradition in France.</p>	<p>Judaism – Passover</p> <p><i>Key question</i> - How important is it for Jewish people to do what God asks them to do?</p> <p>I know some of the things Jews do to show respect to God.</p> <p>I understand how it would feel to keep Kashrut.</p>	<p>Dreams and Goals</p> <p>I know some of my hopes and dreams.</p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <p>I know I can set new goals even if I have been disappointed.</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.</p> <p>I know the contributions made by myself and others to the group's achievement</p>	

		worms, spiders and insects	I know where in England the Anglo-Saxons settled. I know that not all Vikings were violent and some just wanted a better life. I know that some sources are more reliable and some may be biased.							
5	Earth and Space To know that the Sun is a star at the centre of our solar system. I know that the Sun, Earth and Moon are approximately spherical bodies. I know the names, order and relative positions of the planets and other main celestial bodies. I know that a moon is a celestial body that orbits a planet and give examples of moons that orbit other planets. I know that the Earth and other planets orbit around the Sun. I know that the tilt of the Earth and its orbit around the Sun causes the seasons. To know that the Moon orbits around the Earth.	Tudors - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>Key question</i> – How did the reign of the Tudors change life in Britain? I know the Tudor reign started after the War of the Roses. I know the battle of Bosworth was between King Richard III and Henry Tudor. I know Henry Tudor won the battle and this is how the Tudor reign begun. I know the Tudor reign was from 1485 – 1603. I know the Tudor monarchs were Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I. I know that Britain changed dramatically during the Tudor reign. I know the Tudors were succeeded by the Stuarts.	Gymnastics/Dance	We are Architects. I understand the work of architects, designers and engineers working in 3-D. I know how to develop familiarity with a simple CAD tool. I know how to develop spatial awareness by exploring and experimenting with a 3-D virtual environment. I know how to develop greater aesthetic awareness.	Colour <i>Exploring colours-tints for purpose</i> Artist: Paul Cézanne <u>Lesson 1:</u> I know who Paul Cezanne was and why he is famous. <u>Lesson 2:</u> I know how to create tints and shades. <u>Lesson 3:</u> I know how to observe and apply tints for purpose <u>Lesson 4:</u> I know how to refine and apply tints to create shades (Considering the shape of the still life). <u>Lesson 5:</u> I know how to apply tints and shade in the style of Paul Cezanne.	Music and Words I know that layered songs are when two or melodies sit on top of each other. I know that major tends to leave a happy feel and minor a sad one. I know that an interval is the gap between the two notes played. I know that a melody is a tune. I know that a drone is a long, sustained note or chord. I know that body percussion is when we use parts of our body to make sounds. I know that call and response is a musical conversation.	Y5 - HT3 I know how to use the verb être, including the negative form. I know how to count numbers 32-60. I know the words for school subjects.	Sikhism Beliefs and moral values <i>Key question</i> – Are Sikh stories important today? I know some Sikh stories and how they relate to their beliefs.	Dreams and Goals I understand that I will need money to help me achieve some of my dreams. I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. I know a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. I understand the dreams and goals of young people in a culture different to mine. I understand that communicating with someone in a different culture means we can learn from each other. I know how I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.	
6	Evolution and Inheritance	World War One - A study of an aspect or theme in British history that	Gymnastics/Dance	We are Publishers. I know how to manage or contribute to large	Colour <i>Exploring colours-using correct tones for a</i>	Celebrating Songs I know that musical theatre is a genre of music.	Y6 - HT3 I know how to use Je peux +	Christianity Beliefs and Meaning <i>Key question</i> –	Dreams and Goals I know my learning strengths and can set	

		<p>I know that living things have changed over time.</p> <p>I know that fossils provide us with information about living things that inhabited the Earth millions of years ago.</p> <p>I know that characteristics are passed from parents to their offspring, but that all offspring vary from their parents.</p> <p>I know that over time, variation in offspring can affect animals’ chances of survival in particular environments.</p>	<p>extends pupils’ chronological knowledge beyond 1066</p> <p><i>Key question – Why did World War one start?</i></p> <p>I know that the spark of war was begun with the assassination of Archduke Franz Ferdinand.</p> <p>I know the role that alliances played in the creation drawing of all of the separate factions into war.</p> <p>I know the role that nationalism playing in creating the conditions for war.</p> <p>I know the role that the arms race playing in creating the conditions for war.</p>	<p>I know that Britain was allied with France and Russia during WWI (Triple entente).</p> <p>I know that Germany was allied with Austria-Hungary during this time (triple alliance).</p>	<p>collaborative projects, facilitated using online tools.</p> <p>I know how to write and review content.</p> <p>I know how to source digital media while demonstrating safe, respectful and responsible use.</p> <p>I know how to design and produce a high-quality print document.</p>	<p><i>planned purpose and to create depth of colour</i></p> <p>Artist: Harmen Steenwijck</p> <p><u>Lesson 1:</u> I know who Harmen Steenwijck was and why he is famous.</p> <p><u>Lesson 2:</u> I know how to mix colours to create correct tones and washes to create depth.</p> <p><u>Lesson 3:</u> I know how to use various tones for purpose due to lighting (Realistic). Link to artist- Lorena Kloosterboer.</p> <p><u>Lesson 4:</u> I know how to observe objects applying the correct tones and washes (Considering the shine/realism).</p> <p><u>Lesson 5:</u> I know how to create the correct tones for depth and purpose in the style of Harmen Steenwijck</p>	<p>I know that ¾ time means there are 3 crotchet beats in a bar.</p> <p>I know that dynamics are how loud.</p> <p>I know that timbre is the sound an instrument makes.</p> <p>I know that tempo is the speed of music.</p> <p>I know that films have music in them.</p> <p>I know different components of a song.</p>	<p>infinitive correctly.</p> <p>I know how to describe a bedroom.</p> <p>I know about what children around the world have in their room.</p> <p>I know the words for places in a town.</p>	<p>Is anything ever eternal?</p> <p>I know the meaning of eternal and what, if anything, is eternal.</p>	<p>challenging but realistic goals for myself (e.g. one in-school goal and one out of school goal).</p> <p>I know how to work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</p> <p>I understand problems in the world that concern me and talk to other people about them.</p> <p>I know how to work with other people to help make the world a better place.</p> <p>I know what some people in my class like or admire about me and can accept their praise.</p>
4	1	<p>Comparing animals</p> <p>I know that a carnivore is an animal that eats other animals and to give some examples.</p> <p>I know that a herbivore is an animal that eats only plants and to give some examples.</p> <p>I know that an omnivore is an animal that eats both animals and plants, and to give some examples.</p>	<p>Local Area – Place knowledge</p> <p><i>Key question – Why is Lordswood a good place to live?</i></p> <p>I know that every house and street in our country has a name and a postcode. The name of the street is usually on a wall or a sign at the beginning of the street.</p>	<p>Invasion Games</p> <p>I know how to use a ball in different ways.</p> <p>I know ways to send a ball or other equipment.</p> <p>I know how to retrieve and stop a ball using different parts of the body.</p> <p>I know how to play a variety of running and avoiding games.</p>	<p>We are Publishers</p> <p>I know how to plan a small multimedia eBook.</p> <p>I know how to choose and import images.</p> <p>I know how to record audio commentary.</p> <p>I know how to add and format titles and other text.</p> <p>I understand that I need to think</p>	<p>Sculpture/3D models</p> <p><i>Folding and rolling (paper)</i></p> <p>Artist/product: Link to Louise Bourgeois</p> <p>KAPOW- Art & Design Year 1 Sculpture</p> <p><u>Lesson 1:</u> I know how to roll paper to make 3D structures.</p>		<p>Christianity</p> <p>Easter – Palm Sunday</p> <p><i>Key question – Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</i></p> <p>I know what happened on Palm Sunday and can say what some of the symbols in the Easter story mean.</p>	<p>Healthy Me</p> <p>I understand the difference between being healthy and unhealthy, and I know some ways to keep myself healthy.</p> <p>I know how to make healthy lifestyle choices.</p> <p>I know how to keep myself clean and healthy, and understand how</p>	

			<p>I know that my address has the name of the street I live in, the number or name of my house; the village, town or city I live in and a postcode.</p> <p>I know that an aerial photograph is taken from above and can allow you to see lots of roads at once like on a map.</p> <p>I know that we are responsible for looking after our local environment</p>	<p>I know simple attacking and defending techniques.</p>	<p>carefully about protecting my privacy.</p> <p>I know I need to respect other people's copyright.</p> <p>I know how to revise and improve my work.</p>	<p><u>Lesson 2:</u> I know how to shape paper to make a 3D drawing.</p> <p><u>Lesson 3:</u> I know how to apply paper-shaping skills to make an imaginative sculpture.</p> <p><u>Lesson 4:</u> I know how to work collaboratively to plan and create a sculpture in the style of Louise Bourgeois.</p> <p><u>Lesson 5:</u> I know how to apply painting skills when working in 3D.</p>			<p>germs cause disease/illness.</p> <p>I know that all household products including medicines can be harmful if not used properly.</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely.</p>
	2	<p>Life cycles and health</p> <p>I know how living things change, and that animals have offspring that grow into adults.</p> <p>I know which offspring comes from which parent animal.</p> <p>I know the stages in some animal life cycles.</p>	<p>Weather in the UK –</p> <p>Human and physical geography</p> <p><i>Key question –</i> How does the weather change through the seasons?</p> <p>I know that there are 4 seasons.</p> <p>I know that the four seasons are summer, autumn, winter and spring.</p> <p>I know the daily weather patterns in the UK.</p> <p>I know how the weather changes with each season.</p> <p>I know that the daily weather patterns are different in different parts of the UK.</p>	<p>Invasion Games</p> <p>I know how to use control with accuracy a ball in a variety of different games.</p> <p>I know how to pass and receive a ball with more control and accuracy.</p> <p>I know the best ways to score points and stop points being scored.</p> <p>I know how I work best with a partner.</p>	<p>We are safe researchers</p> <p>I know how to develop collaboration skills through working as part of a group.</p> <p>I know how to develop research skills through searching for information on the Internet.</p> <p>I know how to think through privacy implications of my use of search engines.</p> <p>I know how to be more discerning in evaluating online information.</p> <p>I know how to improve note-taking skills through the use of mind mapping.</p> <p>I know how to develop presentation skills through creating</p>	<p>DT</p> <p>Textiles</p> <p>Artist/product: Various products</p> <p>KAPOW- DT Year 2 Textiles</p> <p><u>Lesson 1:</u> I know how to sew a running stitch.</p> <p><u>Lesson 2:</u> I know how to sew a running stitch (using a template).</p> <p><u>Lesson 3:</u> I know how to join fabrics using a running stitch.</p> <p><u>Lesson 4:</u> I know how to join fabrics using a running stitch (Continued from previous lesson).</p> <p><u>Lesson 5:</u> I know how to decorate a pouch using fabric glue.</p>		<p>Christianity</p> <p>Easter – Resurrection</p> <p><i>Key question –</i> How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>I know the Easter story and understand what Jesus' resurrection means for Christians.</p>	<p>Healthy Me</p> <p>I know what I need to keep my body healthy.</p> <p>I know some things that make me feel relaxed and some that make me feel stressed.</p> <p>I understand how medicines work in my body and how important it is to use them safely.</p> <p>I know which foods my body needs every day to keep me healthy.</p> <p>I know which food I enjoy the most.</p> <p>I know which foods are most nutritious for my body.</p>

					and delivering a multimedia presentation.				
3	Light and shadow I know that light travels from a source (e.g. the Sun, light bulbs and torches). I know that light travels in a straight line from a light source. I know that light is needed to see things and that dark is the absence of light. I know that light from the Sun can be dangerous and how to protect their eyes.	Food - Describe and understand key aspects of human geography <i>Key question</i> - Would we be able to live a healthy life on only the food produced in our country? I know where certain foods are imported from. I know that different foods grow in different biomes and why this is. I know which food have the most significant negative impact on the environment. I know that food imports can be both harmful and helpful. I know the intentions around trading responsibly.	Invasion Games I know how to use simple attacking and defending skills in a game. I know how to improve accuracy of passes and use space to keep possession better. I know how to remain in control of ball while travelling. I know how to help others know where they are going. I know how to play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games.	We are Who We Are I know how to create a number of structured presentations. I know how to create a narrated presentation. I know how to consider issues of trust and privacy when sharing information.	DT Cooking Artist/product: Cook books KAPOW- DT Year 3 Food <u>Lesson 1:</u> I know that climate affects food growth. <u>Lesson 2:</u> I know about the advantages of eating seasonal foods grown in the UK. <u>Lesson 3:</u> I know how to create a recipe that is healthy and nutritious using seasonal vegetables. <u>Lesson 4:</u> I know how to safely follow a recipe when cooking. <u>Lesson 5:</u> I know how to evaluate and improve my tart; I know how to advertise my product.		Y3 - HT4 I know how to count numbers 1-10. I know how to do simple maths following French Instructions for addition and subtraction. I know the difference between J'ai (I have) and Je suis. I know how to say my age. I know some simple phrases related to Easter.	Christianity – Easter – Forgiveness <i>Key question</i> - What is 'good' about Good Friday? I know how a person may rescue/help others who are in difficult situations. I know why Christians believe Jesus' death is Important. I know whether I agree with Christian beliefs about Jesus' death.	Healthy Me I understand how exercise affects my body and know why my heart and lungs are such important organs. I know that the number of calories, fat and sugar I put into my body will affect my health. I know how to share my knowledge and attitude towards drugs. I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. I understand how complex my body is and how important it is to take care of it. I know when something feels safe or unsafe.
4	Materials I know that a property of a solid is that it keeps its shape unless a force is applied to it. I know that a property of a liquid can flow freely and take on the shape of a container. I know that a property of a gas does not have a fixed shape and can escape from an unsealed container I know that heating causes solids to turn	Alps - Describe and understand key aspects of human and physical geography <i>Key question</i> - Where are tourists most likely to visit: Kent or the Alps? Why? I know the name of many countries and major cities in Europe. I know the location of key physical features	Invasion Games I know how to use a range of attacking and defending skills and techniques in a game. I know how to choose and adapt their techniques to keep possession and give my team chance to shoot. I know how to plan ideas and tactics similar across invasion games.	We are Bloggers I know how to become familiar with blogs as a medium and a genre of writing. I know how to create a sequence of blog posts on a theme. I know how to incorporate additional media. I know how to comment on the posts of others.	Sculpture/3D models Artist/product: Link to various artists KAPOW- Art & Design Year 4 Sculpture <u>Lesson 1:</u> I know how to develop ideas for 3D work through drawing and visualisation in 2D (using Magdalene Odundo's work).		Y4 - HT4 I know about birthday traditions and name days in France. I know how to say dates and birthdays. I know how to create personal descriptions (hair and eye colour). I know how to pronounce the	Christianity – Easter – Salvation <i>Key question</i> - Is forgiveness always possible for Christians? I know what sort of help I might need to show forgiveness. I know what a Christian might learn about forgiveness from a Biblical text. I understand that Christians believe God	Healthy Me I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. I understand the facts about smoking and its

		into liquids (melting) and liquids to turn into gases (evaporating). I know that cooling causes gases to turn into liquids (condensing) and liquids to turn into solids (freezing). I know the stages of the water cycle	in the European countries studied. I know that climate zones are areas of the world with similar climates. I know the name and can describe some of the world's vegetation belts. I know the world's different climate zones. I know some similarities and differences between the UK and the Alps. I know why tourists visit mountain regions, such as the Alps	I know what rules are needed to make games fair.	I know how to develop a critical, reflective view of a range of media, including text.	<u>Lesson 2:</u> I know how to use more complex techniques to shape materials (using Barbara Hepworth's work). <u>Lesson 3:</u> I know how to explore how shapes can be formed and joined in wire. <u>Lesson 4:</u> I know how to consider the effect of how sculpture is displayed (using Sokari Douglas Camp's work). <u>Lesson 5:</u> I know how to choose and join a variety of materials to make sculpture (using El Anatsui's work).		phonemes r and ch.	can help them show forgiveness.	effects on health, and also some of the reasons some people start to smoke. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. I know when people are putting me under pressure and can explain ways to resist this when I want. I know myself well enough to have a clear picture of what I believe is right and wrong.
	5	Life cycles and reproduction I know that a life cycle shows the changes an animal or plant goes through until the reproduction of a new generation when the cycle starts again. I know that all living things must reproduce for the species to survive. To know that sexual reproduction requires two parents, whereas asexual reproduction only requires one parent. I know that there are different processes plants and animals use to reproduce (asexual and sexual reproduction).	Energy – Describe the key aspects of human geography <i>Key question</i> – Which source has the biggest impact on the economy? I know that our natural resources include: water, air, soil, wood, crops, animals, minerals, oil, gas and coal. I know that we need energy to create gas and electricity. I know that energy can be renewable or non-renewable. I know that renewable energy sources include: hydropower, solar power, wind power.	Invasion Games I know the best tactics for attacking and defending. I know how to change speed, direction with ball to get away from defender. Shoot accurately in a variety of ways. I know how to watch and evaluate the success of the games they play in. I know parts of the game that are going well and parts that need improving.	We are Web Designers. I know the name and function of components making up the school's network. I know how information is passed between the components that make up the Internet. I know what the source code for a web page looks like and how it can be edited. I know how a website can be structured. I know how to add content to a web page.	DT Textiles Artist/product: Various products and bear makers e.g. Steiff KAPOW- DT Year 5 Textiles <u>Lesson 1:</u> I know how to design a stuffed toy. <u>Lesson 2:</u> I know how to sew a blanket stitch. <u>Lesson 3:</u> I know how to create and add decorations to fabric. <u>Lesson 4:</u> I know how to create and add decorations to fabric (Continued from previous lesson). <u>Lesson 5:</u> I know how to use a blanket stitch to		Y5 - HT4 I know how to pronounce words starting with h. I know what the day at primary school in France looks like. I know how to give an opinion about my favourite school subject, including giving reasons. I know how to use the verb aller in sentences. I know words for types of transport and how to say which transport I use.	Christianity Easter <i>Key question</i> - How significant is it for Christians to believe God intended for Jesus to die? To know that the death of Jesus fulfilled a prophecy that Jesus was the messiah.	Healthy Me I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. I understand how the media, social media and celebrity culture promotes certain

			I know that non-renewable energy resources include: I know where the sources come from. I know how these sources impact on society, the economy and the environment.			assemble the components of a stuffed toy.		I know about the Easter celebration, including the Mardi Gras carnival.		body types.I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.
	6	Electricity I know a wider variety of components in a series circuit (including buzzer and motor). I know the conventions used to draw circuit diagrams, including the recognised symbols for common components and using straight lines. I know that the voltage of a circuit can be changed and how this affects bulb brightness (or buzzer volume).	World War One - - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>Key question</i> – How did Britain win World War 1? I know that the USA entered the war towards the end of the conflict. I know the role that the Soviet Union played in the war and the huge losses they undertook. I know that George Clemenceau, Woodrow Wilson and Lloyd George constructed a treaty of Versailles in order to attempt to make Germany less dangerous.	Invasion Games I know team has ball they are attacking and when they haven't they are defending. I know different ways of attacking and encourage them to use positions for their team carefully. I know the right formations and tactics for attack and defense.	We are Connected. I know about appropriate rules or guidelines for a civil online discussion. I know how search results are selected and ranked. I know how to argue my point effectively, supporting my views with sources. I know how to counter someone else's argument while showing respect and tolerance. I know how to judge the reliability of an online source. I know some strategies for dealing with online bullying.	DT Cooking Artist/product: Cook books and restaurant menus KAPOW- DT Year 6 Food <u>Lesson 1:</u> I know how to research and design a three-course meal. <u>Lesson 2:</u> I know how to prepare a meal using a recipe; To understand where their food comes from; To write up a recipe. <u>Lesson 3:</u> I know how to prepare a meal using a recipe; To understand where their food comes from; To write up a recipe. <u>Lesson 4:</u> I know how to prepare a meal using a recipe; To understand where their food comes from; To write up a recipe. <u>Lesson 5:</u> I know how to evaluate and improve my recipe; I know how to advertise my recipe.		Y6 - HT4 I know the words for directions. I know how to ask for directions. I know how to create a set of directions to guide someone to a specific place in a town. I know how to follow directions to a place in a town. I know words related to buying food. I know how to ask for the specific food I want to buy. I know about the tradition of April Fool in France and Belgium.	Christianity Easter <i>Key question</i> - Is Christianity still a strong religion 200 years after Jesus was on Earth? To know that the laws of Britain today are broadly based on Christian values.	Healthy Me I know how to take responsibility for my health and make choices that benefit my health and well-being. I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I understand that some people can be exploited and made to do things that are against the law. know why some people join gangs and the risks this involves. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.

5	1	Plants I know a variety of common plants, and how they differ. I know that deciduous trees lose their leaves seasonally, but evergreen trees do not. I know the basic structure (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem) of a variety of common plants, including flowering plants and trees.	Explorers – Exploring significant historical people <i>Key question – How have explorers changed the world?</i> I know that sources help us to find out about the past and that these take different forms; e.g., photographs and film footage of the moon landing, written articles/films about the astronauts talking about their experience. I know that primary sources are from the time of the event in history. I know that exploration has developed over time – from Christopher Columbus in 15 th century to Neil Armstrong in the 20 th century. I know there are similarities and differences between expedition items 50 and 500 years ago. I know that key female explorers had major achievements throughout history	Athletics I know how to vary my pace and speed when running and run with a basic technique over different distances. I know how to change direction when jogging. I know how to change direction when sprinting. I know how to perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. I know how to jump as high as possible, jump as far as possible and land safely and with control.	We are Rhythmic I know how to record audio on a digital device. I know how to program sprites to playback recorded audio in ScratchJr. I know how to program ScratchJr to create repeating rhythms. I know how to explore different effects that can be applied to audio. I know how to create a repeating percussion pattern using a virtual drum machine. I know how to experiment with a range of virtual instruments.	DT Cooking Artist/product: KAPOW- DT Year 1 Food <u>Lesson 1:</u> I know how to identify if a food is a fruit or a vegetable. <u>Lesson 2:</u> I know how to identify where plants grow and which parts we eat. <u>Lesson 3:</u> I know how to taste and compare fruits and vegetables. <u>Lesson 4:</u> I know how to design my smoothie. <u>Lesson 5:</u> I know how to make a fruit and vegetable smoothie; I know how to evaluate and improve my smoothie		Judaism Shabbat <i>Key question – Is Shabbat important to Jewish children?</i> I know about some of the things that Jewish people do to celebrate Shabbat.	Relationships I understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me. I know how to make a new friend. I know what being a good friend means to me. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I know which forms of physical contact are acceptable and unacceptable to me. I know who can help me in my school community. I know when I need help and know to ask for it. I know my qualities as a person and a friend. I know ways to praise myself.
	2	Plants I know that seeds and bulbs grow into seedlings by producing roots and shoots. I know that seedlings grow into mature plants by developing parts, that may include stems/trunks, leaves, flowers and fruits.	Fight for your Rights – The lives of significant individuals in the past who have contributed to national and international achievements. <i>Key question – Who do you think was the most significant activist and why?</i>	Athletics I know how to run at different paces, describing the different paces. I know how to use a variety of different stride lengths. I know how to vary the speed and direction in which I am travelling.	We are Animators I know how animation works. I know how to use storyboards to plan an animation. I know how to create my own original characters, props and backgrounds for an animation.	Sculpture/3D models Artist/product: Link to Keith Brymer Jones KAPOW- Art & Design Year 2 Sculpture <u>Lesson 1:</u> I know how to use my hands as a tool to		Islam Community and Belonging <i>Key question – Does going to a Mosque give Muslims a sense of belonging?</i> I understand why Muslims visit the mosque and I can explore whether this	Relationships I know how to identify the different members of my family, and understand my relationship with each of them and know why it is important to share and cooperate. I know how to accept that everyone's family is different and

		<p>I know that seeds need water to germinate.</p> <p>I know that plants need water, light and a suitable temperature for growth and health.</p>	<p>I know that Emmeline Pankhurst was a British activist and leader of the suffragette movement who helped women win the right to vote.</p> <p>I know Rosa Parks refused to give up her seat to a white passenger on a bus and was arrested and fined.</p> <p>I know that not everyone is treated equally.</p> <p>I know that when you live in different parts of the world you have different rights and people are not always treated equally.</p>	<p>I know how to run with basic techniques following a curved line.</p> <p>I know how to jump for distance from a standing position with accuracy and control.</p> <p>I know the most appropriate jumps to cover different distances.</p>	<p>I know how to film, review and edit a stop-motion animation.</p> <p>I know how to record audio to accompany my animation.</p> <p>I know how to provide constructively critical feedback to my peers.</p>	<p>shape clay (Exploring clay)</p> <p><u>Lesson 2:</u> I know how to shape and join clay shapes as a decoration (Pinch pots)</p> <p><u>Lesson 3:</u> I know how to use impressing and joining techniques to decorate a clay tile.</p> <p><u>Lesson 4:</u> I know how to use drawing to plan the features of a 3D model (Designing a tile)</p> <p><u>Lesson 5:</u> I know how to make a 3D clay tile from a drawn design (House tile)</p>		<p>gives them a sense of belonging.</p>	<p>understand that most people value their family.</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>I know which types of physical contact I like and don't like and be able to talk about this.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p> <p>I understand how it feels to trust someone.</p>
3	<p>Plants</p> <p>I know the life cycle of a plant from seed to mature plant.</p> <p>I know that flowers are the reproductive organ of a plant.</p> <p>I know that the process of pollination is the transfer of pollen to the female (part of the) flower.</p> <p>I know that the process of seed formation is the growth of a seed after pollination/fertilisation.</p> <p>I know some different methods of seed dispersal and the benefits of each.</p>	<p>Roman Empire - The Roman Empire and its impact on Britain</p> <p><i>Key question</i> - Would you rather be a Roman gladiator or soldier?</p> <p>I know that the Roman Empire began in Italy.</p> <p>I know where in the world Italy is.</p> <p>I know that the Roman Empire time period was about 2000 years ago.</p> <p>I know that the Roman Empire lasted roughly 1.000 years.</p> <p>I know that the Roman empire spanned over two time periods (AD and BC).</p>	<p>Athletics</p> <p>I know and can demonstrate how different techniques can affect their performance.</p> <p>I know how to use my arm and leg action to improve my sprinting technique.</p> <p>I know how to combine running with jumping over hurdles.</p> <p>I understand the importance of adjusting running pace to suit the distance being run.</p> <p>I know how to use one and two feet to take off and to land with.</p> <p>I know how to develop an effective</p>	<p>We are Co-Authors</p> <p>I understand the conventions for collaborative online work, particularly in wikis.</p> <p>I know how to be aware of my responsibilities when editing other people's work.</p> <p>I know how to become familiar with Wikipedia, including potential problems associated with its use.</p> <p>I know how to practise my research skills.</p> <p>I know how to write for a target audience using a wiki tool.</p>	<p>DT</p> <p>Textiles</p> <p>Artist/product: Various products and cushion cover examples</p> <p>KAPOW- DT Year 3 Textiles</p> <p><u>Lesson 1:</u> I know how to sew cross-stitch and applique.</p> <p><u>Lesson 2:</u> I know how to design a product and its template.</p> <p><u>Lesson 3:</u> I know how to decorate fabric using applique and cross stitch.</p> <p><u>Lesson 4:</u> I know how to decorate fabric using applique and cross stitch (Continued</p>		<p>Y3 - HT5</p> <p>I know the difference between definite (le,la,les) and indefinite (un, une, des) articles and know when to use each type of article.</p> <p>I know the phrase Je voudrais (I would like).</p> <p>I know how to extend sentences with mais.</p>	<p>Hinduism – Hindu beliefs</p> <p><i>Key question</i> - How can Brahman be everywhere and in Everything?</p> <p>I know some of the different roles I play whilst still being me.</p> <p>I know what a Hindu might believe about one of the Hindu gods and can start to understand that Brahman is in everything.</p> <p>I know what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p>	<p>Relationships</p> <p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p>I know some of the skills of friendship eg. taking turns, being a good listener.</p> <p>I know and can use some strategies for keeping myself safe online.</p> <p>I know how some of the actions and work of people around the world help and influence my life.</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p>

			I know there were different groups of people in the Roman Empire and they all had a place in a hierarchy. I know that the Roman army was powerful because they were large in numbers. I know that most gladiators were slaves. I know how to use primary and secondary sources.	take-off for the standing long jump. I know how to land safely and with control.	I know how to develop collaboration skills. I know how to develop proofreading skills.	from previous lesson). <u>Lesson 5:</u> I know how to assemble the cushion.				I know how to express my appreciation to my friends and family.
4	Sound and vibration I know a variety of ways to change the pitch or volume of a sound. I know that quicker vibrations cause higher-pitched sounds and slower vibrations cause lower-pitched sounds. I know that stronger vibrations cause louder sounds and weaker vibrations cause quieter sounds. I know that sounds get fainter as the distance from the sound source increases. I know that vibrations from sounds travel through mediums to the ear. I know that an insulating material reduces the amount of vibrations that pass through it and this can be used to protect the ears from damaging sounds. I know that different materials provide different amounts of	Normans - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>Key question</i> - Were the Normans invaders or settlers? I know where the Normans came from. I know that the Norman time period followed on from the Viking era. I know that Edward the Confessor was the last Anglo-Saxon King who died in 1066. I know that William Duke of Normandy was a Norman who ruled in 1066. I know that there was a fight for the crown between Harold Godwinson (Earl of Wessex) and Harald Hardrada (King of Norway). I know what the feudal system was and why it was	Athletics I know how to confidently demonstrate an improved technique for sprinting. I know how to carry out an effective sprint finish. I know how to perform a relay, focusing on the baton changeover technique. I know how to speed up and slow down smoothly. I know how to combine a hop, step and jump to perform the standing triple jump. I know how to land safely and with control	We are Artists I know how to develop an appreciation of the links between geometry and art. I know how to become familiar with the tools and techniques of a vector graphics package. I know how to develop an understanding of turtle graphic. I know how to experiment with the tools available, refining and developing my work as I apply my own criteria to evaluate it, and receive feedback from my peers. I know how to develop some awareness of computer-generated art.	DT Cooking Artist/product: Cook books KAPOW- DT Year 4 Food <u>Lesson 1:</u> I know how to follow a baking recipe. <u>Lesson 2:</u> I know how to make and test a prototype. <u>Lesson 3:</u> I know how to design a biscuit to a given budget. <u>Lesson 4:</u> I know how to make a biscuit that meets a given design brief. <u>Lesson 5:</u> I know I know how to evaluate and improve my biscuit; I know how to advertise my product		Y4 - HT5 I know the words for family members. I know how to use possessive adjectives (mon,ma,mes) when talking about family members. I know how to pronounce the phoneme eu. I know that the difference in uniform rules in France and UK. I know the words for types of clothes and how to use them in descriptions.	Judaism - Rites of Passage and good works <i>Key questions</i> - What is the best way for a Jew to show commitment to God? I know why some things need to wait until you are a certain age. I know some of the ways that Jews choose to show commitment to God and I am starting to understand that they do this in different ways.	Relationships I know that some situations which can cause jealousy in relationships. I know how to express why someone is special to me. I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. I know how to show love and appreciation to the people and animals who are special to me.	

		insulation against sound.	important at that time. I know about the key events leading up to the Battle of Hastings. I know why the Battle of Hastings took place.						
5	Imbalanced forces I know that unsupported objects fall towards the Earth because of gravity. I know that friction, air resistance and water resistance act in the opposite direction to a moving object. I know that when forces are imbalanced, the speed, shape or direction of an object changes. I know that when forces are balanced the speed, shape or direction of an object stays the same. I know that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	Shang Dynasty - the achievements of the earliest civilizations and a non-European society that provides contrasts with British history <i>Key question</i> – What made the Shang Dynasty great? I know when the Shang Dynasty was and can compare this to other eras. I know that there was a hierarchy of power and the impact this had on people. I know that religion was important during Shang Dynasty. I know that we can learn about the past through different sources like artefacts and that historical viewpoints may differ. I know who Fu Hao was and why the discovery of her tomb was important. I know why the Shang Dynasty declined	Athletics I know how to accelerate from a variety of starting positions and select their preferred position. I know to practice and refine my technique for sprinting, focusing on an effective sprint start. I can select the most suitable pace for the distance and my fitness level in order to maintain a sustained run. I know how to improve techniques for jumping for distance. I know how to perform the standing triple jump with increased confidence.	We are Adventure Gamers. I know how to plan a non-linear presentation. I know how to create text as part of a presentation. I know how to add and edit images in a presentation. I know how to use hyperlinks for navigation between the slides of a presentation. I know how to record and add audio narration to a presentation. I know how to use commenting tools to give feedback on a presentation.	Sculpture/3D models Artist/product: Link to Cai Guo-Qiang KAPOW- Art & Design Year 5 Sculpture <u>Lesson 1:</u> I know how to identify and compare feature of art installations. <u>Lesson 2:</u> I know how to investigate the effect of space and scale when creating 3D art. <u>Lesson 3:</u> I know how to problem-solve when constructing 3D artworks. <u>Lesson 4:</u> I know how to plan an installation that communicates an idea. <u>Lesson 5:</u> I know how to apply my knowledge of installation art and develop ideas into a finished piece.		Y5 - HT5 I know the words for the items in a classroom. I know how to use possessive adjectives (revision and new). I know the prepositions and how to use them when talking about items in the classroom. I know about the pronunciation: silent letters at the end of words.	Hinduism Beliefs and morals <i>Key question</i> – Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? I know that the Hindus believe in a system of reincarnation.	Relationships I understand that belonging to an online community can have positive and negative consequences. I understand there are rights and responsibilities in an online community or social network. I know there are rights and responsibilities when playing a game online. I know how to stay safe when using technology to communicate with my friends.
6	Circulation and exercise I know the main parts of the human circulatory system (heart, blood vessels and blood). I know that the heart pumps blood around	Coasts of Britain – Locational knowledge <i>Key question</i> – Where is most in danger of coastal erosion in the UK?	Athletics I know how to speed quickly for a sprint finish. I know how to hurdles with fluency, focusing on the lead leg technique and a	We are Toy Makers I how computers use stored programs to connect input to output. I know how to generate and	DT Textiles Artist/product: Various products and waistcoat examples KAPOW- DT Year 6 Textiles		Y6 - HT5 I know how to count numbers 61-100. I know how to order food in a Café.	Islam Beliefs and morals <i>Key question</i> –Does belief in Akira help Muslims lead good lives? I know that Muslims believe in an afterlife that is eternal and	Relationships I know that it is important to take care of my mental health. I know how to take care of my mental Health. I understand that there are different

		<p>the body. To know that the blood vessels transport blood around the body.</p> <p>I know that the blood transports vital substances around the body, including oxygen and nutrients.</p> <p>I understand the relationships between different organ systems.</p>	<p>I know that erosion break down rock over time.</p> <p>I know that different types of rock erode at different rates.</p> <p>I know that erosion threatens certain areas of the UK.</p> <p>I know that in Kent our coast is mainly made of chalk and can compare this to other areas of the UK.</p>	<p>consistent stride pattern.</p> <p>I know how to confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>I know how to demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>I know how to develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>I know how to perform and apply different types of jumps in other contexts.</p>	<p>evaluate designs in response to a brief.</p> <p>I know how to plan a complex project by decomposing it into smaller parts.</p> <p>I know how to work with physical components of a system.</p> <p>I know how to design and write a program for an embedded system.</p> <p>I know how to use criteria to provide others with feedback on their work.</p>	<p><u>Lesson 1:</u> I know how to design a waistcoat.</p> <p><u>Lesson 2:</u> I know how to mark and cut fabric according to a design.</p> <p><u>Lesson 3:</u> I know how to assemble a waistcoat.</p> <p><u>Lesson 4:</u> I know I know how to assemble a waistcoat (Continue from previous lesson).</p> <p><u>Lesson 5:</u> I know how to decorate the waistcoat.</p>		<p>I know about the famous French food and menus.</p> <p>I know how to form the perfect (past) tense.</p>	<p>based on your actions in life.</p>	<p>stages of grief and that there are different types of loss that cause people to grieve.</p> <p>I know when people are trying to gain power or control.</p> <p>I know whether something online is safe and helpful for me.</p> <p>I know how to use technology positively and safely to communicate with my friends and family.</p>
6	1	<p>Making connections</p> <p>I can make connections between different areas of the science curriculum.</p>	<p>Local Area – Place and Locational knowledge</p> <p><i>Key question – Would you rather live in the Arctic or Antarctica?</i></p> <p>I know that the North and South Pole are on different continents.</p> <p>I know that the North and South Pole have geographical similarities and differences to the UK.</p> <p>I know that the weather in the North and South Pole’s affect us in the clothes we wear, how we travel and the things we do.</p>	<p>Striking sports</p> <p>I know basic striking, sending and receiving.</p> <p>I know underarm and overarm throws.</p> <p>I know how to play simple games in small groups, applying rules and skills that have been taught.</p>	<p>We are Detectives</p> <p>I know how data can be structured as records with fields for information.</p> <p>I know how data can be organised into groups and subgroups.</p> <p>I know how data can be structured as a tree.</p> <p>I know how data can be organised into a table.</p> <p>I know how data in a table can be filtered and searched.</p>	<p>DT</p> <p>Textiles</p> <p>Artist/product: Link to Jim Henderson (Famous puppeteer)</p> <p>KAPOW- DT Year 1 Textiles</p> <p><u>Lesson 1:</u> I know how to join fabrics together using different methods.</p> <p><u>Lesson 2:</u> I know how to use a template to create my design.</p> <p><u>Lesson 3:</u> I know how to join two fabrics together accurately.</p>			<p>Judaism</p> <p>Rosh Hashanah and Yom Kippur</p> <p><i>Key question – Are Rosh Hashanah and Yom Kippur important to Jewish children?</i></p> <p>I know what Rosh Hashanah and Yom Kippur is.</p>	<p>Changing Me</p> <p>I understand the life cycles of animals and humans.</p> <p>I understand that changes happen as we grow and that this is ok.</p> <p>I know that changes are OK and that sometimes they will happen whether I want them to or not.</p> <p>I know how my body has changed since I was a baby.</p> <p>I understand that growing up is natural and that everybody grows at different rates.</p>

			I know that key physical and human features differ in the Arctic and Antarctic. I know that the climate and environment can affect which animals live in the Arctic and Antarctica.			Lesson 4: I know how to join two fabrics together accurately (Continued from previous lesson). <u>Lesson 5:</u> I know how to embellish my design using joining methods.				I know the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. I understand that every time I learn something new, I change a little bit. I know some ways to cope with changes.
2	Making connections I can make connections between different areas of the science curriculum	The coast of Kent – Locational knowledge <i>Key question –</i> What is Kent’s best feature? I know that Kent is a county in England and it has different geographical features to other parts of the UK. I know the compass directions are North, East, South and West. I know that Kent is in the South East of England. I know that I live in Medway which is in Kent. I know that Kent is on the coast of England. I know that the coast is where land meets the ocean. I know the key human and physical features of the coast I know the similarities and differences of the human and physical features of Medway and another coastal town.	Striking Sports I know how to strike or hit a ball with increasing control. I know skills for playing striking and fielding games. I know how to position my body to strike a ball. I know throwing and catching skills in a game.	We are Zoologists I know how to sort and classify a group of items by answering questions. I know how to collect data using tick or tally charts. I know how to take, edit and enhance photographs. I know how to use Google Sheets or Microsoft Excel to produce basic charts. I know how to record information on a digital map. I know how to summarise what I have learned in a presentation.	DT Cooking Artist/product: Cook books and balanced diet chart KAPOW- DT Year 2 Food <u>Lesson 1:</u> I know what makes a balanced diet. <u>Lesson 2:</u> I know how to taste test food combinations. <u>Lesson 3:</u> I know how to design a healthy wrap. <u>Lesson 4:</u> I know how to make a healthy wrap. <u>Lesson 5:</u> I know how to evaluate and improve my healthy wrap; I know how to advertise my product.			Islam Hajj <i>Key question –</i> Does completing Hajj make a person a better Muslim? I understand what happens during Hajj and I know the importance of this to Muslims.	Changing Me I understand there are some changes that are outside my control and to recognise how I feel about this. I understand the natural process of growing from young to old and that this is not in my control. I understand there are different types of touch and tell you which ones I like and don’t like.	
3	Making connections I can make connections between different areas of the science curriculum	England- Geographical skills and fieldwork <i>Key question -</i> What are the benefits of living near a city?	Striking Sports I know how to develop a range of skills in striking. I know how to strike the ball for distance.	We are Opinion Pollsters I understand some elements of survey design.	Sculpture/3D models Artist/product: Link to Sir Anthony Caro		Y3 - HT6 I know the phrase: C’est. I know how to extend sentences	Hinduism – Pilgrimage to the River Ganges <i>Key question -</i> Would visiting the River Ganges feel special to a non-	Changing Me I understand that in animals and humans lots of changes happen between conception and	

			<p>I know that England is a country in the United Kingdom. I know that the capital city of England is London. I know that a city is a large town where lots of people live close together. I know the purpose and benefits of the River Themes and where this is located. I know how the River Themes has changed over time. I know the names of the other main cities in England including: Liverpool, Manchester and Bristol. I know the key identifying physical and human features of these cities and how they have changed over time.</p>	<p>I know to perform a range of catching and gathering skills with control. I know how to catch with increasing control and accuracy. I know how to throw a ball in different ways (e.g. high, low, fast or slow). I know how to use fielding skills to stop a ball from travelling past me.</p>	<p>I understand some ethical and legal aspects of online data collection. I know how to use the Internet to facilitate data collection. I know how to gain skills in using charts to analyse data. I know how to gain skills in interpreting results.</p>	<p>KAPOW- Art & Design Year 3 Sculpture <u>Lesson 1:</u> I know how to join 2D shapes to make 3D shapes. <u>Lesson 2:</u> I know how to join materials in different ways when working in 3D. <u>Lesson 3:</u> I know how to develop ideas for 3D artwork. <u>Lesson 4:</u> I know how to apply knowledge of sculpture when working in 3D. <u>Lesson 5:</u> I know how to evaluate and improve an artwork (Adding own finishes to their own piece).</p>		<p>with aussi. I know how to count numbers 1-15. I know the words for the days of the week. I know facts about Paris.</p>	<p>Hindu? I know why water is important. I know about a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I know how to empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p>	<p>growing up, and that usually it is the female who has the baby. I understand how babies grow and develop in the mother’s uterus. I understand what a baby needs to live and grow. I understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies. I know how boys’ and girls’ bodies change on the outside during this growing up process. I know how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I know that stereotypical ideas I might have about parenting and family roles. I know what I am looking forward to when I move to my next class.</p>
4	<p>Making connections I can make connections between different areas of the science curriculum</p>	<p>Deserts – Physical and human geography <i>Key question</i> - Would you rather live in a hot or cold desert I know that a desert is an empty space of land that has less than 25cm of rainfall per year. I know that deserts are biomes.</p>	<p>Striking Sports I know how to use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. I know how to accurately serve underarm. I know how to build a rally with a partner. I know how to develop different</p>	<p>We are Meteorologists I understand different measurement techniques for weather – both analogue and digital. I know how to use computer-based data logging to automate the</p>	<p>DT Textiles Artist/product: Various products and paper book sleeve examples KAPOW- DT Year 4 Textiles <u>Lesson 1:</u> I know how to identify and evaluate different types of fastenings.</p>		<p>Y4 - HT6 I know the techniques to help me memorise a short text (Talk4writing).</p>	<p>Christianity – Prayer and Worship <i>Key question</i> - Do people need to go to church to show they are Christians? I know the feelings my special place gives me and can suggest why that is.</p>	<p>Changing Me I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. I know the internal and external parts of male and female</p>	

			<p>I know that there are hot and cold deserts. I know that deserts have key physical characteristics including: low rainfall, high winds and few living organisms. I know that only certain living things can be found in the desert and how they adapt to these extreme conditions. I understand the ways in which people are changing their ways to protect the planet. I know the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and where these are on a map. I know where some deserts are located around the world. I know how deserts have changed over time.</p>	<p>ways of throwing and catching. I know how to use fielding skills to prevent a player from scoring.</p>	<p>recording of some weather data. I know how to use spreadsheets to create charts. I know how to analyse data, explore inconsistencies in data and make predictions. I know how to practise using presentation and video software.</p>	<p><u>Lesson 2:</u> I know how to design a product to meet a design criteria. <u>Lesson 3:</u> I know how to make and test a paper template. <u>Lesson 4:</u> I know how to assemble a book jacket. <u>Lesson 5:</u> I know how to assemble a book jacket and add embellishments. (Continued from previous lesson).</p>			<p>I know some of the ways Christians use churches to worship/celebrate Holy Communion or participate in Baptism. I understand the impact a Christian's special place has on him/her.</p>	<p>bodies that are necessary for making a baby. I know how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I know how the circle of change works and can apply it to changes I want to make in my life. I know changes that have been and may continue to be outside of my control that I learnt to accept. I know what I am looking forward to when I move to a new class.</p>
	5	<p>Human timeline I know the human life cycle, including the stages of growth and development (baby, toddler, child, teenager, adult, elderly). I know how to describe changes that occur during puberty (in boys and girls). I know that gestation periods vary across mammals. Making connections I can make connections between different areas of the science curriculum</p>	<p>Rivers in the UK – Physical geography <i>Key question</i> – What is the importance of rivers in the UK? I know the River Severn is the longest river in the UK. I know the role that the River Medway has played in the history of Chatham for transport thinking specifically about the role of Upnor Castle and the protection of London. I know the role of river in trade in the</p>	<p>Striking Sports I know how to use different techniques to hit a ball. I know how to consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>We are VR Designers explore real-world and imagined locations in VR. I know how to create 360° photosphere images. I know how to link physical objects to digital content using QR codes. I know how to create their own VR scene. I know how to program objects and interactions in VR.</p>	<p>DT Cooking Artist/product: Cook books and restaurant menus KAPOW- DT Year 5 Food <u>Lesson 1:</u> I know where food comes from. <u>Lesson 2:</u> I know what the term 'healthy' means. <u>Lesson 3:</u> I know how to adapt a traditional recipe. <u>Lesson 4:</u> I know how to create a product from a recipe.</p>		<p>Y5 - HT6 I know how to form the simple future tense. I know where French is spoken in Africa - Project West Africa.</p>	<p>Christianity Beliefs and practices <i>Key question</i> – What is the best way for a Christian to show commitment to God? I know the ways in which Christians show a commitment to God.</p>	<p>Changing Me I know my own self-image and how my body image fits into that. I know how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that</p>

			UK throughout history. I know the process of the water cycle. I know how rivers are formed.			<u>Lesson 5:</u> I know how to evaluate and improve my recipe; I know how to make a step-by-step recipe for others to use				sometimes people need IVF to help them have a baby. I know what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (Age of consent). I know what I am looking forward to when I move to my next class.
	6	Making connections I can make connections between different areas of the science curriculum	Crime and Punishment - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Key question – When was the most brutal period in History? I know that across history there have been different punishments for the same action. I know that some crimes always been crimes. I know that some things which are now legal, at one point in time were crimes.	Striking Sports I know how to hit a bowled ball over longer distances. I know how to use good hand-eye coordination to be able to direct a ball when striking or hitting. I know how to use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding.	We are AL Developers. I know how decision trees can be trained automatically to classify data. I know how speech recognition works. I know how a neural net recognises images. I know how to train a neural net to classify images. I know how to train a machine learning system to identify sentiments. I know how to consider some ethical principles in designing AI systems.	Sculpture/3D models Artist/product: Link to various artists KAPOW- Art & Design Year 6 Sculpture <u>Lesson 1:</u> I know how to analyse how art can explore the concept of self. <u>Lesson 2:</u> I know how to explore sculptural techniques. <u>Lesson 3:</u> I know how to use creative experience to develop ideas and plan sculpture. <u>Lesson 4:</u> I know how to apply an understanding of materials and techniques to work in 3D. <u>Lesson 5:</u> I know how to problem solve, evaluate and refine artwork to achieve a chosen outcome.		Y6 - HT6 I know how to use the perfect (past) tense. I know how to pronounce the letters of the French alphabet. I know how to write French words by listening to the words being spelt out in French alphabet.	Islam Beliefs and moral values Key question –Does belief in Akira help Muslims lead good lives? I know that Muslims believe in an afterlife that is eternal and based on your actions in life.	Changing Me I know my own self-image and how my body image fits into that. I know how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I know how a baby develops from conception through the nine months of pregnancy, and how it is born. I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend. I know the importance of a positive self-esteem and what I can do to develop it. I know what I am looking forward to and what worries me about the transition to secondary

										school /or moving to my next class.
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History

Rationale for how History is organised (including composite selection, content emphasis selection and conceptual understanding):

We aim to deliver a history curriculum that is accessible to all and that will maximise the outcomes for every child. For each composite that the children learn there is an overarching question which enables pupils to shape their knowledge of history.

The goal is to stimulate all children's interest and understanding about how the past was constructed and its influence on and from the wider world. We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. We have designed the curriculum as a school and therefore the history curriculum is unique to our school and meets the needs of our pupils and makes close links with our four-character values. The history curriculum at Swingate is structured in a way that allows for children to make links between current and previous learning. The teaching of the history curriculum is planned and delivered to support pupils to transfer key knowledge into their long-term memory and therefore improve the progress they make. Essential vocabulary is identified within each lesson and composite to ensure that our pupils can discuss and analyse the history content effectively. Whilst delivering the curriculum, teachers are constantly checking to ensure that pupils are learning the necessary knowledge and skills and identifying and addressing misunderstandings. Within the history curriculum, we have identified key historical concepts that we teach through the composites. These include, power, equality, technology and chronology, and we have ensured that they are explicitly taught and developed through our history curriculum (see below for the progress of this). The reasons are as follows: Power – To encourage an understanding of rules and how different ways that countries run. Equality – To help children understand where there have been examples of inequalities and the progress that we have made towards equality. Technology – To help children understand the technological advances that have been made over the course of human history and know it has changed the way we live. Chronology – To help children understand where periods of history fit with each other and the impact they have had on each other.

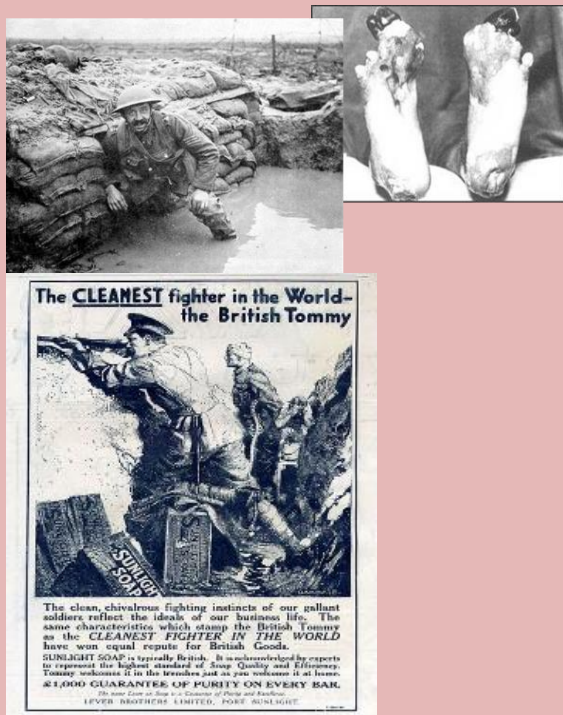
Medium Term Plans (substantive knowledge, skills, vocabulary and formative assessment):

YEAR 6 HISTORY MEDIUM TERM PLAN

Year 6 skills (I can)	I understand	I understand
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<p>I can present information choosing our own method of presentation. Present conflicting viewpoints through debate e.g. children may present a historical event from two different viewpoints. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Children's questions are historically valid and show intent to understand actions and events that involves thoughtful selection and organisation of relevant</p>	<p>I know that Word War One began due to many factors including the assassination of Archduke Franz Ferdinand by Gavrilo Princip. I know that Britain was allied with France and Russia (triple entente) and that Germany was allied with Austria-Hungary and later Italy (triple Alliance) I know how Indian Soldiers were portrayed by both sides during the war and why this difference occurred. I know that different technologies such as tanks, gas attacks and flamethrowers were new technologies used during World War One. I know that the treaty of Versailles was used to agree the German surrender. I know what life was like in the trenches. WWI What were the positive and negative impacts of WWI?</p> <p>Lesson 1 I understand the historical events which let to World War I Knowledge: children to know that there were fewer countries in Europe before World War I. Children to know that the system of Alliances, the arms race combined with nationalism and the assassination of Archduke Franz Ferdinand by Gavrilo Princip were key in the outbreak of war (<i>To be taught within English lesson</i>). Children to know that Britain had a vast empire which was able to help supply troops and supplies throughout the war. Share a world map from the time period with the British Empire highlighted. Ask the children why is this part significant. Skills: Children can understand cause and effect in war times. Assessment: Children to adapt a cause-and-effect map, changing the cause in order to change the lead up to war with the aim of avoiding it. I.e.: Alliances signed between multiple countries → Small wars end up engaging many countries. <u>Children fill in here</u> → <u>Children fill in here</u> With a mind to avoiding war and conflict. Other examples may be alliances should not have been signed between so many different countries or Germany should not have built up such a significant number of destroyers. Children to consider this for the areas of alliances, the arms race and competition for colonies.</p>	<p>I know that across history there have been different punishments for the same action. I know that some crimes always been crimes. I know that some things which are now legal, at one point in time were crimes. Crime and Punishment When was the most brutal period in History?</p> <p>Lesson 1 To be able to know that different societies punish the same crime differently. Knowledge: children to know that crimes such as theft would be punished by mutilation and death in the past but is punished by jail now. Other examples would be given of crimes being punished differently. Skills: Children's reflection and explanations of historical events will sometimes include opposing or conflicting views about the past to give a balanced and thoughtful account Assessment: Children to be able to answer the question: which period of History had the right punishment for theft. Vocabulary: Penalty, mutilation, cultural difference, perspective.</p>
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<p>historical information</p> <p>Children's reflection and explanations of historical events will sometimes include opposing or conflicting views about the past to give a balanced and thoughtful account e.g. was the first emperor of China effective? Use dates to order and place events on a timeline leading up to and subsequent impact</p> <p>Children place periods of history on a timeline focusing further on key years. Children can place key events and eras and identify how it has impacted on events, post the event</p>	<p>Vocabulary: Triple Entente, Triple Alliance, nationalism, Kaiser Wilhelm David Lloyd George, Tsar Nicholas II</p>	
	<p>Lesson 2</p> <p>To be able to understand how Indian soldiers were portrayed during the war and the reason for this.</p> <p>Knowledge: Children will know that Indian soldiers were portrayed by the British as savage brutes in order to strike fear into the Germans when they saw them.</p> <p>Skills: Pupils can compare perspectives in history through debate; evaluating the reliability of bias in sources. Positive portrayal source: Lions of the Great War postcard (UKPHA Archive). Additionally, a report of an English soldier who fought alongside the Sikhs in a letter home.</p> <p>Negative portrayal source: A blood thirsty depiction of a Sikh soldier from a German children's picture book of 1914 entitled "Our Enemies".</p> <p>Courtesy of Robin Schäfer, Military Historian, Dinslaken, Germany</p> <p>Positive portrayal source: An extract of a WW1 diary talking about the role of Indian soldiers positively (see server)</p> <p>Assessment: Children to look at primary and secondary sources showing the view of Indian soldiers and to compare them. Children to give reasons for the portrayal of Indian soldiers in each of these ways. Children to also consider why Indian soldiers would fight for Britain and the role the empire and their religion had in this and create a spider diagram highlighting this.</p> <p>Vocabulary: biased, reliability, primary and secondary sources</p>	<p>Lesson 2</p> <p>To be able to debate an opinion on the death penalty.</p> <p>Knowledge: Children to know that the death penalty is still in operation in some parts of America. Children to learn about the different methods of execution still in use. I.e. Hanging, firing squad and lethal injection. Children to learn about these, their frequency and the procedures around it.</p> <p>Skills: Pupils can compare perspectives in history through debate;</p> <p>Assessment: Children are able to debate the for and against of whether Britain should reintroduce the death penalty</p> <p>Vocabulary: Lethal, just, moral</p>
	<p>Lesson 3</p> <p>To be able to compare the roles of women before, during and after the war.</p> <p>Knowledge: Children to know that women were primarily involved in childcare and house work prior to the first world war. Children to know that as a result of men going to fight in the war women were needed to fulfil their roles in factories (specifically munitions factories), police, farms (as land girls) and as medical professionals. Also examine the increase in women's football during this time as women became more emboldened. Link this to children's knowledge of the changing role of women in WW2 and statistics.</p>	<p>Lesson 3</p> <p>To be able to understand the method of punishments for the middle ages.</p> <p>Knowledge: children to know about the punishment in the middle ages such as branding, the stocks, dunking in cold water or being made to wear a barrel for bankruptcy.</p> <p>Skills: Comparing different time periods.</p> <p>Assessment: Children to match the punishments to their appropriate crimes.</p>

<p>Evaluate the usefulness of a variety of sources Pupils can compare perspectives in history through debate; evaluating the reliability of bias in sources</p>	<p>Skills: Address historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Assessment: Children to create a compare and contrast diagram comparing life for women before the war, during the war and after the war thinking about similarities and differences between in women's roles.</p> <p>Vocabulary: Bias, propaganda</p> <p>Lesson 4 To be able to use sources to learn about life in the trenches.</p> <p>Knowledge: Children will know that the condition of trench foot was prevalent in the trenches. Children will know about the daily routines of soldiers in the trenches. Pupils to know the prevalence of rats in the trenches and their size. Children to know that German trenches were deeper and better protected because the Germans got to the battlefield first. Sources to be shown showing conflicting views of trench foot for example:</p> <div data-bbox="331 708 891 1428">  <p>The composite image consists of three parts. The top left is a black and white photograph of a soldier in a trench, looking down. The top right is a close-up photograph of two feet with severe trench foot, showing swelling and discoloration. The bottom part is a Sunlight Soap advertisement featuring a soldier in a trench, holding a rifle, with the headline 'The CLEANEST fighter in the World - the British Tommy'. The text below the image reads: 'The clean, chivalrous fighting instincts of our gallant soldiers reflect the ideals of our business life. The same characteristics which stamp the British Tommy as the CLEANEST FIGHTER IN THE WORLD have won equal repute for British Goods. SUNLIGHT SOAP is typically British. It is recommended by experts to represent the highest standard of Soap Quality and Efficiency. Tommy washes it in his trenches just as you wash it at home. A 1,000 GUARANTEE OF PURITY ON EVERY BAR. (It now comes in Bars in a variety of Colors and Shapes.) LEVER BROTHERS LIMITED, POSE SUNLIGHT'.</p> </div>	<p>Lesson 4 To be able to understand the punishments of Roman Times.</p> <p>Knowledge: Children to know that roman punishments were often brutal and included such punishments as fusterium (the beating or stoning of soldiers for desertion). Throwing them in a sack in the river for theft. Decimation of a regiment for a bad loss. Crucifixion was also used to kill people for crimes such as theft. Sometimes it was even used just to make a point.</p> <p>Skills: I can present information choosing our own method of presentation.</p> <p>Assessment: Children to be able to assess each of these punishments and make a presentation on the computer about the various different methods of roman punishment.</p> <p>Vocabulary: Fusterium, Crucifixion, Decimation</p>
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	<p>Quotes to also be used such as those of Private Pollard and Sergeant A Vine on the prevalence of rats in the trenches. Additionally, diary entries of two soldier who have first arrived in the trenches and are exceptionally cheerful and die within a month. (All to be found under document trench sources on the server).</p> <p>Skills: Evaluate the usefulness of a variety of sources</p> <p>Assessment: Children to complete a table based on the daily routine of the soldier during World War 1 from the available sources.</p> <p>Vocabulary: Stand to, vermin, fire step, trench foot.</p>	
	<p><u>Lesson 5</u></p> <p>To be able to understand the development in technology, medicine and warfare.</p> <p>Knowledge: Children to know that machine guns, planes and tanks were used for the first time in World War 1. Children to know that tanks were very primitive by today's standards. Children also to know that planes were mainly only used for reconnaissance rather than dog fighting. Children to also know that World War 1 showed the first major use of ambulances, antiseptics and anaesthesia</p> <p>Skills: I can present information choosing own method of presentation.</p> <p>Assessment: Children to be able to discuss the impact of technology on lives of people and in warfare.</p> <p>Vocabulary: tanks, munitions, antiseptic, anaesthesia.</p>	<p><u>Lesson 5</u></p> <p>To be able to understand the punishments for witches in the Middle Ages</p> <p>Knowledge:</p> <p>Children to learn about the following punishments during the middle ages. Crushing, Hang drawn and quartered. Trial by ordeal, breaking wheel and whipping.</p> <p>Children to recognise that these punishments are primarily for those who were watching, to dissuade them from doing the same crimes. The idea was to make the death so horrific that it would put people off committing the crime.</p> <p>Skills: I can present information choosing our own method of presentation.</p> <p>Assessment: Children to create a fact file on the differing forms of punishment using the tablets to support their knowledge.</p> <p>Vocabulary: Crushing, Hang drawn and quartering trial by ordeal</p>
	<p><u>Lesson 6</u></p> <p>To be able to consider the significance of the impacts of WWI (in a form of debate).</p> <p>Children to be given a slip of paper stating either mainly positive or mainly negative and to be organised into small groups. Children will then need to construct an argument on their given side. Children will then construct a debate between two groups. In order for enough people to speak, two smaller debates will probably be needed. Children to have access to their books and all sources that have been used in order to construct their arguments.</p> <p>Skills: Pupils can compare perspectives in history through debate; evaluating the reliability of bias in sources and opinions of what historians think.</p>	

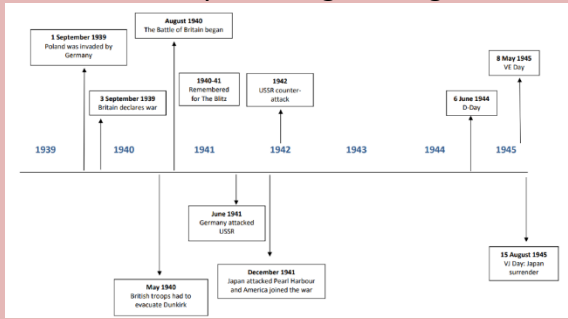
	Children to construct their own view based on what they have learnt and can present their arguments in a logical manner based on historical opinions without emotion clouding judgement.	
Year 6 Subject Vocabulary (I use)	Composite Vocabulary (I use): biased, reliability, primary and secondary sources, stand to, vermin, fire step, trench foot, Triple Entente, Triple Alliance, nationalism, Kaiser Wilhelm, David Lloyd George, Czar Nicholas II, tanks, munitions, antiseptic, anaesthesia.	Composite Vocabulary (I use):

YEAR 5 HISTORY MEDIUM TERM PLAN

Year 5 skills (I can)	I understand...	I understand...	I understand...
Skills I can put dates in order and place events on a timeline leading up to and showing subsequent impact I can present findings and communicate knowledge and understanding in different ways I can provide an account of a historical event based	<p>I know that WWII started in 1939-1945. I know that Adolf Hitler was leader of Germany during this time. I know that Winston Churchill was leader of England during this time. I know that the atom bomb was used against Japan by the Americans and the role this had in ending the war. I know Germany was allied with Japan and Italy (axis powers). I know Britain was allied with the USA, France and (later on) the Soviet Union (Russia) (Allied powers).</p> <p>WW2 How were different groups in society affected during WW2?</p>	<p>I know the Tudor reign started after the War of the Roses. I know the battle of Bosworth was between King Richard III and Henry Tudor. I know Henry Tudor won the battle and this is how the Tudor reign began. I know the Tudor reign was from 1485 – 1603. I know the Tudor monarchs were Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I. I know that Britain changed dramatically during the Tudor reign. I know the Tudors were succeeded by the Stuarts.</p> <p>Tudors How did the reign of the Tudors change life in Britain?</p>	<p>I know when the Shang Dynasty was and can compare this to other eras. I know that there was a hierarchy of power and the impact this had on people. I know that religion was important during Shang Dynasty. I know that we can learn about the past through different sources like artefacts and that historical viewpoints may differ. I know who Fu Hao was and why the discovery of her tomb was important. I know why the Shang Dynasty declined</p> <p>Shang Dynasty What made the Shang Dynasty great?</p>
	Lesson 1 I understand the key events leading up to World War II.	Lesson 1	Lesson 1

on more than one source I can present a historical event from two different viewpoints, such as the Battle of Britain from perspective of a flight commander and a pilot I can compare sources of information available for the study of different times in the past I can compare sources of information and give opinion which is the most useful e.g. they may select and combine first hand accounts and research about an event and

Knowledge: Children know where WW2 comes in history. Children know that the invasion of Poland was the beginning of WW2. Children know Great Britain joined the war in defence of Poland due to Germany breaking their agreement.



Skills: Children can order dates and place events on a timeline leading up to a significant event. (See chronology of WW2 document).

Assessment: Children are able to explain where WWII comes in British history and describe the causes of WWII.

Vocabulary: War, United Kingdom, Dictator, Unprovoked, Invasion

Lesson 2

I understand the process of evacuation and retrieve information from both primary and secondary sources, understanding the limitations of each.

Knowledge: Children know that vulnerable groups were evacuated to the countryside for their own safety, and this included children, some people with disabilities and pregnant mothers. Children know

I understand how Richard III came to power which led to the War of the Roses

Knowledge: Children understand Edward IV ruled England and his son Edward V was due to rule. Children understand Richard III (their uncle) locked them in the Tower of London where they mysteriously disappeared. Children understand after their disappearance lead to Richard III becoming king.

Skills: Children can investigate the ‘boys in the tower’ mystery and draw conclusions. Children can use sources to support an investigation. Children can present findings and justify with evidence (See investigation documents).

Assessment: Children are able to present their findings on who killed the ‘boys in the tower’ orally justifying their conclusion using sources of evidence.

Vocabulary: Treason, War of the Roses, Richard III, Edward IV, Edward V.

Lesson 2

I understand how Henry Tudor came to power following the Battle of Bosworth

Knowledge: Children know that the Battle of Bosworth ended the War of the Roses which lasted about 30

I know when the Shang Dynasty was and can compare this to other eras.

Knowledge: Discuss the Shang Dynasty and if the children have any knowledge already. What do they think a dynasty is? Explain that the Shang Dynasty happened in China – locate on a map. Discuss when the dynasty was – do the children know any other eras that were round this time? Children to create timeline with other eras to compare. Discuss important dates in the Shang Dynasty era (mark on timeline?) and look at evidence from the Xiaotun Dig. Children to discuss what the evidence teaches us about the Shang Dynasty.

Skills: Children to complete timeline. Children to use evidence to make conclusions about the past.

Assessment: Children will be able to use evidence to discuss what we have learnt about the Shang Dynasty.

Vocabulary: dynasty, era, timeline, chronology, civilisation

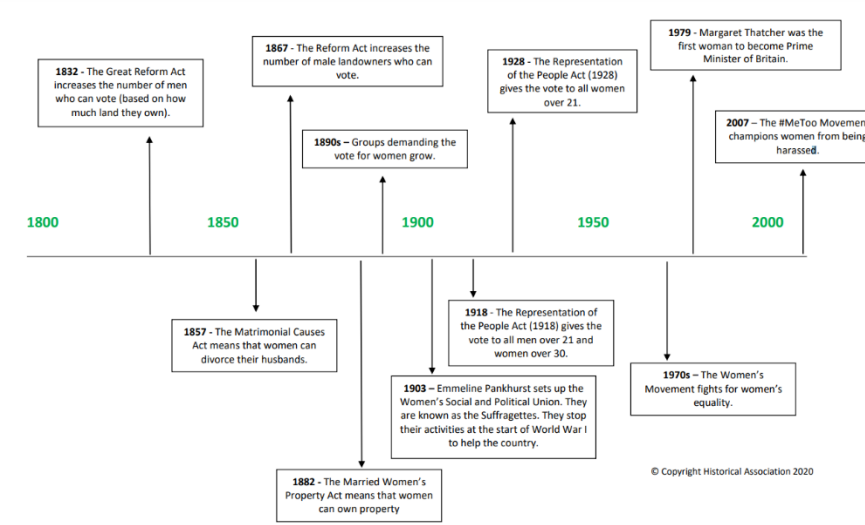
Lesson 2

I know that there was a hierarchy of power and the impact this had on people.

Knowledge: Give the children pictures and ask then what we can learn about life under the Shang

<p>decide that first-hand accounts are more useful I can understand how our knowledge of the past is constructed from a range of sources E.g. personal, first-hand accounts, researched work of historians, historical documents such as laws and acts of Parliament and/or songs I can use dates to order and place events on a timeline leading up to and subsequent impact I can place periods of history on a</p>	<p>that children get evacuated without their parents. Children know that evacuees had different experiences in the countryside e.g. they know that host families can choose which evacuees they take care of and will pick smartly dressed, healthy looking children first. Children know that there were two main stages of evacuation. Skills: Children can explore sources of information. Children can give differing accounts of WW2 from the perspective of an evacuee. (See primary and secondary sources - Evacuee document) Assessment: Children are able to identify a range of primary and secondary sources and explain their reliability orally. Vocabulary: Evacuation, Evacuee, Vulnerable, Primary Source, Secondary Source.</p>	<p>years. Children know that the Battle was between the York family (led by King Richard III) and the Lancaster family (led by Henry Tudor). Children know that Richard III had many more soldiers than Henry. Children know that Richard became impatient and charged at Henry Tudor himself but was knocked off his horse by Henry's soldiers, leading to his death. Skills: Children can extract information from written and pictorial sources of evidence. Children can research the Battle and explain other interpretations of the battle providing supporting evidence. Assessment: Children are able to extract information about the battle from sources and present their findings in the form of a live news report from the scene of the battle. This can be videoed for evidence. Vocabulary: Tudor, Battle of Bosworth, Richard III, Henry Tudor, York family, Lancaster family, interpretation, primary source secondary source.</p>	<p>rule. How to they think the social hierarchy was organised? Children to read information about the different groups and report back to the class. Children to fill in table with what they have learnt. Children to choose a person and speak in role for 1 minute about what life was like for them. Skills: children can use sources to find out about life in the Shang Dynasty. Assessment: children will be able to explain the hierarchy of power. Vocabulary: king, priest, noble, warrior, craftsmen, merchant, farmers, peasant, slave, social hierarchy</p>
	<p>Lesson 3 I understand the impact of the Blitz on people in Britain by making inferences from a range of sources. Knowledge (see Kapow teacher knowledge): Children know that the Blitz begun in 1940 and refers to a period where British cities were constantly bombed. Children know the bombing lasted for about 8 months. Children know that people living in cities had to go</p>	<p>Lesson 3 I understand how to use different types of evidence to interpret the character of Henry VIII. Knowledge (see Kapow teacher knowledge video): Children know what a primary and secondary</p>	<p>Lesson 3 I know that religion was important during Shang Dynasty. Knowledge: Discuss the pictures of the tombs and bones. Does this help us learn about religion during the Shang Dynasty? Organise the</p>

<p>timeline showing periods of time. Children begin to understand how key events impact on what comes next I can evaluate the usefulness of a variety of sources I can compare sources of information and give opinion which is the most useful e.g. they may select and combine first hand accounts and research about an event and decide that first-hand accounts are more useful. Children can securely</p>	<p>into blackout at night. Children know that this meant people had to turn off lights and put up black curtains/boards at windows. Children know that many Londoners used the Underground for cover. Children know that people had Anderson/air raid shelters in their gardens. Skills: Children can compare sources. Children can draw inferences about the past based on photographs. Children can come to their own conclusions about the Blitz based on photographic evidence. Assessment: Children are able to make reasoned and justifiable inferences based on photographs. Children can extract information from photographs. Vocabulary: Air raid shelter, Anderson shelter, the Blitz, blackout, underground.</p>	<p>source are. Children know where Henry VIII came in the Tudor reign. Children know what a tyrant is. Children know how portraits can portray ideologies about someone. Skills: Children can extract information from portraits and written sources of evidence. Children can explain their interpretation of Henry VIII providing supporting evidence. Children can identify the bias of sources of evidence. (See portraits of Henry VIII by Hans Holbein) Assessment: Children are able to extract information about Henry VIII from sources and explain their interpretation of Henry VIII using evidence from sources to justify this. Vocabulary: Tudor, Henry VIII, tyrant, fair, ruler, monarch, portrait, interpretation, primary source, bias</p>	<p>children into group and ask them to use the sources to create presentations about the role of the king, priest, Shang Di, ancestor worship and tombs. Skills: Children will be able to use sources to find out about religion during Shang Dynasty Assessment: Children will be able to talk about the importance of religion during the Shang Dynasty Vocabulary: king, priest, Shang Di, ancestor worship, tomb</p>
	<p>Lesson 4 I understand how WW2 impacted women's lives. Knowledge: Children know how women's lives have changed over the last 200 years. Children know that women were generally housewives and did not have jobs before the war. Children know that during the war, many women took on the role of men such as becoming farmers. Children know how the role of women changed due to WW2.</p>	<p>Lesson 4 I understand why Henry VIII had many wives. Knowledge (see https://www.bbc.co.uk/teach/what-did-king-henry-viii-really-want-from-a-wife/zh9s2sg for teacher subject knowledge): Children know that Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Katherine Howard and Katherine Parr were Henry VIII's</p>	<p>Lesson 4 I know that we can learn about the past through different sources like artefacts and that historical view points may differ. Knowledge: children to look at the photos of artefacts and discuss what they think they are and what they are made of. Discuss that different people have different views and this is just like historians who have different viewpoints.</p>

<p>compare events from different perspectives.</p>	 <p>The timeline shows key events in women's rights from 1800 to 2000. It includes the Great Reform Act (1832), the Reform Act (1867), the Representation of the People Act (1928), Margaret Thatcher (1979), and the #MeToo Movement (2007). It also covers the Matrimonial Causes Act (1857), the Married Women's Property Act (1882), the Women's Social and Political Union (1903), and the Representation of the People Act (1918).</p> <p>Skills: Children can describe the significant changes in women's rights over the last 200 years. Children can place the changes in women's roles before, during and after WWII in chronological order on a timeline. Children can evaluate the importance of each change to the lives of women (Limited importance, Important, Very Important).</p> <p>Assessment: Children are able to place the changes in women's lives on a timeline and rate their importance.</p> <p>Vocabulary: Land Army, society, stereotype, legislation</p>	<p>wives. Children know what happened to each wife. Children know what Henry VIII wanted from a wife. Children know why Henry VIII married 6 times.</p> <p>Skills: Children can use sources to make deductions. Children can use evidence to support deductions. Children can evaluate who was the best wife for Henry (see match-making activity document).</p> <p>Assessment: Children are able to use sources to make deductions about Henry VIII's wives and use evidence to support deductions. Children are able to evaluate who was the best wife and give reasons to support their judgement.</p> <p>Vocabulary: Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Katherine Howard, Katherine Parr, heir, source, evidence</p>	<p>Discuss each artefact in more detail and get the children to make notes on their sheets. Read the descriptions about how the craftsmen made these artefacts and discuss how it might be different today.</p> <p>Skills: children can use sources to find out about the past and understand how historical viewpoints can be different.</p> <p>Assessment: Children will be able to discuss Shang Dynasty artefacts and what we can learn from them.</p> <p>Vocabulary: artefact, bronze, jade, white pottery, zun, ding, jue</p>
	<p>Lesson 5</p> <p>I understand and empathise with a significant historical figure and how they are viewed differently dependant on historical timeframes.</p> <p>Knowledge: Children know the role that Alan Turing played during WW2. Children know the impact he had on technological advances and Great Britain's victory e.g. Turing machine for description. Children know that Alan Turing was treated differently because of his sexuality.</p>	<p>Lesson 5</p> <p>I understand why Queen Mary I was considered a 'bloody' monarch.</p> <p>Knowledge (see http://www.primaryhomeworkhelp.co.uk/tudors/religion.htm for teacher knowledge): Children know that Mary I became Queen after her younger brother, Edward, died. Children know she was a Catholic and changed the religion</p>	<p>Lesson 5</p> <p>I know who Fu Hao was and why the discovery of her tomb was important.</p> <p>Knowledge: Ask the children 'If someone was to go through out class bin, what can they learn about the class?' Explain that this is what historians and archaeologists do to learn about the past – they find artefacts and draw conclusions. Discuss with the children how</p>

	<p>Skills: Children can present the significance of historical figure using sources. (Explain how significant Alan Turing was to the war effort).</p> <p>Assessment: Children are able to present how Alan Turing contributed to WWII and explain how he was treated due to his sexuality via a secret coded message.</p> <p>Vocabulary: Empathy, discrimination, sexuality, Enigma code, Turing machine.</p>	<p>of the country from Protestant. Children know that people's opinions of her changed throughout her five-year reign.</p> <p>Skills: Children can extract information from sources (diary entry extracts, images and tables-see sources document) and comment on the character of Mary I. Children can use these sources to gain an understanding of what different people in Britain thought of Mary I during Tudor times. Children can analyse how people's views of Mary changed over her five-year reign.</p> <p>Assessment: Children are able to annotate a range of diary extracts, commenting on Mary's character and draw on evidence to explain how people's views of Mary changed over her five-year reign. Children can describe Mary from a Protestant and Catholic point of view. Children can orally explain whether they believe Mary deserves the nickname 'bloody Mary'. Children will draw on evidence from the lesson to justify.</p> <p>Vocabulary: Bloody Mary/ Mary I, Catholic, Protestant, burnt at the stake.</p>	<p>archaeologists and historians use evidence to draw conclusions about the past. Discuss the discovery of Fu Hao's tomb and ask the children to study the contents. Explain that this tomb was important as it was only Shang tomb still in tact so historians could finally learn about the Shang Dynasty.</p> <p>Skills: Children to use sources to draw conclusion about the past.</p> <p>Assessment: Children can discuss the significance of the discovery of Fu Hao's tomb.</p> <p>Vocabulary: Fu Hao, Yinxu, archaeology, Zheng Zhenxiang, tomb</p>
	<p>Lesson 6</p> <p>I know how different groups in society affected during WW2.</p> <p>Knowledge: Children know how a range of groups in society were affected during WW2.</p>	<p>Lesson 6</p> <p>Knowledge (see https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zkh7bdm): Children know that Queen</p>	<p>Lesson 6</p> <p>I know why the Shang Dynasty declined</p> <p>Knowledge: Show children the timeline on the slides. When did the Shang Dynasty end? What came after</p>

	<p>Skill: Children can present findings and communicate knowledge by answering the key question using sources to justify their arguments.</p> <p>Assessment: Children are able to compare the effects of WW2 on different groups in society by presenting their findings in a detailed factfile.</p> <p>Vocabulary: All the above.</p>	<p>Elizabeth was the last Tudor monarch. Children know that Elizabeth's troops beat the Spanish Armada. Children know that her reign was known as the 'Golden age'. Children know that when she became Queen, she had to fix many issues her sister had created such as religious divisions, threats from abroad and poverty.</p> <p>Skills: Children can present information in a range of ways.</p> <p>Assessment: Children can answer the learning question using their analysis of a range of sources from the last six lessons. Children can present various ways the Tudors changed life in Britain (PowerPoint presentations).</p> <p>Vocabulary: Queen Elizabeth I, Elizabethan era, Golden Age, Spanish Armada.</p>	<p>the Shang Dynasty? Go through the information on the slides about the different end dates recorded and other evidence for end dates.</p> <ul style="list-style-type: none"> • What reasons do you think there could be for why one dynasty ends and another begins? Children to think, pair, share their ideas, then go through the suggestions on the slides. • Explain that the history books say that the Zhou Dynasty attacked and took over the Shang palace. Go through the story on the slides for how the Shang Dynasty ended. • Do you think this is the way the Shang Dynasty ended? How accurate do you think this story is? Why? Invite children to share their ideas. Children to create storyboard/diary/drama piece/news report. Children can choose how they want to present their information <p>Skills: children can make deductions using sources. Children can present information in a range of ways.</p> <p>Assessment: children will be able to discuss why the Shang Dynasty ended</p> <p>Vocabulary: decline, excavations, conquerors,</p>
Year 5 Subject Vocabulary (I use)	<p>Nuclear</p> <p>Power</p> <p>Genocide</p> <p>War</p>	<p>Treason, War of the Roses, Ricard III, Edward IV, Edward V. Tudor, Battle of Bosworth, Henry VII, Elizabeth of York, Henry VIII, tyrant, fair, ruler, monarch, portrait, interpretation, primary source, bias, historical investigation, interpretation, primary source Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves,</p>	<p>dynasty, era, timeline, chronology, civilisation</p> <p>king, priest, noble, warrior, craftsmen, merchant, farmers, peasant, slave, social hierarchy</p> <p>king, priest, Shang Di, ancestor worship, tomb</p> <p>artefact, bronze, jade, white pottery, zun, ding, jue</p>

	<p>Trench</p> <p>Japan</p> <p>German</p> <p>Russia</p> <p>France</p> <p>United Kingdom</p>	<p>Katherine Howard, Katherine Parr, heir, source, evidence</p> <p>reliability, audience, Elizabeth I, Mary I.</p>	<p>Fu Hao, Yinxu, archaeology, Zheng Zhenxiang, tomb</p> <p>decline, excavations, conquerors,</p>
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YEAR 4 HISTORY MEDIUM TERM PLAN

Year 4 skills (I can)	I understand...	I understand...	I understand...
<p>I can use a wide range of historical terminology.</p> <p>I can sequence historical periods I have studied in chronological order.</p> <p>I can place some historical periods on a timeline.</p> <p>I can communicate my learning in an organised way.</p>	<p>I know that information is limited about these times due to lack of resources and technology (pre-historic).</p> <p>I know that the Stone Age came first, Bronze Age was next and Iron Age was last and it was a Neolithic time period.</p> <p>I know that the remains of Stonehenge are from this time period.</p> <p>I know that people during this time were hunter gatherers.</p> <p>I know that the Stone Age began 3.3 million years ago when the first people lived in Africa.</p> <p>I know that technology used during these times and how it has changed over time.</p> <p>Stone Age, Bronze Age and Iron Age - changes in Britain from the Stone Age to the Iron Age</p> <p>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p>	<p>I know that the Vikings were from Scandinavia which is made up of Norway, Sweden, Denmark and Finland.</p> <p>I know that the Anglo-Saxons were a group of migrants from Northern Europe who settled in England.</p> <p>I know the difference between AD and BC and which is most recent.</p> <p>I know the difference between invading and settling.</p> <p>I know why the Vikings invaded England.</p> <p>I know where in England the Anglo-Saxons settled.</p> <p>I know that not all Vikings were violent and some just wanted a better life.</p> <p>I know that some sources are more reliable and some may be biased.</p> <p>Vikings and Anglo-Saxons</p>	<p>know where the Normans came from.</p> <p>I know that the Norman time period followed on from the Viking era.</p> <p>I know that Edward the Confessor was the last Anglo-Saxon King who died in 1066.</p> <p>I know that William Duke of Normandy was a Norman who ruled in 1066.</p> <p>I know that there was a fight for the crown between Harold Godwinson (Earl of Wessex) and Harald Hardrada (King of Norway).</p> <p>I know what the feudal system was and why it was important at that time.</p> <p>I know about the key events leading up to the Battle of Hastings.</p> <p>I know why the Battle of Hastings took place and the result.</p> <p>Normans</p> <p>Were the Normans invaders or settlers?</p>

<p>I can give opinions about the past. I can compare an event from two perspectives. I can use sources of information to find out about the past. I can use sources of information to answer questions about the past. I can question the reliability of texts I have read and draw my own conclusions</p>	<p>Lesson 1 Pre-knowledge: Children can be introduced to the idea that people have been living in Britain for a very long time. They can learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years! Pupils should be encouraged to recognise the continuities too. For example, there is very little change in houses, house-building or settlement size until well into the Iron Age. For most of the period there is no written evidence, so the archaeological record is very important. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.</p> <p>I know that information is limited about these times due to lack of resources and technology (pre-historic). I know that the Stone Age came first, Bronze Age was next and Iron Age was last and it was a Neolithic time period. I know that the Stone Age began 3.3 million years ago when the first people lived in Africa. I can identify the difference between the ‘new’ Stone Age and ‘middle’ Stone Age Knowledge: Stone Age to Iron Age covers around 10,000 years, between the last Ice Age and the coming of the Romans. In one sense not, a lot happens for a very long time, yet in another sense dramatic changes occur at</p>	<p>What was life really like in Anglo-Saxon and Viking Britain?</p> <p>Lesson 1 I can understand what chronology is and can order historical periods I have learnt about so far including Anglo-Saxon and Viking Britain. I understand the meaning of ancient. I can identify key figures within Anglo-Saxon and Viking Britain and where they sit on a timeline. Knowledge: Children know that chronology means the arrangement of events or dates in the order of their occurrence. Children know that ancient means old. Children to see timeline of previous historical events they have learnt before and identify where the Anglo-Saxon and Viking period would sit within this timeline (Active learning - groups organising events and dates – Ancient Greeks, Romans, Egyptians, Victorians, Present day (Queen). Children to order these key events within the Anglo-Saxon and Viking period: <i>The last Romans leave Britain (AD 410), Saxons from Germany land in Britain and settle in Kent (AD 450), Seven kingdoms are created across Britain (AD 556), Vikings land at Lindisfarne and attack the monastery (AD 793), Vikings permanently settle in England (AD 876), Alfred the Great, King of Wessex is crowned King of the Anglo-Saxons, King Athelstan of the Anglo-Saxons is crowned the first King of England (AD 927), William, Duke of Normandy defeats Harold Godwinson at the Battle of Hastings to become King of England (AD 1066).</i></p>	<p>I can understand what chronology is and can order historical periods I have learnt about so far – including events from the Anglo-Saxon and Viking Britain. I I can identify similarities and differences between the Anglo-Saxons/Vikings and the Normans. Knowledge: Children know that the Normans follow chronologically on from the Anglo-Saxons and Vikings. Children know that the Normans came from northern France and invaded England in 1066. Children to order these key events within the Norman conquest: AD 1066: The last Anglo-Saxon king, King Harold II, is defeated by William the Conqueror at The Battle of Hastings and Norman Britain begins. William is crowned the king of England. AD 1068: William the Conqueror orders that Warwick Castle should be built. AD 1070: The first Norman stone castle is built in Wales. The Normans advance into Wales quickly to use castles to suppress the surrounding countryside. Work also begins on building Canterbury Cathedral. AD 1077: The Bayeux Tapestry, depicting the Battle of Hastings, is completed. In time, it became the most important pictorial evidence document of the 11th Century. AD 1078: William I wants to build castle and towers to protect London. Therefore, work begins on building the Tower of London. AD 1085: William I orders a survey of the owners of every piece of land in England. He sends his</p>
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	<p>irregular periods. Man moves from hunter-gatherer to farmer, from rural to urban, from fighting for survival to sophisticated society. The climate warmed very rapidly around 9600 BC and this marks the start of post-glacial prehistory and the arrival of a new set of communities labelled Mesolithic, or Middle Stone Age. It used to be believed that these communities were very small and lived a shifting nomadic lifestyle, but over the past ten years new research has shown that small permanent villages were in existence, complete with family sized round-houses. Certain areas, such as the lush woodland and grassland surrounding certain low-lying shallow lakes were particularly sought-after and were the home to a large number of different settlements. By the end of the Mesolithic period, in fifth and sixth millennia BC there is evidence that Mesolithic hunter-gatherers were manipulating the forest tree-cover through the use of fire, to attract and keep game. This was just a short step away from farming. It is not surprising, therefore, that when farming arrived, shortly before 4000 BC, it was rapidly adopted. We currently believe that the new farmers, who came from the mainland of Europe, amounted to about 20% of the British population. These new farmers brought with them new rites of burial beneath mounds or barrows, of which the long barrows are the best known. Many of these tombs contained stone chambers built from massive rocks and boulders, known as megaliths.</p> <p>Explain to the children what an archaeologist does (<i>studies past peoples and cultures by excavating and examining material remains as</i></p>	<p>Following this, children to learn foundation knowledge about some of the key individuals mentioned within the timeline.</p> <p>Alfred the Great – King of the West Saxons from 871 to 886 and then King of the Anglo-Saxons from about 886 to his death in 899. Alfred was a huge influence on the Anglo-Saxon military, he introduced a system of taxation and began a program of translating important books written in Latin into English.</p> <p>William, Duke of Normandy – born in 1028 and died in 1087. He invaded England from Normandy during the Battle of Hastings in 1066. Many castles (for example The White Tower, which is a central keep of the Tower of London) were constructed during his reign.</p> <p>Athelstan – He was an Anglo-Saxon King who is often thought to be the first King of England. He was one of the first kings to write laws and enforce them</p> <p>Task: Children to identify where these individuals were within the timeline and then discussion about what they think was important to the Anglo-Saxons based upon the brief information they have been given. Plenary – Children to write any questions they may have about the Anglo-Saxons and Vikings to support following lessons.</p> <p>Skills: Children can sequence historical periods that they have studied in chronological order using a timeline. Children can use accurate vocabulary and identify the difference between BC and AD.</p> <p>Assessment: Children are able to identify where the Anglo-Saxons and Viking period sits within their previous historical knowledge. Children are able to use accurate vocabulary of AD and BC.</p> <p>Vocabulary: ancient, timeline, chronology, historical periods, Anglo-Saxons, Vikings, BC, AD</p>	<p>men around the country to record who owns what land. This includes animals, buildings and farming equipment. The information is compiled in The Domesday Book.</p> <p>AD 1087: On 9th September, William I dies during a battle in Rouen, Normandy in France. His son, William II, is crowned the king of England after his death.</p> <p>AD 1100: After several battles, William II's reign looks secure. However, he is killed by a stray arrow while hunting in the New Forest. His brother, Henry, is crowned the king of England.</p> <p>AD 1135: Henry I dies. After his death, he wanted his daughter, Matilda, to become Queen of England. However, many barons in England reject this idea. Instead, they want Henry's nephew, Stephen, to become king. He is crowned the king on 22nd December.</p> <p>AD 1154: King Stephen, the last Norman King of England, dies.</p> <p>Children use links https://www.bbc.co.uk/bitesize/guides/zq38tyc/revision/4 and https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/z3s9j6f#zm6bg7h1 to identify initial key information about Normans. Children to complete table to identify similarities and differences from new learning to the Anglo-Saxons & Vikings to the Normans.</p> <p>Skills: Children can sequence historical periods that they have studied in chronological order using a timeline. Children can use accurate vocabulary and identify the difference between BC and AD.</p> <p>Assessment: Children are able to identify where Norman Conquest sits within their previous historical knowledge (including following on</p>
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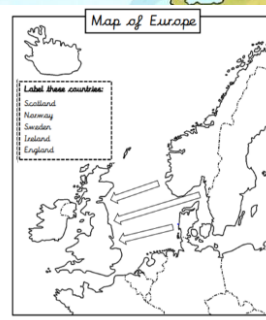
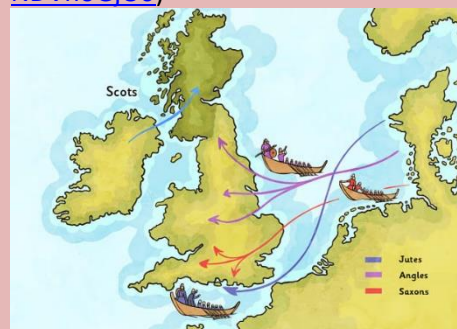
	<p><i>simple as an arrow point or as complex as the ruins of a prehistoric village</i>). Explain their job is to find out about the Stone Age which spans nearly 10,000 years. Children to watch the following 2 videos in pairs on laptops: Middle Stone Age: https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-middle-stone-age-animation/zvkg92p</p> <p>New Stone Age (main difference: Around 6,500 years ago, a change took place in the way people lived: hunter-gatherers settled in one place and kept animals and grew crops, although they still hunted wild animals when the chance presented itself. They adopted new ways of burying their dead, building long barrows on hilltops as a final resting place for bones. Technology began to change people's lives). https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-new-stone-age-animation/zjh2t39</p> <p>Children to report back what they have found out and how the period of time changed. Complete findings in a table with the following prompts:</p> <ul style="list-style-type: none"> - How did people eat? - What did they make tools from? - Where did people live? - Did people settle to live in one place and why? - How did people celebrate life after death? - What technology did people have? - Did anyone hold power? <p>Summarise what was 'new' about the New Stone Age.</p>		<p>from Anglo-Saxons and Vikings). Children are able to use accurate vocabulary of AD and BC. Vocabulary: Norman, conquest, Anglo-Saxon, Viking, Britain, France, chronological, chronology, timeline,</p>
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	<p>Skills: I can use sources of information to find out about the past. I can use sources of information to answer questions about the past.</p> <p>Assessment: Children are able to articulate how life changed in the Stone Age using specific examples.</p> <p>Vocabulary: Nomad, farmer, flint, Mesolithic, Neolithic, dung, settle, crops, pottery, long barrow</p>		
	<p>Lesson 2</p> <p>I know that the Stone Age came first, Bronze Age was next and Iron Age was last and it was a Neolithic time period.</p> <p>Knowledge: Model the chronology for the period from the last ice age. Demonstrate on a timeline (masking tape across a classroom) from the dawn of the Middle Stone Age (Mesolithic 8000BC) – New Stone Age (Neolithic 4000BC) – Bronze Age (2500BC) – Iron Age (800BC) – Roman Invasion (43AD) – Victorians begin (1837) – Queen Victoria dies (1901)- Ancient Egyptians (4300BC) – Queen Elizabeth II born (1926) – Queen Elizabeth II dies (2022). Use age appropriate time increments and children to order dates in the correct position on a time line using post it. Photograph timeline for books.</p> <p>Skills: I can sequence historical periods I have studied in chronological order. I can place some historical periods on a timeline.</p> <p>Assessment: Children are able to explain the chronology of the Stone Age through to the Romans invading. Children are able to explain how more than civilisation runs spontaneously and that civilisations do not just end.</p>	<p>Lesson 2</p> <p>I can understand who the Anglo-Saxons and Vikings were. I can explain where the Anglo-Saxons and Vikings came from. I can explain why the Anglo-Saxons and Vikings came to Britain.</p> <p>Knowledge: Children know the Anglo-Saxons left their homelands in northern Germany, Denmark and the Netherlands and rowed across the North Sea in wooden boats to Britain. Children know The Angle, Saxon, and Jute are known as the Anglo-Saxons. The Angles and the Saxon tribes were the largest of the three attacking tribes and so we often know them as Anglo-Saxons. Children know Historians are not sure why the Anglo-Saxons came to Britain (https://www.youtube.com/watch?v=PIXIdkS1Y2A&ab_channel=60SecondHistories). Some sources say that the Saxon warriors were invited to come, to the area now known as England, to help keep out invaders from Scotland and Ireland (The Picts). Another reason for coming may have been because their land often flooded and it was difficult to grow crops, so they were looking for new places to settle down and farm. Children know why Vikings raided and came to Britain (https://www.bbc.co.uk/bitesize/topics/z939mp3/articles/z7jd8xs).</p>	<p>Lesson 2:</p> <p>I can understand who were the contenders for the throne in 1066. I can understand the events building up to the Battle of Hastings.</p> <p>Knowledge: Children know that the Anglo-Saxons and Vikings struggled for power of England for many years. In 1042, Edward the Confessor came to the throne. Children know that there were three contenders for the English throne after Edward the Confessor died in 1066 as he died without an heir. Children know that the belief was that a Saxon monarch should have a legitimate claim to the throne and be backed by the leading barons (the Witan). (https://www.youtube.com/watch?v=1sK4JX0co8I&ab_channel=BBCTeach) Children know that the three claimants to the throne were Harold Godwinson, Harald Hardrada and William of Normandy. Children know the following information about the contenders: <i>Harold Godwinson:</i> Harold Godwinson was an Englishman with the important title of the Earl of Wessex. He was one of the most powerful men in the country. He was Edward the Confessor's</p>

Vocabulary: see above.

Children know different formation and weapons used in battle to support invasion.

(<https://www.youtube.com/watch?v=D-NDVhoGjO0>)



Skills: Children can understand the meaning of invasion. Children can demonstrate invasion through acting. Children can understand the challenges of invasions. Children can explain why these groups invaded Britain. Children can identify positives and negatives for these groups invading.

Task: Children to be split into 3 groups (Jutes, Angles and the Saxons) by wearing coloured bibs. Large map of Europe (similar to images above) to be brought outside. Children to move in their groups to show how far they have travelled and using actions of sailing to support understanding of transport. In their groups, children to act out different formations of battle and discuss the effectiveness – photos taken and put into books.

brother-in-law. His father, Godwin, did not get on well with Edward. At one time, Harold and his father were banished from England for a year. Harold was a brave and respected soldier and leader, who commanded the king's army. Historians believe that, on his deathbed, Edward promised the throne to Harold.

Harald Hardrada: Harald Hardrada was a Norwegian Viking who had taken part in several raids on the English coast, before becoming the King of Norway. His reputation was fierce - Hardrada means 'hard ruler' and he was nicknamed 'the ruthless'. He had no link to Edward the confessor, but a Viking called Cnut had ruled both Norway and England from 1016 to 1035. Harald's claim was supported by Tostig, who was Harold Godwinson's brother. The two brothers had fallen out and this was Tostig's way of getting revenge.


William, Duke of Normandy: William was the Duke of Normandy, a part of France. He had been in control of

Normandy since he was seven years old, and was used to fighting to keep his land. William knew the king well - Edward had lived in Normandy from the age of 13

until he returned to England to be crowned king in 1042. William had sent soldiers back to England with Edward to support him. Because of this, William claimed that in 1051, Edward had promised him the throne when he died. It is also claimed that in 1064, when Harold Godwinson went to visit William in Normandy, he promised to support him when the time came to take the throne.

Skills: Children can analyse sources to discover the claimants to the throne in 1066. Children can explain and justify their reasons to the identify

		<p>Upon return into class, children to label the invasion journeys on the map.</p> <p>Children can label each of the countries shown on the map.</p> <ul style="list-style-type: none"> - Which countries did the Vikings and Anglo-Saxons come from? Colour in orange. - Shade in the Viking settlements in red. - Share the Non-Viking settlements in green. <p>Assessment: Children are able to show their understanding of invasion by identifying where Anglo-Saxons and Vikings came from and explain why they came to Britain.</p> <p>Vocabulary: Invade, Settle, Scandinavia, Settled, raided, Jutes, Angles, Saxons.</p>	<p>the individual with the strongest claim to the throne using evidence to reach a conclusion. Children can identify cause and effect (the claim to the throne issue brought upon the Battle of Hastings).</p> <p>Assessment: Children are able to identify the attributes of a good leader and can use the provided sources to decide and explain who is the most suitable ruler. Children are able to create a balanced argument using their sources of information and to act in role as the Witan to decide on who should be the King of England.</p> <p>Vocabulary: Heir, oath, Witan, Harold Godwinson, Harald Hardrada, William of Normandy, King, claimant, contender.</p>
	<p>Lesson 3</p> <p>I know that information is limited about these times due to lack of resources and technology (pre-historic).</p> <p>I know that the Stone Age came first, Bronze Age was next and Iron Age was last and it was a Neolithic time period.</p> <p>I know that the remains of Stonehenge are from this time period.</p> <p>Knowledge: There is no written evidence from the period, who could tell if the facts used in the videos last lesson or what archaeologists think is accurate. Prove the point with the following activity:</p> <p><i>At the end of a morning, or afternoon, get your pupils to empty the classroom rubbish bin on to a table. Get them to identify all the rubbish, and, using only the evidence they have in front of them, write a brief account of the morning/afternoon/day. When they have done that, ask them what they have done today that is not included in their accounts. What is missing? Why?</i></p>	<p>Lesson 3</p> <p>I understand what daily life was like in Anglo-Saxon Britain.</p> <p>Knowledge: Children know the key features and differences about life in Saxon times.</p> <p>Skills: Children can use sources (Maidstone Museum Box artefacts, books) to draw inferences about their key area within the hierarchy. Children can use comparative language. Children can use a wide range of historical terminology to explain Anglo-Saxon roles and artefacts. Children can communicate their learning in an organised way. Children can give opinions about the past. Children can use sources of information to find out about the past.</p> <p>Children to be given different role within the Anglo-Saxon hierarchy (Royal Family, Major Nobility, Minor Nobility, Freeman, Serfs) and will use sources (books – added later) to understand their role within Anglo-Saxon society. Children to use the artefacts and images to identify which would be most suited to their own role. Children to mix into groups (one from each level of the</p>	<p>Lesson 3:</p> <p>I know what happened at the Battle of Hastings. I can identify how William of Normandy prepared for the Battle.</p> <p>Knowledge: Children know that Harold Godwinson was crowned King on 6th January 1066. Children know that Harald Hardrada and William of Normandy were unhappy with this decision, and both decided to invade England and take the throne for themselves. Children know that King Harold thought William of Normandy to be the biggest threat and so positioned his army on the south coast and waited all summer – but no attack came. Children know that King Harold had to make a decision between staying in the south of England for William of Normandy or travelling to the North-East coast to wait for Hardrada. Harold travelled from London to York and killed Hardrada. Children know that the Norman Army had foot soldiers, horsemen/cavalry and archers – these were highly trained, full-time professional soldiers. Children know that the</p>

	<p>Apply this knowledge to discovering what Stonehenge is. Display images of Stonehenge and ask children to remind each other about life in Neolithic times. Ask children to think about what Stonehenge could have been built for. Read through the Secrets of Stonehenge document.</p>  <p>The-Secrets-of-Stonehenge.pdf</p> <p>Children to then access the following 360 Stonehenge website: https://virtualtours.english-heritage.org.uk/Stonehenge/index.html?html5=prefer&s=pano9&_ga=2.158043898.1169416304.1669815347-1324212378.1669815347</p> <p>Ask children to decide what they think it was built for how they have arrived at the decision. Children join children with different theories and listen to reasons why. Did they change their decision? Explain this is how archaeologists learn more each day.</p> <p>Skills: I can use sources of information to answer questions about the past. I can question the reliability of texts I have read and draw my own conclusions. I can communicate my learning in an organised way. I can give opinions about the past.</p> <p>Assessment: Children are able to justify an opinion using evidence from archaeologists and testing their and their own views as well as responding to challenge from others.</p> <p>Vocabulary: archaeologist, Stonehenge, temple, observatory, monument, aurochs, migration, descendants, ancestors</p>	<p>hierarchy) and debate/justify why the particular objects would be for their role.</p> <p>Children to investigate life of their particular group such as Saxon farmers, warriors, women, children, slaves using a range of evidence such as artefacts, pictures or IT to allow children to make deductions, e.g., clothes, brooches, urns, crosses, cooking pots, coins, spinning and weaving.</p> <p>Assessment: Children are able to identify Anglo-Saxon roles within society. Children are able to compare artefacts accurately and justify which artefact is most suited to their role (Royal Family, Major Nobility, Minor Nobility, Freeman, Serfs linked with artefacts - Goblet, Low pot, Basket, Wool, Comb and spinning whorl, small loom weights, bone needle, horn needle, bone comb, horn bugle, cross pendant.)</p> <p>Vocabulary: roles, society, artefacts, Goblet, Low pot, Basket, Wool, Comb and spinning whorl, small loom weights, bone needle, horn needle, bone comb, horn bugle, cross pendant.</p>	<p>Saxon Army was made up of Housecarls and Fyrds. Housecarls were full-time professional soldiers who were well-trained and paid. Fyrds were part-time, unpaid soldiers who were called up with the country was in danger.</p> <p>(https://www.youtube.com/watch?v=zigiVCFzZ38&list=PLcvEcrcF_9zK2bOCseaghBlucwf9pcsFX&index=4&ab_channel=BBCTeach) (https://www.youtube.com/watch?v=uT_ngapiNxo&ab_channel=HorribleHistories)</p> <p>Skills: Children can use a chronology to identify key events within the Battle of Hastings and identify their significance. Children can use sources of evidence to identify similarities and differences between Harold and William's armies and explain who they thought had the better army – children to use historical sources to cross-reference with historians' views.</p> <p>Assessment: Children are able to explain the key events from the Battle of Hastings and the problems Harold Godwinson faced. Children are able to consider key problems Harold faced and considered what they would do in his position.</p> <p>Vocabulary: Battle, Hastings, Norman, Saxon, Fyrd, Housecarls, archer, cavalry, Harold Godwinson, Harald Hardrada, William of Normandy, army, Stamford Bridge, York.</p>
	Lesson 4	Lesson 4	Lesson 4:

	<p>I know that information is limited about these times due to lack of resources and technology (pre-historic).</p> <p>I know that technology used during these times and how it has changed over time.</p> <p>Knowledge: They learn how copper and tin is mined, and make bronze using a furnace. Metal tools have a huge impact on farming, making it much easier to clear forest and grow more crops. The loom is invented, and woollen clothes first appear. As the population increases, people meet together more, building stone circles as meeting places and sites of religious significance. Around 2500 BC a new culture, known as the Beaker culture, arrived in Britain via cross-channel connections with mainland Europe. This culture brought with it new burial rites, people, objects and technology including the skills of copper and gold metal working. At first items were made from copper, but from around 2200 BC bronze, which was much harder than copper, was made by mixing copper with a small amount of tin. Bronze gradually replaced stone as the main material for tools and by 2000 BC the period known as the Early Bronze Age had begun in the British Isles. Tin was mined in south-west England and from about 2100 BC copper, gold and lead were all being mined in Ireland and Wales. This changed after 1600 BC when the majority of the metal used in Britain was imported from mainland Europe. The Bronze Age in Britain ran until around 800 BC when bronze began to be replaced by iron as the principal metal used to make tools.</p> <p>Show the video: https://www.bbc.co.uk/teach/class-clips- </p>	<p>I understand Crime and Punishment in Anglo-Saxon Britain.</p> <p>Knowledge: Children know that some typical Anglo-Saxon punishments were stoning, paying fines, drowning, stocks, exile etc. Children know that most punishments were carried out in public to make an example and to be a deterrent for crimes. Children know that wergild was a payment system used to settle disputes between the criminal and the victim or family of the victim of a crime. Children know that the wergild also covered payment value for body parts damaged/lost (See flip for conversion of wergild for body parts). Children know that in both Anglo-Saxon and modern Britain, those accused of crimes had to go to court.</p> <p>Supporting links: https://www.readingmuseum.org.uk/sites/default/files/downloads/Fact%20Sheet%20-%20Anglo%20Saxons%20%281%29_compressed.pdf https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/zxhqkty https://www.youtube.com/watch?v=wk6h9uHtFLc&ab_channel=60SecondHistories </p> <p>Skills: Children can use a wide range of historical terminology. Children can compare and contrast the Anglo-Saxon and modern British justice systems.</p> <p>Tasks: Children be given case studies (on server) of certain crimes and their equivalent punishment from Anglo-Saxon and modern Britain. Children need to decide whether they believe the punishment is appropriate.</p> <p>Assessment: Children are able to identify similarities and differences about Anglo-Saxon and modern British justice systems. Children are able to share their own opinions and justify their</p>	<p>I can understand William's problems after the Battle of Hastings.</p> <p>Knowledge: Children know that William of Normandy was victorious at the Battle of Hastings. Children know that William faced the following problems: <ol style="list-style-type: none"> 1) There were still lots of soldiers who were loyal to King Harold in a castle in Dover. 2) There were still some English soldiers in London who did not march to Hastings with Harold. 3) Many people in the North of England still supported invasion by the Vikings rather than accepting William as King. 4) Some powerful landowners wanted to put a royal prince called Edgar Atheling, a boy aged 15, on the throne instead. 5) William needed more money to pay his Norman army to help him keep control of England. </p> <p>Children use the prompts from board to identify these problems, discuss why these were an issue for William and act in role to predict what William decided. (prompts saved on SharePoint)</p> <p>Skills: Children can identify problems William faced following the Battle of Hastings and how he solved them. Children can understand the impact of events within history and can consider what the implications and consequences of these events may have on the events that follow. https://www.youtube.com/watch?v=KGDu-vi8sg&list=PLcvEcrcF_9zK2bOCseaghBlucwf9pcsFX&index=5&ab_channel=BBCTeach </p> <p>Assessment: Children are able to identify William's problems and solutions to these following the Battle of Hastings. Children are able to identify what they believe was the most important problem to William's succession to</p>
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[video/story-of-britain-bronze-age-britain/znrvgwx](#)

The Bronze Age is the beginning of making metal in Britain. Life will never be the same again. This is the last quote from the video. Explain to the children how they will find out how it all changed.

Print the following pictures and laminate (enough for a pack for each group of children) and chop them up into pieces and then rebuild as jigsaws. Use as a starting point to talk about archaeology and reconstructing objects from the past.



Prehist_BronzeAge_I
bank_KS2b.ppt

Introduce vocabulary associated with the objects such as materials (e.g. silver, stone, pottery), technical terms (e.g. constructed, carved, cast), name of object (e.g. statuette, hoard, tombstone), function of object (e.g. conflict, eating and drinking, religious expression). Discuss archaeological evidence in general. What sorts of factors determine whether an object survives?

Interrogate the images

Use Visual Thinking Strategies to engage your students when looking at one of the images in depth, e.g. What's going on in this picture?

What do you see that makes you say that? For more information: www.vtshome.org

Use Thinking Routines such as "I see / I think / I wonder" or "colours, shapes, lines" which are very well suited to exploring and appreciating images, as well as helping the students to improve their critical thinking skills. For more

reasons about crime and punishment in both periods.

Vocabulary: Case study, jury, oaths, trial, wergild, crime, commit, community, jury, judge, punishment, justice, system.

the throne. Children are able to use historical sources to identify what historians believe was the most important.

Vocabulary: William the Conqueror, Norman, Saxon,

	<p>information: www.pzartfulthinking.org/routines.php Who would have been involved with the life of this object from the raw material being obtained, through its manufacture, decoration, sale, purchase, use, breakage, loss, excavation, rediscovery to its exhibition in a museum? Storyboard the life of the object from its origins to its current location/display. Print an image and use it as the centre of a mind map. Skills: I can use a wide range of historical terminology. I can give opinions about the past. I can use sources of information to find out about the past. I can use sources of information to answer questions about the past. Assessment: Children are able to comment on how society changed from the Stone Age. See the following prompts to do so: power, wealth, technology, farming and religion Vocabulary: silver, stone, pottery, constructed, carved, cast, statuette, hoard, tombstone, conflict, eating and drinking, religious expression</p>		
	<p>Lesson 5 I know that information is limited about these times due to lack of resources and technology (pre-historic). I know that technology used during these times and how it has changed over time. Knowledge: Around 800 BC people in Britain learned how to use iron. This discovery had a dramatic impact on everyday life. Iron tools made farming much easier than before and settlements grew in size. People in Iron Age Britain lived in clans that belonged to tribes led</p>	<p>Lesson 5 I understand what daily life was like in Viking Britain. Knowledge: Children know the key features and differences about life in Viking times. Children know that Viking society was organised into 4 main groups – King, Jarls (nobles), Karls and Thralls (enslaved people). The King ruled the people and everyone looked up to him. The Jarls were rich landowners or traders and employed men to work for them. The Karls were everyday people like farmers and craft workers, they</p>	<p>Lesson 5: To know about life in Norman times under the feudal system. Knowledge: Children know that in the Anglo-Saxon and Viking societies there were hierarchal systems – this is the same within the Norman period, known as the feudal system. Children know William the Conqueror introduced the feudal system – this was a power structure where people were given land in return for loyalty and services. The feudal system was split into 4 sections – The king, lords, knights and</p>

	<p>by warrior kings. Rival tribes fought with deadly iron weapons. Many people lived in hill forts to keep safe from attacks. During the Iron Age, the Celtic people spread out across Europe and many settled in Britain. The ancient Britons followed a Celtic way of life. They enjoyed feasting, music and poetry. They produced fine metalwork which they traded with people in mainland Europe.</p> <p>Ask the children to watch the video: https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8bkwmn</p> <p>In pairs, children decide the 3 most important differences from the Bronze Age. Feedback to the class and create a class list. Then hand images of the Bronze Age and Iron Age: farming, tools, homes, jewellery. Ask children to sort them and reason why think they come from a particular era.</p> <p>Skills: I can use a wide range of historical terminology. I can give opinions about the past. I can use sources of information to find out about the past. I can use sources of information to answer questions about the past.</p> <p>Assessment: Children are able to explain why one image is from the Iron Age and not the Bronze Age.</p> <p>Vocabulary:</p>	<p>weren't as rich or important as Jarls, but they weren't poor either. Thralls were the bottom of the hierarchy. They did the hardest, dirtiest jobs and if they tried to run away they could be killed. However, if thralls could earn enough money they could buy their freedom. (Use of this article to support https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/z8qbr82)</p> <p>Skills: Children can use sources (Maidstone Museum Box artefacts, books) to draw inferences about their key area within the hierarchy. Children can use comparative language. Children can use a wide range of historical terminology to explain Viking roles and artefacts. Children to use the artefacts and images to create a similarities and differences between daily life in Anglo Saxon and Viking Britain. Children to use accounts (Secondary sources from different areas/hierarchy within Viking life) to understand more about life in this period. Children to then decipher to reliability of the sources and discuss how different roles in society would provide different perspectives on their life.</p> <p>Vocabulary: Viking runes, drinking horn, lucet, helmet, longship, bone spoon, peg loom, brooch, wooden bowl, belt buckle, leather bracelet.</p>	<p>peasants. Children know that it was the king's role to rule and protect the country. However, he couldn't do this all by himself, and needed to give some power and control to others. He needed to be certain that these people would not rebel against his leadership. He gave his most trusted lords large areas of land across the country. In return for this, he expected their loyalty, money in taxes, and the provision of men for military service. Children know that It was the lords' role to look after the land that had been given to them by the king. However, it was difficult for the lords to control all of their land themselves, so they gave some of it to knights. In return, the knights offered them protection and promised to fight for their lord or the king when needed. Children know that It was the knights' role to oversee the land they had been given by their lord. However, the knights themselves didn't work on the land. They gave small pieces of the land to peasants. In return for having some land on which to live and farm, the peasants had to provide food and other goods to the knights. Most peasants were not allowed to leave the village they lived and worked in. They even had to ask for permission to get married.</p> <p>Skills: Children can use previous historical knowledge to identify similarities and differences between the feudal system and the hierarchical systems of the Anglo-Saxons and the Normans. Children are able to use historical sources to</p> <p>Assessment: Children are able to identify the advantages and disadvantages of the feudal system for each group within the hierarchy. Children are able to evaluate the fairness of this system and provide explanations using sources to support.</p>
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			Vocabulary: Hierarchy, feudal system, king, peasants, knights, lords, Norman, Anglo-Saxon, Viking, system, goods, land, advantage, disadvantage, fair, benefits,
	<p>Lesson 6</p> <p>I know that information is limited about these times due to lack of resources and technology (pre-historic).</p> <p>I know that people during this time were hunter gatherers.</p> <p>I know that technology used during these times and how it has changed over time.</p> <p>Knowledge: Show the children a 'living graph.' This graph should show the mood of a character from a book or person the children can relate to. Identify when the mood is high and low and what could be the reasons for this. E.g. hungry as the time the mood dips is around 12:00. Investigate together to ensure children understand. Children to then be given a 'living graph.' Up to y axis it should say improvement in standards of life. The x axis should say eras. A continuous line should be rising (line graph). Talk about what the graph shows. Provide children statements about living standards in each of the 3 eras. The children are to work out which era it belongs to and where on the graph it would sit. Children to then explain their ideas.</p> <p>Skills: I can communicate my learning in an organised way.</p> <p>I can give opinions about the past.</p> <p>Assessment: Children are able to correctly distinguish improvements in life through each era and explain the impact it on life.</p>	<p>Lesson 6</p> <p>Were the Anglo-Saxons and Vikings invaders or settlers?</p> <p>Knowledge: Children know that there were similarities and differences between Anglo-Saxon and Viking Britain. Children know that Anglo-Saxons and Vikings were often referred to as 'invaders' and 'settlers. Children know of examples of Anglo-Saxon and Viking invasion – Anglo-Saxon invasion of Britain following the Romans and Viking invasion of Sutton Hoo. Children know that the Vikings created and used the long ships as a method of travel to support invasion and settlement.</p> <p>Skills: Children can explain and can compare cultural aspects of life in Anglo-Saxon times and Ancient Britain. Children can communicate whether they would rather be a Viking or Anglo-Saxon. Children can use sources of information to answer questions about the past. Children can consolidate their own learning of daily life in Anglo-Saxon and Viking Britain and compare to modern day. Children can</p> <p>Assessment: Children are able to explain what life was like within Anglo-Saxon and Viking Britain and modern Britain using their knowledge learnt to justify their decisions and evidence from our lessons.</p> <p>Task: Children are able to debate whether they would prefer to be a Viking or Anglo-Saxon using oracy skills and knowledge learnt in previous lessons.</p>	<p>Lesson 6:</p> <p>To know about the compilation and importance of the Domesday book.</p> <p>Knowledge: Children know that, in 1085, William had two main problems; he had a money shortage and needed more to pay his army, and some of the Norman lords had begun to argue about the lands they owned. Children know that, during Norman times, all land was owned by the king, and anyone that was given land by him had to pay taxes. In order for William to get more money from the landowners, he needed more information about them and his land. In early 1086, William appointed a group of men as his Royal Commissioners who would travel this country and collect all of the information needed. The huge amount of information collected was summarised and written up into a book, which became known as the Domesday book. In 1087, before the book was completed, William died in Normandy after being injured in a fight against the French. On his death bed, William gave control of Normandy to his eldest son, Richard. His younger son, William Rufus, was given control of England, and became the next king, William II. Children know that the compilation of the Domesday book was a huge undertaking and achievement during that time. No other king or queen had ever achieved anything like it. William would be remembered not only as the Conqueror of England, but also for this important document.</p>

		Vocabulary: Viking runes, longship, Scandinavia, Anglo-Saxons, invade, Settle, Scandinavia, Settled, raided, Sutton Hoo, wooden bowl, buckle.	Skills: Children can identify significant events within a historical period and explain their significance. Children can use historical sources to deepen understanding. Children can use understanding of the roles and responsibilities within the feudal system to identify the role of key figures in the Domesday Book Compilation. Assessment: Children are able to explain the significance of the Domesday Book and undertake their own research in a similar way. Children to complete role play activity, followed by class census. Vocabulary: Domesday Book, survey, knight, lord, king, peasants, land, military, promise, tax.
Year 4 Subject Vocabulary (I use) AD BC Sources Reliable Religion Beliefs Civilisation Chronological Compare Contrast Equality Power Technology	Composite Vocabulary (I use):	Composite Vocabulary (I use): Ancient, Viking, Anglo-Saxon, invade, raid, artefacts, settle, invasion, sources, punishment, chronology, Ancient Britain, Scandinavia	Composite Vocabulary (I use): Norsemen, Normandy, Anglo-Saxons, Normans Conquest, Invade, Census, Tax, Battle

YEAR 3 HISTORY MEDIUM TERM PLAN

Year 3 skills (I can)	I understand...	I understand...	I understand...
I can use a wide range of historical terminology.	I know that a century is a hundred years and that Ancient Egyptian time was about 3000 years ago.	I know where in the world Greece is on a map. I know that the Ancient Greek time period was about 2000 years ago.	I know that the Roman Empire began in Italy. I know where in the world Italy is. I know that the Roman Empire time period was about 2000 years ago.

<p>I can use words and phrases relating to the passing of time.</p> <p>I can present what I have learnt in different ways.</p> <p>I can use sources of information to find out about the past.</p> <p>I can use sources of information to answer questions about the past.</p> <p>I can ask a question about a text I have read and use this to draw my own conclusions.</p>	<p>I know that there were different groups of people in Ancient Egypt and they all had their place in a hierarchy.</p> <p>I know that the Pharaohs were the most powerful as they were considered close to God.</p> <p>I know that Pharaohs collected taxes, made rules and ordered wars.</p> <p>I know that every ancient Egyptian went through the death process but this was slightly different depending on their place in the hierarchy.</p> <p>I know that Ancient Egyptians believed in many Gods.</p> <p>I know that the River Nile was used for trade, water and to grow crops.</p> <p>I know that the pyramids were used to hold the tombs of Pharaohs after their death.</p> <p>Ancient Egypt</p> <p>How do you know that Ancient Egyptian Pharaohs were powerful members of society?</p>	<p>I understand that events are grouped into time periods (AD and BC).</p> <p>I know that the Ancient Greek time period was the same time as the Ancient Egyptian time period.</p> <p>I know how the Ancient Greeks have influenced our lives.</p> <p>I know the differences in the roles of children in Ancient Greek life.</p> <p>I know where the Olympics began and how it has changed over time.</p> <p>I know what a source is and the difference between primary and secondary sources.</p> <p>I understand the impact of Greek theatre on Ancient Greek life.</p> <p>I understand the Greek belief system and how it influences the people of Ancient Greece.</p> <p>Ancient Greece</p> <p>Can we thank the Ancient Greeks for anything in our lives today?</p>	<p>I know that the Roman Empire lasted roughly 1.000 years.</p> <p>I know that the Roman empire spanned over two time periods (AD and BC).</p> <p>I know there were different groups of people in the Roman Empire and they all had a place in a hierarchy.</p> <p>I know that the Roman army was powerful because they were large in numbers and highly trained.</p> <p>I know that most gladiators were slaves.</p> <p>I know how to use primary and secondary sources.</p> <p>I understand that the type of information available depends on the period of time I am studying.</p> <p>Roman Empire</p> <p>How successful were the Roman army? How do you know?</p>
	<p>Lesson 1</p> <p>I understand when the Egyptian civilisation took place and where Egypt is located in the world.</p> <p>Knowledge: Children know that the Ancient Egyptian period began 3100BC-30BC. It lasted over 3000 years. BC means before Christ was born. Children know that a timeline shows when events have happened. A century is 100 years. Children know that Egypt is a country in Africa.</p> <p>Skills: Children can use words and phrases relating to the passing of time. Children can use a wide range of historical terminology. Children can use sources of information to find out about the past.</p>	<p>Lesson 1</p> <p>I understand when and where the Ancient Greeks lived.</p> <p>Knowledge: Children know that the Ancient Greek period was around 2,000 years ago. It began in the 2,200 BC to 30 BC. Children know that Greece is in Europe. Children know that the Ancient Egyptian civilisation also happened in the same time period.</p> <p>Skills: Children can use words and phrases relating to the passing of time. Children can use a wide range of historical terminology. Children can use sources of information to find out about the past. Using an atlas, children will find Greece on a map. Discuss the surrounding countries that</p>	<p>Lesson 1</p> <p>I know what life was like under the Roman Empire.</p> <p>Knowledge: Children know where Rome is located in the world. They know that it began 2000 years ago and lasted for 1000 years. Children know that there were different types of soldiers in the army. Children know that a centurion is a commander in the Roman army and what his role was. Children know who the Celts were and that druid is a religious leader. Children know what life was like under the Roman Empire for different ranked people of society. Children know that Boudicca stopped the first invasion of the Romans.</p>

	<p>Using an atlas, children will find Egypt on the map. Children to explain events in relation to time periods using the vocabulary below. Create a class human timeline counting in centuries from where Jesus Christ was born. In pairs, children to order events that happened in the Ancient Civilisation in chronological order.</p> <p>Assessment: Children are able to order events chronologically. Children are able to explain that a century is 100 years. Children are able to find Egypt on a map.</p> <p>Vocabulary: Century, BC, years, months, days, weeks, continent, country</p>	<p>border Greece. Ask the children why bordering three different seas would have been a positive for the Ancient Greek civilisation. Share with the children the live timeline from KAPOW to show that other ancient civilisations are happening around the world at the same time. In pairs, children to order events that happened in the Ancient Civilisation in chronological order. Children to learn about the Greek Gods and make notes in their notepad.</p> <p>Assessment: Children are able to order events chronically in Ancient Greece.</p> <p>Vocabulary: Century, BC, AD, Ancient Greece, Europe, Aegean Sea, Mediterranean Sea, Ionian Sea, time period</p>	<p>Skills: Children can use sources of information to find out about the past. Children can use a wide range of historical terminology. Children to attend Kent Life theme day as a Roman to find out about the life at this time.</p> <p>Assessment: Children can recall key facts from their day at Kent Life including what the role of people in the army and what life was like in battles.</p> <p>Vocabulary: Boudicca, Roman Empire, Rome, Italy, BC, AD, Celts, Druids, centurion, army, soldier, battle, invasion, Britons</p>
	<p>Lesson 2</p> <p>I understand the ancient Egyptian hierarchy.</p> <p>Knowledge: Children know that hierarchy is a ranking of people based on their wealth/popularity. Children know that some people are more powerful than others. Children know the order of the Ancient Egyptian hierarchy: Gods, Pharaohs, Priests, Soldiers, Scribes, Merchants, Craftsmen, Farmers, Slaves.</p> <p>Skills: Children can use sources of information to find out about the past. Children can ask a question about a source they have investigated and use this to draw their own opinions.</p> <p>Children to use a dictionary in pairs to find out what the word 'hierarchy' means. Share a familiar hieratic system with the children (school hierarchy.) Discuss with the children what each part of the hierarchy is: head teacher, deputy head, middle leaders,</p>	<p>Lesson 2</p> <p>I understand that artefacts from Ancient Greece have influenced objects that children use today.</p> <p>Knowledge: Children in Ancient Greece used similar objects in their daily lives as the children do now. Girls and boys had different roles in Ancient Greece. Girls did not receive a formal education however boys did.</p> <p>Skills: I can use sources of information to find out about the past. I can present what I have learnt in different ways.</p> <p>Explain to the children that today they are going to be archaeologists. Has anybody heard that word before? Does anybody know what that word means? Add this to the class Knowledge Organiser. Split the children into groups of 3/4. Share with the children the Object Handling Guidelines from Maidstone Museum before beginning the practical lesson. Explain that these objects are called primary</p>	<p>Lesson 2</p> <p>I know that the Roman empire began in Italy.</p> <p>Knowledge: Children know where Italy is located and that the Roman empire started in Rome. Children know that the Roman empire was 2000 years ago and last for 1000 years. Children know that the Roman empire was spread over two time periods BC and AD. Children know why the Romans invaded Britain.</p> <p>Skills: Children can use a wide range of historical terminology. Children can use words and phrases relating to the passing of time. Children can use sources of information to answer questions about the past. (Children to find Italy on a map and then find Rome. Explain to children that the Roman empire started 2000 years ago and that it lasted for 1000 years. Children to learn that the Roman empire spread outside of Italy as they</p>

	<p>teachers, TAs, children. Work as a class to match a statement to each part of the school hierarchy. Children to explain why each statement is specific to each job role. Share the Ancient Egyptian hierarchy (without labels) with the children. As a class, match the names to each class. Highlight any unfamiliar words such as 'scribe/vizier/merchant/craftsmen.' Children will match each job role in Ancient Egyptian society to the correct statement.</p> <p>Assessment: Children are able to identify and explain the roles of different people in Ancient Egyptian society. Children are able to compare the importance of one class to another.</p> <p>Vocabulary: Hierarchy, God, Pharaohs, Priests, Soldiers, Scribes, Merchants, Craftsmen, Farmers, Slaves, significant, powerful, wealth, popularity.</p>	<p>sources, objects that are from the time period of Ancient Greece not pretend ones. Children to investigate each object and identify what they think it is and who it belonged to in Ancient Greece. Rotate this activity until each group has handled each source. Share with the children what the 10 mystery artefacts are and what they were used for. Focus on the leather sandals, toy horse and wooden tablet with stylus. Explain that all of these would have been used by children.</p> <p>Assessment: Children to work in pairs to discuss if there is another object that they have used in 2023 that is similar to three sources.</p> <p>Vocabulary: primary source, archaeologist, artefact, Ancient Greece, leather sandals, toy horse, wooden tablet with stylus, Greek column, Amphora, theatre masks, Trojan helmet, Greek coins, owl pendant, clay oil lamp,</p>	<p>wanted more power from the resources they could gain. Children to colour in a map to show how big the Roman empire was. Children watch a video showing how the Romans invaded Britain.</p> <p>https://www.youtube.com/watch?v=SajyHgJTy3E&ab_channel=EnglishHeritage</p> <p>Assessment: Children can explain how big the Roman empire was and why they invaded Britain. Children are able to use their map to recall countries that were invaded by the Romans in Europe and Africa.</p> <p>Vocabulary: Roman Empire, Rome, Italy, BC, AD invasion, Britain, Europe, Africa, army.</p>
	<p>Lesson 3</p> <p>I understand how the ancient Egyptian hierarchy impacted on daily life.</p> <p>Knowledge: Children know that Pharaohs were heads of state and religious leaders of their state. Children know that Pharaohs made laws, collected taxes and fought wars. They were seen as links to Gods by the Ancient Egyptian people.</p> <p>Skills: Children can use sources of information to find out about the past. Children can present what they have learnt in different ways.</p> <p>Children to compare photos of homes belonging to different classes of Ancient Egyptian people. Children to rationalise where</p>	<p>Lesson 3:</p> <p>I understand where the Olympics began and how it has changed over time.</p> <p>Knowledge: Children know that the Olympics were founded in Olympia in Ancient Greece. Children know that they were held to honour the Gods, particularly the head God called Zeus. Children know that women were not allowed to participate or spectate. Children know that the types of games have changed over time.</p> <p>Skills: Children can use a wide range of historical terminology. Children can use sources of information to find out about the past. Children can use sources of information to answer questions about the past.</p>	<p>Lesson 3</p> <p>I know that the Roman army was powerful because they were large in numbers and highly trained.</p> <p>Knowledge: Children know that the Roman Army was large in number. Children know that the Roman Army was powerful. Children now that the Roman Army was skilful and highly trained.</p> <p>Skills:</p> <p>I can use a wide range of historical terminology. I can use words and phrases relating to the passing of time. I can use sources of information to answer questions about the past. Explain to the children that they are going to</p>

	<p>a Pharaoh would live using information from a source (teacher made video).</p> <p>Assessment: Children are able to identify that a Pharaoh would live in a palace due to their wealth and status.</p> <p>Vocabulary: Pharaoh, God, tax, religion, state, source.</p>	<p>Children to be given pictures from modern Olympics and ancient Greek Olympics.</p> <p>Children to sort the images into modern and ancient Greek justifying their choices. Discuss with children how we can learn about the ancient Greeks as it was such a long time ago. Explain that we can find out information from primary sources such as vases. Children to work in groups answering questions about the ancient Greek Olympics using images of vases which depict images from the Greek Olympics. At the end of the session discuss with children what they have learnt about the ancient Greek Olympics.</p> <p>Assessment: Children are able to explain what they have found out about the ancient Greek Olympics from the ancient Greek vases.</p> <p>Vocabulary: secondary source, artefact, Olympics, vase, ancient Greek</p>	<p>learn about what you had to do to be a Roman soldier and why their role was so important to the Roman Empire. Children to work in pairs and be given an area to research: a soldier's armour, a soldier's training, a soldier's military manoeuvres. Children to use secondary sources to find out about their given area. The Romans Are Coming by Paul Mason (pg 10)</p> <p>The Genius of the Romans by Izzi Howell (pg 6/7)</p> <p>Romans in Britain by National Geographics Kids (pg 11)</p> <p>Romans by Kingfisher Readers (pg 12/13)</p> <p>100 Facts Roman Britain by Miles Kelly by (pg 18/19)</p> <p>Did Romans really eat flamingos? By Tim Cooke (pg 12-13)</p> <p>Children to group together in pairs to retrieve key facts that they think are important about each area.</p> <p>Assessment: Children to record key facts in a table in their books about a soldier's armour, a soldier's training and their military manoeuvres. Children are able to share their most interesting fact with the class.</p> <p>Vocabulary: Roman army, soldier, legionary, legions, battle, armour, manoeuvres, military training, secondary sources.</p>
	<p>Lesson 4</p> <p>I understand how significant pyramids and the River Nile are to Ancient Egyptians.</p> <p>Knowledge: Children know that the pyramids were built to hold Pharaoh's tombs. Children know The River Nile was used for fishing, food, cattle and washing. Children know that merchants used it for transportation of</p>	<p>Lesson 4:</p> <p>I understand the significance of theatres and philosophers in ancient Greek times.</p> <p>Knowledge: Children know that only men were allowed to act in plays. Theatres were outside and people often enjoyed going to watch them. Greek actors wore masks to show what their character was like. Children know</p>	<p>Lesson 4</p> <p>I know how Boudicca responded to the Roman invasion of Britain.</p> <p>Knowledge: Children know that Boudicca led a revolt against the Romans. Boudicca was a Celtic queen who rebelled against Roman rule in AD 60. She married King Prasutagus who wanted to leave half of the land to his wife</p>

	<p>materials to build the pyramids. Without the Nile, pyramids wouldn't have been built so quickly.</p> <p>Skills: Children can use sources of information to answer questions about the past. Children to predict which was the most important to the Ancient Egyptian period. Children to collect information about the uses of the River Nile and the pyramids. Sources: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-river-nile/zkvmjsg and https://www.bbc.co.uk/teach/class-clips-video/history-ks2-pyramids/z2qgydm Children to decide based on the information collected and explain their reasoning.</p> <p>Assessment: Children are able to make an informed decision about the importance of each historical feature.</p> <p>Vocabulary: River Nile, pyramids, farming, cattle, merchant, transportation, Pharaoh</p>	<p>what masks looked like. Some plays were tragedies and some were comedies. Philosophers are great thinkers including scientists. Aristotle studied science and wrote many books. Hippocrates was a doctor who learned how bodies worked.</p> <p>Skills: Children can use sources of information to find out about the past. Children can draw conclusions about what they have read. Children can present their learning in different ways.</p> <p>Children to be introduced to the word's 'theatre' and 'philosophy'. Does anyone know what these words mean? Split the children into 2 groups. One half will have the challenge to find the word 'theatre' in a dictionary whilst the others will search for the word 'philosophy.' Support the children with the explanation of 'philosophy' by explaining that philosophers were great thinkers including scientists and mathematicians. Children will work in pairs in the same 2 groups to be fact finders. The children will be tasked with finding facts about either Greek philosophy/philosophers or theatre using the secondary sources below:</p> <p><u>Secondary sources about Greek theatre:</u> Ancient Greeks by Stephanie Turnbull page 22 Visitors Guide to Ancient Greece page 44 Facts and Artefacts Ancient Greece page 22 Find Tom in Time by Fatti Burke page 24,25 Secondary sources about Greek thinkers: Facts and Artefacts Ancient Greece page 20 Usborne Beginners Ancient Greeks page 28,29</p> <p>Assessment: Children will pair up with an opposite pair and teach them what they know about philosophy/theatre. End the lesson with a class vote on what the children think was the</p>	<p>and the other half to the Romans but when he died, Boudicca was treated very badly by the Romans. The Romans imprisoned many Celts and enslaved them. Boudicca led an army of 30,000 men and won a series of battles. Her army became overconfident and was beaten during the Battle of Watling Street. Celts were very impressed by what the Romans were able to do.</p> <p>Skills: Children can ask a question about a text I have read and use this to draw my own conclusions. Children to record notes on Boudicca based on the following video: https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z9j4kqt</p> <p>Children to infer what Boudicca was like based on the information given and the pictures of her. For example, Boudicca was brave because she led a huge army. Discuss what primary and secondary sources are: which is more reliable and why? Are these pictures of Boudicca primary or secondary? What do Roman sources tell us about Boudicca? Are Roman sources reliable? Why? Share the statement by Cassius Dio.</p> <p>Assessment: Children to choose which source (pictures) is the closest representation of Boudicca? Children to justify their reasoning verbally.</p> <p>Vocabulary: source, primary, secondary, Roman, Boudicca, Celtic, Empire, power, reliable, invasion</p>
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		<p>most important, either philosophy/theatre and why they think this</p> <p>Vocabulary: theatre, philosophy, philosophers, thinkers, scientists, mathematicians, actors, masks, secondary source</p>	
	<p>Lesson 5</p> <p>I understand specific aspects of Egyptian life including the death process.</p> <p>Knowledge: Children know that the process of mummification is where a body is preserved for the after-life. Children know that this was important for Ancient Egyptians as they believed they would live forever. Children know that embalmers removed the brain, lungs, intestines, liver, stomach and put them in canopic jars to preserve them. Children know that the body was covered in natron salts for many days to dry out the body and they filled the hole with herbs, sawdust and linen. Children know that the body was washed (Pharaohs washed with wine). They know they were wrapped up and given an amulet to protect them in the afterlife after which they put on a death mask on them. They also know that a priest wearing an Anubis mask and says a prayer over the body. Pharaohs were put in a sarcophagus and then a coffin.</p> <p>Skills: Children can use sources of information to find out about the past. Children can present what they have learnt in different ways.</p> <p>Children to watch a video explaining the mummification process and re-enact it. Children to compare the similarities and differences of the death process for peasants and Pharaohs on a Venn diagram.</p>	<p>Lesson 5</p> <p>I understand the similarities and differences in Athens and Sparta.</p> <p>Knowledge: Children know that Ancient Greece was split into states. Two of the states were Athens and Sparta. They were ruled differently. Athens was for making decisions fairly (democracy) - men were allowed to participate in making laws. In Sparta, only the powerful people controlled the city. In both places, women were not allowed to vote. Boys left home at 7 to go to school. Education was different in both places. In Athens, boys were taught a range of subjects but in Sparta they were mainly taught how to be soldiers. Girls had more freedom in Sparta than in Athens.</p> <p>Skills: Children can present what they have learnt in different ways. Children can use sources of information to find out about the past. Children can use a wide range of historical terminology. Share a map of Ancient Greece with the children (Twinkl, Map of Ancient Greece Display Poster). Discuss why there are so many places on the map. Share with the children that Ancient Greece was split into city states (link this with counties in Kent and states in America). Teach the children that the city states had their own rulers and their own rules. The children will watch a video (teacher made) about living in both Sparta and Athens. The children will create a table to</p>	<p>Lesson 5</p> <p>I know there were different groups of people in the Roman Empire and they all had a place in a hierarchy.</p> <p>Knowledge: Children know that Roman society was split into different levels. Children understand the roles each group of people played in everyday life. Children understand the hierarchy of Roman society.</p> <p>Skills: Children can use a wide range of historical terminology. Children can use sources of information to find out about the past. (Children to be given different role cards and a description to try and match with the role.) Children to then watch a video https://www.youtube.com/watch?v=awvKroEixUQ&ab_channel=TwinklTeachesKS2 explaining the different roles in Roman society. Show children the hierarchy and refer to it in their knowledge organisers. Children to write a fact about each role in their knowledge organiser. Children to match their cards up again using what they have just learnt about each of the roles.)</p> <p>Assessment: Children are able to accurately match the roles of the hierarchy with the descriptions. Children can explain who was at</p>

	<p>Assessment: Children are able to differentiate between the death process for a Pharaoh and the death process for a civilian during the Ancient Egyptian period. Children are able to recognise the significance of a Pharaoh.</p> <p>Vocabulary: sarcophagus, coffin, mummification, after-life, amulet, Anubis (God of death), embalmer, comparison, Venn diagram</p>	<p>highlight the positives and negatives of both the Spartan and Athenian culture in Ancient Greece.</p> <p>Assessment: The children can identify the differences in states.</p> <p>Vocabulary: Athens, Sparta, laws, soldier, government, education, equality, power</p>	<p>the top and the bottom of the hierarchy and how they know.</p> <p>Vocabulary: Roman, empire, hierarchy, emperor, senators, equestrians, soldiers, plebeians, women, slaves, gladiators, power, society</p>
	<p>Lesson 6</p> <p>How do you know that Ancient Egyptian Pharaohs were powerful members of society?</p> <p>Knowledge: Children know that a Pharaoh was at the top of the hierarchy. They know that they were considered to be Gods on Earth. They know that they made laws and they owned all of the land in Egypt. They know they were respected by civilians. They know they were rich and powerful.</p> <p>Skills: Children can present what they have learnt in different ways.</p> <p>Children to write and record a speech as a Pharaoh to explain their role in Egyptian society. Videos to be shared as a class.</p> <p>Assessment: Children are able to understand and explain the significance of Pharaoh's in Ancient Egyptian society.</p>		<p>Lesson 6:</p> <p>I understand that the Roman army was successful and what made them powerful.</p> <p>Knowledge: Children know that Roman soldiers were highly trained, well-resourced and large in number. The children know that the Roman's successfully invaded large parts of Europe and Africa.</p> <p>Skills: Children can present what they know in different ways. Children can use a wide range of historical terminology. Children will inspect the different weapons and equipment used by the Celts and Romans during the invasion of Britain. Children will share with their talk partner which weapon(s) they would choose to use.</p> <p>Assessment: Children can explain what equipment a Roman soldier would need in battle and why this was paramount to their success. Children will sort a variety of weapons into most useful and least useful. Children will justify their reasoning.</p> <p>Vocabulary: Roman, empire, hierarchy, legionary, battle, soldier, army, powerful, manoeuvres, skills, armour, Celt, rebellion, Britain</p>
Year 3 Subject Vocabulary (I use)	Composite Vocabulary (I use):	Composite Vocabulary (I use):	Composite Vocabulary (I use): Boudicca, Roman Empire, Rome, Italy

AD BC Sources Old New Religion Beliefs Civilisation Century Millennium Decade Chronological Compare Contrast	AD, BC, sources, religion, beliefs, Ancient Egypt, Gods/Goddesses, Pharaoh, before, after, pyramid, coffin, sphinx, Tutankhamun, sarcophagus, canopic jars, linen, mummy, Amulet, River Nile, tomb, death mask, Anubis, embalm, hieroglyphics	Athens, Sparta, laws, soldier, government, education, equality, Power, theatre, philosophy, philosophers, thinkers, scientists, mathematicians, actors, masks, secondary source, Olympics, vase, Ancient Greek, primary source, archaeologist, artefact, leather, sandals, toy horse, wooden tablet with stylus, Greek column, Amphora, theatre masks, Trojan helmet, Greek coins, owl pendant, clay oil lamp, Century, BC, AD, Ancient Greece, Europe, Aegean Sea, Mediterranean Sea, Ionian Sea, time period	BC, AD, Celts, Druids, Centurion, Army Soldier, Battle, Invasion, Britons
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YEAR 2 HISTORY MEDIUM TERM PLAN

Year 2 skills (I can)	I understand...	I understand...	I understand...
I can ask and answer questions using sources. I can name some ways we find out about the past. I can use historical vocabulary. I can order events in chronological order. I can describe similarities and differences between different periods. I can describe change within living memory. I can describe events beyond living memory.	I know that the Great Fire of London occurred centuries before the eras previously studied. I know where the Great Fire of London started (Pudding Lane, Thomas Farryner's Bakery) I know which historical figures were involved and the evidence they provided e.g., Samuel Pepys, Thomas Farryner, Sir Christopher Wren, King Charles. I know the extent of the damage caused and its impact on London. I know how current technology and resources would prevent this in a modern context. I know key historical facts and dates (2nd September 1666 and lasted for five days) I know the difference between historical sources e.g., primary and secondary sources and how to use these to gain information. The Great Fire of London Was the Great Fire of London a disaster?	I understand... Knowledge: I know that my life is different from the lives of people in the past. I know there were big differences between the lives of poor and rich children during the Victorian Era. I know what life was like for a child during Victorian times. I know about class division. I know about famous people from the Victorian Era and what impact the Victorians have made on our lives today. The Victorians Would you have liked to have been a Victorian and why?	I understand... Knowledge: I know that Emmeline Pankhurst was a British activist and leader of the suffragette movement who helped women win the right to vote. I know Rosa Parks refused to give up her seat to a white passenger on a bus and was arrested and fined. I know that not everyone is treated equally. I know that when you live in different parts of the world you have different rights and people are not always treated equally. Fight for Your Rights Who do you think was the most significant activist and why?
	Lesson 6	Lesson 1	Lesson 1

<p>I can describe significant historical events, people and places.</p>	<p>I understand similarities and differences between ways of life in Stuart Times to Modern Day</p> <p>Knowledge: Daily life was different compared to today – food, entertainment, education, daily routine.</p> <p>Skills: I can compare similarities and differences between different periods. Children to create timeline of historical events. Children to compare a life in the Stuart period (https://www.youtube.com/watch?v=pW6zGKqUVdc&ab_channel=InspireEducation and pictures on slides) with their own life today. Children to work in pairs to sort items / activities into Stuart times and Modern day.</p> <p>Assessment: Children are able to accurately sort items / activities.</p> <p>Vocabulary: The Stuarts, compare, similarities, differences, past, present, change, sources</p>	<p>I understand that my life is different from the lives of people in the past.</p> <p>Knowledge: Chronology – adding periods of history they have learnt so far to a timeline. What school was like for Victorian children. Rich vs poor. Education – mock school lesson.</p> <p>Skills: I can order events in chronological order. I can describe similarities and differences between different periods. Children to make a scaled human timeline with key dates that they have learnt about so far in history. Where on our timeline would the Victorians be placed?</p> <p>Watch: https://www.youtube.com/watch?v=RhSCrDdF-sU&ab_channel=TheTouringTeacher up to 6 minutes. Children to experience a Victorian styled lesson including slates (use ordered in resource pack), sat in rows, no technology, separating girls from boys etc. Children to compare their own school life with the school life of a Victorian child. What did you like about the Victorian lesson? What didn't you like about it? Children to complete a thought bubble.</p> <p>Vocabulary: Victorians, slate, chalk, school, timeline, chronology, period, era, similarities, differences.</p> <p>Assessment: Children can consider their own preferences on Victorian school life and record this in words or pictures.</p>	<p>I know that not everyone is treated equally.</p> <p>Knowledge: To know what being treated equally means.</p> <p>Skills: I can ask and answer questions. Children will explore the phrase 'life isn't fair'. We will set up some nice games and only let certain children play them based upon their physical characteristics e.g. hair and eye colour. See the reaction of children and discuss how this made them feel. Do they think this happens to people today? Do they think this is right? What does be 'treated equally' mean? Children to record their own ideas in a thought bubble and then create a class definition to compare these. Add both to learning journals to see comparisons. Reinforce language introduced with a quiz at the end of the lesson.</p> <p>Assessment: Children will be able to explain what equality means with a reasoned answer</p> <p>Vocabulary: Equality, fairness, rights</p>
	<p>Lesson 2</p> <p>I understand the GFOL events and can use these when answering and asking questions.</p> <p>Knowledge: It began in a bakery on Pudding Lane and spread quickly throughout London. The fire lasted for four days, burnt down 13,200 houses and spanned 1.5 miles. 6 lives</p>	<p>Lesson 2</p> <p>I know about famous people from the Victorian Era and what impact the Victorians have made on our lives today.</p> <p>Knowledge: Queen Victoria, Robert Peel, John Cadbury, Charles Darwin and George Stephenson. What did these people do to</p>	<p>Lesson 2</p> <p>I know the difference between a right and a want. I know that not everyone is treated equally.</p> <p>Knowledge: Children will learn the differences between wants and needs. This will then link to learning about the rights of a child.</p>

	<p>were lost before the Navy stopped the fire by blowing up buildings</p> <p>Skills: I can order events in chronological order. Revisit questions on mind-maps. Children to watch a video clip (https://www.youtube.com/watch?v=weEveQ4nz4g&ab_channel=ThePlayHouseOnline). Starter: Children to go on a fact hunt around the classroom (M/A groups) to reinforce understanding of events. Children to order/sequence events using pictures and captions as a whole class. (L2 - the-great-fire-of-London-events-timeline on shared drive. CT and TA to role play judge and witness (Lesson 2 script). Children to vote whether the character is responsible for the fire. Return to mind-maps – what questions can you now answer?</p> <p>Assessment: Children are able to recognise that there are different viewpoints about who or what caused the GFOL.</p> <p>Vocabulary: The Stuarts, chronological order, GFOL, past, history, St Paul’s Cathedral</p>	<p>impact the Victorian era and how does this still impact our lives today? Resource table on each famous person for children to investigate.</p> <p>Skills: I can ask and answer questions using sources. I can describe significant historical events, people and places. Children to be arranged into five mixed ability groups of six. Each group will be given one famous person to investigate using a range of sources (C:\Users\IEasthope\Swingate Primary School In Medway\Year 2 Planning - Documents\Swingate 2022-2023\Term 3\Foundation Planning\History\Lesson 2). Children to create a spider diagram about their person on A3 paper to include details about them and how they impacted the lives of Victorians. At the end of the lesson, each group will feed back what they have discovered about their famous person and how they impacted the lives of Victorians.</p> <p>Vocabulary: Victorians, monarch, police, inventor, railways, scientist, impact, sources, investigate, research.</p> <p>Assessment: Can children discuss how these people have impacted our lives today?</p>	<p>Skills: I can use historical vocabulary. I can describe similarities and differences between different periods. Children to explore what the words ‘need’ and ‘want’ mean. Can they sort a list of needs and wants in groups? This should generate discussion. Share the term human rights and share with children ‘the rights of a child’. How do they feel about these? Just because you have the right to something does that mean it will always happen? Why do adults and children have different rights? What are staff in school able to do but children aren’t? Why is this? Is that okay? Children record some ideas on flipchart paper in groups to share with the class. Children given question prompts to write around. Reinforce language introduced with a quiz at the end of the lesson.</p> <p>Assessment: Can children name some of the children’s rights? Are they confident in talking about what a right is?</p> <p>Vocabulary: needs, wants, rights, human rights, fair, equal, treatment.</p>
	<p>Lesson 3</p> <p>I understand there are different ways we learn about the past e.g. a diary</p> <p>Knowledge: Samuel Pepys wrote a diary entry recalling the GFOL from his perspective. Understand that we gain our information from the past using sources</p> <p>Skills: I can name some ways we can find out about the past. I can ask and answer questions using sources. Children to explore what makes a source reliable. Based on a real event in</p>	<p>Lesson 3</p> <p>I know about famous people from the Victorian Era and what impact the Victorians have made on our lives today.</p> <p>Knowledge: A range of inventions from the Victorian Era and more modern ones.</p> <p>Skills: I can name some ways we find out about the past. I can use historical vocabulary. I can describe significant historical events, people and places. Children to be given pictures of inventions (printed in black and</p>	<p>Lesson 3</p> <p>I know Rosa Parks refused to give up her seat to a white passenger on a bus and was arrested and fined.</p> <p>Knowledge: Know who Rosa Parks was and what impact she had on civil rights.</p> <p>Skills: I can ask and answer questions using sources. I can describe events beyond living memory. I can describe significant historical events, people and places.</p>

	<p>school, who would be more reliable a witness verses someone who had been reported the incident to. Children to be exposed to child-friendly Samuel Pepys diary entry and John Evelyn's diary entry (Copy of original diary, transcript – shared drive- and reading of transcript https://www.bbc.co.uk/programmes/articles/1hpn9ZzYcSMsWGWHBQbSkXM/4-samuel-pepys-and-the-great-fire-of-london-part-2 .</p> <p>Children to explore paintings of GFOL (Shared drive - L3 - Paintings for table discussion)</p> <p>What can you learn from these sources about the GFOL?</p> <p>Children to draw a character and write a thought bubble about what they did and how they felt during the fire.</p> <p>Assessment: Children can use one source to say if it helps us to know if GFOL was a disaster</p> <p>Vocabulary: Samuel Pepys, sources, paintings, information, reliability, reasoning</p>	<p>white) from the Victorian Era and more recent. Children to work as a table group to identify which inventions they think were made in the Victorian Era. Children to carry out a table-top gallery to see what other groups have decided. Are they the same as your ideas or different? Share answers as a class (pictures with dates added). Which did you work out correctly? Did any surprise you? Watch the video: https://www.youtube.com/watch?v=N9g6kWomMHs&ab_channel=HorribleHistories</p> <p>Teaching input around three key inventions from the Victorian Era (telephone, typewriter and light bulb). Children to design an advert for one of these inventions to sell it to Victorian people. Advert will be in the style of a poster with image in the middle and key persuasive phrases around.</p> <p>Assessment: Children are able to create an advert selling a key invention from the Victorian Era. Children can consider the importance of this invention to Victorians.</p> <p>Vocabulary: Victorians, inventions, impact, sources, period/era, advert, change.</p>	<p>Watch a video about Rosa Parks. https://www.youtube.com/watch?v=aCcSsjkQe9s&ab_channel=TheStoryTimeFamily</p> <p>Discuss her and how her actions on the bus impacted civil rights. Children to act out the scene in groups – photos for evidence. Task 1: Children will create a short storyboard of the 'significant historical event' leading to these placards, images on the board from the video to support, SEND just to draw. Task 2: Create a placard supporting Rosa Parks argument that everyone should be equal, show examples of model posters and language to support. Reinforce language introduced with a quiz at the end of the lesson.</p> <p>Assessment: Children will be able to create a supportive placard using reasoned argument</p> <p>Vocabulary: Equality, fairness, rights, civil rights, race</p>
	<p>Lesson 4</p> <p>I understand the significance of events beyond living memory (pre-Great Fire of London)</p> <p>Knowledge: Look at specific areas which changed post-GFOL – what were these areas like before e.g. disease, fire department, houses (materials used to build/structure of houses</p>	<p>Lesson 4:</p> <p>I know about famous people from the Victorian Era and what impact the Victorians have made on our lives today.</p> <p>Knowledge: Brunel and his inventions. How inventions have developed and improved over time.</p> <p>Skills: I can use historical vocabulary. I can describe similarities and differences between</p>	<p>Lesson 4</p> <p>I know that Emmeline Pankhurst was a British activist and leader of the suffragette movement who helped women win the right to vote.</p> <p>Knowledge: Children will learn about Emmeline Pankhurst and the importance of voting. They will consider the positives to democracy and why their voice is valuable.</p>

	<p>Skills: I can ask and answer questions using sources. I can name ways we can find out about the past. I can describe events beyond living memory. Children to have a range of pictures on their tables (shared drive - L4 & 5 - Now and then comparison photos) Children to discuss what they think the pictures are of. Class discussion afterwards. Children to verbally explain which pictures are pre and post GFOL</p> <p>Assessment: Children to be able to present findings and link to GFOL being a disaster</p> <p>Vocabulary: sources, compare, questioning, fire department, disease, plague, structure, materials</p>	<p>different periods. Share information about Brunel with children: https://www.bbc.co.uk/bitesize/topics/zd4dy9g/articles/znj32sg and discuss why his inventions would have impacted the lives of Victorians. How do you think his inventions have impacted our lives today? Children to complete a comparison table detailing the differences between Victorian Era to now (linked to Brunel's inventions). One column at the end will ask children to state if they prefer the Victorian invention or the modern-day invention.</p> <p>Assessment: Children are able to state how inventions have improved from the Victorian period to modern-day.</p> <p>Vocabulary: Victorians, inventions, impact, sources, period/era, similarities, differences, compare, change.</p>	<p>Skills: I can ask and answer questions using sources. I can describe events beyond living memory. I can describe significant historical events, people and places. Learn about Emmeline (powerpoint). Discuss the importance of voting and living in a democratic society. Share a brief background on voting in different parts of the world for different groups on people https://www.youtube.com/watch?v=ZN0qP0vRqVE&ab_channel=UKParliament – do children think this was fair? Why? Link to school votes for school council. Children to vote on ballot papers for end of term Friyay. Line up at TA table, tick ballot paper and post in voting box. Children to write why they decided to vote and link to why people have the right to vote today in their answer- teacher to model this. Reinforce language introduced with a quiz at the end of the lesson.</p> <p>Vocabulary: Equality, fairness, rights, civil rights, race, suffragettes, vote, democracy</p> <p>Assessment: Children will be able to explain why they decided to vote, why is it important</p>
	<p>Lesson 5 I understand the significance of events beyond living memory (post-Great Fire of London) Knowledge: Look at what solutions were proposed by King Charles II to avoid another such fire Skills: I can ask and answer questions using sources. I can name ways we can find out about the past. I can describe events beyond living memory. Whole class – discuss how they would prevent a future fire. Children to look at map of proposed plan. (Shared drive – L5 Christopher</p>	<p>Lesson 5: I know there were big differences between the lives of poor and rich children during the Victorian Era. I know about class division. Knowledge: Look at the main differences between the lives of the rich and poor. Details on the different classes. Skills: I can ask and answer questions using sources. I can name some ways we find out about the past. I can use historical vocabulary. Visitor from the Guildhall Museum will be delivering this lesson. He will bring in artefacts and run a workshop to meet these objectives.</p>	<p>Lesson 5 I know that not everyone is treated equally. I know that when you live in different parts of the world you have different rights and people are not always treated equally. Knowledge: Children will explore modern day countries which do not offer the same human rights as our country. Children to consider their own opinions on this and think about where they'd prefer to live. Skills: I can describe similarities and differences between different periods. I can describe change within living memory. Ask children that</p>

	<p>Wren's plan) Read Charles' II speech and discuss as class. Children come up with their own plan in MA groups – large sheets, map of London.</p> <p>Assessment: Children to be able to present findings and link to GFOL being a disaster.</p> <p>Vocabulary: sources, compare, questioning, fire department, disease, plague, structure, materials</p>	<p>Assessment: Children can discuss what we can learn from sources and artefacts about class division in the Victorian Era.</p> <p>Vocabulary: class, sources, artefacts, rich, poor, Victorians, child, similarities, differences</p>	<p>rights adults in the United Kingdom have today. Sort rights of the past and modern in small groups. Pose the question do all adults in the world have the same rights? Explore laws in other countries which are different to the UK. Share story of Malala Yousavza and how she was treated because of where she lived. What is the same / different? Which country would children like to live in? Children will describe similarities and differences between different periods. Reinforce language introduced with a quiz at the end of the lesson.</p> <p>Vocabulary: Equality, fairness, rights, civil rights, country, laws, modern, adult, child</p> <p>Assessment: Children are able to provide a reason as to why they would prefer to live in one country over another.</p>
	<p>Lesson 6</p> <p>Was the Great Fire of London a disaster? Knowledge: Refer back to prior lessons' knowledge. Children to apply this knowledge to today's lesson.) Children are aware of the positives that followed the GFOL</p> <p>Skills: I can use historical vocabulary. I can describe events beyond living memory. As a class share positives and negatives to come from GFOL. How has this impacted life today? Split into 2 groups to rehearse verbal statements for conscience alley. As a class complete a conscience alley on positives / negatives of GFOL. Table in books to sort their ideas into 'was a disaster' 'wasn't a disaster' children can draw or write and then majority will help them to answer the overarching question. (Shared drive - L6 - Thought bubble stems - was the fire a disaster)</p>	<p>Lesson 6</p> <p>Would you have liked to have been a Victorian and why?</p> <p>Knowledge: Refer back to prior lessons' knowledge. Children to apply this knowledge to today's lesson. Children are aware of the positives and negatives to being a Victorian.</p> <p>Skills: I can use historical vocabulary. I can describe similarities and differences between different periods. I can describe change within living memory. I can describe events beyond living memory. Class debate – split the class in half and have half to argue reasons why it would be good to be a Victorian and half to argue why it wouldn't be. Give sentence starters to help formulate arguments with strong reasons. After the debate ask, has your opinion changed? Did somebody give a good argument which has changed your mind? Children to discuss with their partner: Would</p>	<p>Lesson 6</p> <p>Who do you think was the most significant activist and why?</p> <p>Knowledge: I know that Emmeline Pankhurst was a British activist and leader of the suffragette movement who helped women win the right to vote. I know Rosa Parks refused to give up her seat to a white passenger on a bus and was arrested and fined. I know that not everyone is treated equally. I know that Malala Yousavza is an activist who campaigned for the rights of children and girls.</p> <p>Skills: I can describe significant historical events, people and places. Recap key learning on Rosa Parks, Malala Yousavza and Emeline Pankhurst. As a class complete a comparison table with key facts about each woman and what they achieved.</p>

	<p>Assessment: Are children able to form an opinion based on their sorting into their table?</p> <p>Vocabulary: positive, negative, change, GFOL, evidence, past, present, impact</p>	<p>you have liked to have been a Victorian and why? Children to fill in a thought bubble with their thoughts on the over-arching question.</p> <p>Assessment: Children can provide a detailed answer to our over-arching question using relevant reasons to support them.</p> <p>Vocabulary: Victorians, past, compare, similarities, differences, inventors, inventions, school, education, classes, rich, poor, children, impact, period, era,</p>	<p>Children to complete their own table to look at similarities and differences of the three women. SEND to complete as a group with adult support. Conscience alley to consider who they feel is the most significant activist and why. Voting ballot paper to stick in book with their answer.</p> <p>Vocabulary: Equality, fairness, rights, civil rights, country, laws, modern, adult, child, democracy</p> <p>Assessment: Children will be able to choose who they feel is the most significant activist and explain why.</p>
<p>Year 2 Subject Vocabulary (I use)</p> <p>Anachronism, chronological order, era/period, The Tudors, The Stuarts, The Gunpowder Plot, plotters, Parliament secret, Guy Fawkes, traitor, treason, The Great Fire of London, Samuel Pepys diary, danger, Christopher Wren, St Paul's Cathedral, diary, past, present, compare, similarities, differences, sources, change, explorers, travel, encounter, impact, significant, brave, pioneer, Atlantic Ocean, rescue, danger,</p>	<p>Composite Vocabulary (I use):</p> <p>diary, past, present, compare, similarities, differences, sources, change, disaster, The Great Fire of London,</p>	<p>Composite Vocabulary (I use):</p> <p>Victorians, past, compare, similarities, differences, inventors, inventions, school, education, classes, rich, poor, children, impact, period, era, sources, artefacts, change</p>	<p>Composite Vocabulary (I use):</p> <p>Equality, fairness, rights, civil rights, country, laws, modern, adult, child, democracy</p>

survive memorial, investigate, research, evidence, Why...? Historians, experts, letters, newspapers, websites, detective, opinion, artefact, What...? When...? Where...?			
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YEAR 1 HISTORY MEDIUM TERM PLAN			
Year 1 skills (I can)	I understand...	I understand...	I understand...
	<p>Knowledge:</p> <p>I know that history is learning about the past and that stories and objects can teach us about the past.</p> <p>I know words relating to the passing of time.</p> <p>I know the key events that have happened in my life so far since I was born.</p> <p>I know about what life was like when my parents and grandparents were younger.</p> <p>I know that local transport has changed over time.</p> <p>I know that houses in the past have key recognisable features (Tudor houses) and had similarities and differences to the houses we live in today.</p> <p>I know that buildings, including our school, have changed over time.</p> <p>What is history?</p> <p>What is history and why do we learn about it?</p>	<p>Knowledge:</p> <p>I know that sources help us to find out about the past and that these take different forms; e.g., photographs and film footage written articles/films</p> <p>I know that primary sources are from the time of the event in history.</p> <p>I know that toys have developed over time – from wooden toys in ancient times to technological toys in the 20th century.</p> <p>I know there are similarities and differences between toys items 50 and 500 years ago.</p> <p>Toys</p> <p>How have toys changed?</p>	<p>Knowledge:</p> <p>I know what an explorer is. I know the names of some significant explorers.</p> <p>I know some important explorers and can explain some of their achievements.</p> <p>I know how to sequence events on a timeline.</p> <p>I know how to use photographs to find out about the past.</p> <p>I know some changes and similarities (continuities) over time.</p> <p>I know the significance of some people and events within history.</p> <p>Explorers</p> <p>How have explorers changed the world?</p>
	<p>Lesson 1</p> <p>I understand history is learning about the past within living memory.</p> <p>Knowledge: Children know what chronological mean and are able to discuss events of their</p>	<p>Lesson 1</p> <p>I can use language relating to time.</p> <p>Knowledge: Ask the children what a memory is. What memories do they have? Display a selection of toys (including ones the children</p>	<p>Lesson 1</p> <p>I know what an explorer is. I know the names of some significant explorers.</p> <p>Knowledge: Children know what an explorer is. Show the children a range of objects an</p>

	<p>lives e.g. learning to walk. Place key events from the children's own living memory on timeline in chronological order. Resources: key events pictures including baby, crawling, walking, nursery, school.</p> <p>Skills: I can place events in chronological order. I can sequence events within living memory.</p> <p>Assessment: Children are able to put life events in order. Most children are able to give a definition of chronological.</p> <p>Vocabulary: Chronological, past, present, events, life.</p>	<p>have brought in) discuss what they can see and what toys they enjoying playing with indoors and outdoors. Provide the children's tables with a toy from the selection and ask them to explain what their favourite toy is and why? Do they think this was their favourite toy when they were younger? Why/why not? Can they remember a favourite toy from then they were younger? Explain this was in their past. Children to draw a favourite toy from now and in their past.</p> <p>Skills: I can use historical language to discuss toys from my past.</p> <p>Assessment: Children will be able to use historical language to describe a favourite toy from their past.</p> <p>Vocabulary: old, new, now, long ago, then, before, after, special, memory</p>	<p>explorer might use, such as a pair of binoculars, a compass, a map, a backpack and some walking poles. Children to go around the classroom looking at the objects with the key question in mind: Who might they belong to. Introduce the term 'explorer' and explain to the children that explorers go on long journey to lots of different places. They usually explore places that are challenging to get to and some explored make discoveries (meaning they find new things). They need to take items to help them explore and this is called their equipment. Display a world map and ask the children to discuss the type of transport that would be needed to explore the world. Ensure the children understand that transport is how people get from one place to another. In pairs, ask the children to discuss how they can find out more about explorers. Take feedback and explain that they could use photographs, artefacts or ask an older person. Explain that some explorers lived more than 100 years ago, so it would be difficult to ask people about events that happened during this time. This is called 'beyond living memory'. Hand out Explore images from different time periods and inform them of their names: Ellen Macarthur, Matthew Henson, Mary Kingsley and Christopher Columbus. As the children to sort each image into to past and present. Why did you sort it this way? Ask the children to sequence the images to create a timeline as a class sharing ideas and by having children hold up the images. Finish the lesson by asking the children where they would like to explore and what equipment they would need to take.</p> <p>Skills: I can answer questions about the past using sources of information</p>
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	<p>Lesson 2</p> <p>I understand history is learning about the past beyond living memory.</p> <p>Knowledge: Children know what past and present means and they can compare pictures from the past and present. Children to discuss whether they are old or new and how to do they know. Children to decide which generation they may come from. Teacher to focus on the fact that some things were from before their living memory. Resources: Past and present paddle boards.</p> <p>Skills: I can answer questions about the past using sources of information. I can describe similarities and differences between artefacts. I can sort artefacts into now and then.</p> <p>Assessment: Children are able to apply the terms past and present correctly.</p> <p>Vocabulary: Generation, past, before, memory, old, new.</p>	<p>Lesson 2</p> <p>I understand we learn about the past by asking questions.</p> <p>Knowledge: children to discuss when they got their favourite toy. Explain they will be answering the question did your grandparents/parents play with the same toys as you? How could we find out the answer to this question? Explain that you are going to have a visitor(s) in to answer questions about their favourite toy (could invite parents/grandparents in or ask another teacher/SLT to visit class) in groups children to come up with questions to ask the visitor to find out about the past (e.g. In what year were you six years old? What was your favourite toy? Why was it your favourite? When did you get the toy? What games did you like to play? Are there any other toys you liked to play with?) children to ask visitor questions and examine the toy they have brought it. (if no visitor is possible, children watch video https://www.kapowprimary.com/subjects/history/key-stage-1/history-year-1/how-have-toys-changed/lesson-2-did-your-parents-and-grandparents-play-with-the-same-toys-as-you/)</p>	<p>Lesson 2</p> <p>I know some important explorers and can explain some of their achievements.</p> <p>Knowledge: Children know some explorers and can recall some of their achievements. Recap: What is an explorer? Show the children a picture of sailing ships, an aeroplane, a cruise ship and a yacht, can you sort the pictures into past and present? Explain that the image of the sailing ships is an example of how people travelled 300 years ago. At this time, it was more difficult to travel around the world. Explaining how people on sailing ships went on long journeys, as the ships didn't have engines and could only use sails (long journeys by sea are called a 'voyage'. Recap the explorers that we sequenced in the last lesson, share some of the achievements for each explorer. Link to empathy by discussing how the explorers or others would have felt about these achievements. Children are to choose one explorer and recall their achievements.</p> <p>Skills: I can recall facts about historical events and significant individuals.</p> <p>Assessment: Children are able to recall achievements made from famous explorers.</p> <p>Vocabulary: achievement, beyond living memory, discovery, voyage, explorer, yacht,</p>

		<p>Children to discuss what they have found out, how was the visitor's toy similar or different to their toy. Record ideas in speech bubbles</p> <p>Skills: I can compare the past to today by asking questions</p> <p>Assessment: children to explain how they have found out about the past. Children will be able to compare a toy from the past with their favourite toy.</p> <p>Vocabulary: past, present, living memory, parent, grandparent, children remember</p>	<p>transport, Ellen Macarthur, Matthew Henson, Mary Kingsley and Christopher Columbus.</p>
	<p>Lesson 3</p> <p>I understand history is learning about people in the past.</p> <p>Knowledge: Children know what past and present are. Give the children a range of technology from the past, what do you think each item is? Teacher to tell the children the name and its purpose. They can compare technology from the past (we do not use it all) and the present (may have updated versions). Resources: range of technology from the past including Gameboys, kindles etc.</p> <p>Skills: I can describe similarities and differences between artefacts. I can sort artefacts into now and then.</p> <p>Assessment: Children are able to recall facts about other people in the past. Children can participate in discussions.</p> <p>Vocabulary: technology, artefacts, past, different, similar, old, new, version, update.</p>	<p>Lesson 3</p> <p>I understand that I can use sources to learn about the past</p> <p>Knowledge: ask the children if they can remember the toy the visitor brought in. what was it like? Show children pictures from https://www.kapowprimary.com/subjects/history/key-stage-1/history-year-1/how-have-toys-changed/lesson-3-what-were-toys-like-in-the-past/ and ask what the children can see. Ask if they think the picture is from the past or present? Why do they think that? Ask children how we could find out about toys from the past (look at sources/artefacts/pictures from above website) in groups children to look at toys from the past and ask the children to discuss toys (see questions ideas from above website). As a class ask the children to sort the toys into old and new. Provide children with a toy from different decades (see above website) and ask to put in a timeline from oldest to newest.</p> <p>Skills: I can compare toys from the past and present. I can sort artefacts in to now and then.</p>	<p>Lesson 3</p> <p>I know how to sequence events on a timeline.</p> <p>Knowledge: Children can sequence events on a timeline. Using a link to Google Earth, display the continent Europe on the interactive whiteboard. Do you know how this photo was taken? Explain that satellites take photographs of the Earth. In the past, maps were created by explorers, who sailed around the world discovering new land. Inform the children that Christopher Columbus was one of these people. Now point out Spain and Asia on the map. Explain to the children that Christopher Columbus set sail from Spain and wanted to reach the Indies (Asia). He did not want to sail around Africa as he thought the sea route was too long and dangerous. Columbus decided to cross the Atlantic Ocean instead. Children to predict the countries he might encounter first by taking this route. Play the Pupil Video. The children are to act out the story of Christopher Columbus together. Children to draw a timeline of the events in chronological order.</p> <p>Skills: I can sequence events within living memory.</p> <p>Assessment: Children are able to place events in chronological order.</p>

		<p>Assessment: Children to compare toys from the past and the present.</p> <p>Vocabulary: artefacts, living memory, modern, past, present, source, evidence, timeline, decade</p>	<p>Vocabulary: achievement, beyond living memory, explorer, timeline, voyage, travel, sail, transport, discover, Christopher Columbus</p>
	<p>Lesson 4</p> <p>I understand history is asking questions about the past.</p> <p>Knowledge: Children know how to ask appropriate questions about the past. History Mystery. Teachers leave childhood objects and photos on different tables. Children go around writing questions. Children hot seat the teacher about the artefacts. Focus on how the questions about the past lead them to understanding the artefacts better. Resources: Childhood memories and artefacts from the class teacher.</p> <p>Skills: I can answer questions about the past using sources of information.</p> <p>Assessment: Children are able to ask questions about the past.</p> <p>Vocabulary: Artefact, past, question, hot seat, memory, time, events.</p>	<p>Lesson 4</p> <p>I understand that things were different in the past.</p> <p>Knowledge: ask children what toys were like in the past? Show toys from https://www.kapowprimary.com/subjects/history/key-stage-1/history-year-1/how-have-toys-changed/lesson-4-what-is-similar-and-different-about-toys-now-and-in-the-past/ and ask children to put them in pairs, which is from the past and which is a present toy? Provide children with images of toys to pair and describe with a partner. Scribe children's ideas on post-it notes and sort into hoops (past, present, both). Explain that toys from today can be made with different materials ask what else can be different between toys now and toys from the past. What is similar?</p> <p>Skills: I can discuss differences and similarities about toys today and toys from the past using sources.</p> <p>Assessment: Children can talk about similarities and differences about the past and modern day.</p> <p>Vocabulary: past, present, similar, difference, living memory, modern</p>	<p>Lesson 4</p> <p>I know how to use photographs to find out about the past.</p> <p>Knowledge: Children are able to use photographs to find out information on Matthew Henson. Display the image of Matthew Henson. Ask the children to discuss three things the images tell them about the explorer and what three things they want to find out about Matthew Henson. Today we will be looking at Matthew Henson. He travelled to the North Pole in 1909, over 100 years ago. Explain that the north pole is located in the Arctic Ocean on pack ice, making travel to that location very difficult. Display slide 2 of the Kapow presentation. Invite pupils to close their eyes and teacher to play the five audio clips. Inform the children that they need to listen carefully to the story and try to imagine what the voyage to the North Pole was like. Ask the children to match the picture with the order of the story. Show the children one of the pictures and model how to write a speech bubble caption to match what someone might say in the situation captured. Give each table a picture and ask the children to write their own speech bubble caption to match.</p> <p>Skills: I can answer questions about the past using sources of information</p> <p>I can describe similarities and differences between artefacts. I can recall facts about historical events and significant individuals.</p>

			<p>Assessment: Children are able write sensible captions of primary sources form an event in history.</p> <p>Vocabulary: picture, image, source, capture, discovery, explore, explorer, north pole, dangerous, caption, speech bubble, Matthew Henson, North Pole</p>
	<p>Lesson 5</p> <p>I understand history is answering questions about the past.</p> <p>Knowledge: Children know how to use answers to make links to the past. History Mystery. Remind children of the childhood objects and photos on different tables. Children to hot seat the teacher about the artefacts using the questions they have written in the previous lesson. Focus on how the questions about the past lead them to understanding the artefacts better.</p> <p>Skills: I can answer questions about the past using sources of information.</p> <p>Assessment: Children are able to use answers about the past to solve the History Mystery.</p> <p>Vocabulary: Artefact, past, question, hot seat, memory, time, events.</p>	<p>Lesson 5</p> <p>I know there are similarities and differences between toys items 100 years ago.</p> <p>Knowledge: children to recall differences and similarities about toys from the past and modern day. Show the children the timeline on https://timeline.kapowprimary.com/ and discuss the first teddy bear was designed in 1902 and compare to other toys they have looked at. Explain that teddy bears are popular all over the world and ask children to share their favourite teddy (children to possibly bring in) display teddy bears on the board and ask children which they think is the newest. Place the bears in the timeline. Children to complete own timeline in books. Discuss that modern bears have fluffy fur, are more rounded, come in different colours, shapes and sizes, have clothes and accessories and can have batteries and lights. Point out that bears 100 years ago looked more realistic had stiff fur and movable joints, were made of felt or mohair and glass eyes. Get children to discuss the similarities and differences between their bears (possibly in a teddy bear picnic style?)</p> <p>Skills: I can discuss differences and similarities about toys today and toys from the past using sources. I can create a timeline.</p>	<p>Lesson 5</p> <p>I know some changes and similarities (continuities) over time.</p> <p>Knowledge: Children are shown a picture of Ellen Macarthur. What do you think happened just before this photograph was taken? Explain that she is a present-day explorer who sailed around the world twice before she was 30 years old. This photograph was taken in 2001, when she came second in the non-stop, around the works, Vendee Globe Race. She became the first woman to sail around the world solo in less than 100 days. Today we will compare a past explorer (Christopher Columbus) with the present-day explorer (Ellen Macarthur). Show children a picture of both explorers sailing. Children to discuss all the similarities between the two images. Take feedback and repeat for differences. Teacher to record pupil voice as evidence.</p> <p>Skills: I can describe similarities and differences between artefacts</p> <p>Assessment: Children are able to share similarities and differences between exploration in the past and the present.</p> <p>Vocabulary: similarities, differences, explore, explorers, sail, yacht, Christopher Columbus, Ellen Macarthur</p>

		<p>Assessment: Children can talk about similarities and differences about the past and modern day.</p> <p>Vocabulary: past, present, similar, difference, living memory, modern,</p>	
	<p>Lesson 6 What is history?</p> <p>Knowledge: Children know what history is. Children are able to use the past learning objectives and vocabulary to build an understanding of what history is. Re-visit prior knowledge of artefacts/ pictures of the past. How do we know these are from the past? 'Why am I sharing this artefact with you?' 'Why am I showing you this picture?' e.g. 'Why do you think our phones have changed?'.</p> <p>Skills: I can answer questions about the past using sources of information. I can describe similarities and differences between artefacts.</p> <p>Assessment: Children are able to answer the question 'What is history?'.</p> <p>Vocabulary: Artefact, past, present, questions, memory, time.</p>	<p>Lesson 6 I understand that toys have changed overtime</p> <p>Knowledge: discuss how teddy bears have changed overtime. Discuss the question how have toys changed overtime? What are the main changes? (Materials, technology, how they are made) provide children with different toys from different eras and give the children two sticky notes. Explain that we are going to create a toy museum to explain what we have learnt about toys from the past. Ask the children to choose two toys and write notes to describe it. Children to arrange toys and notes into chronological order in their museum tables groups. Ask the children what they think toys will look like in the future. Children to design a futuristic toy to be added to their museum display. Invite visitor in to look at the museum and for children to explain their learning.</p> <p>Skills: I can discuss differences and similarities about toys today and toys from the past using sources.</p> <p>Assessment: Children can talk about similarities and differences about the past and modern day.</p> <p>Vocabulary: past, present, similar, difference, living memory, modern,</p>	<p>Lesson 6 I know the significance of some people and events within history.</p> <p>Knowledge: Recap: Can you remember the names of any important explorers and what they achieved? Display an image of King Charles III. Who is this? What makes a person important? Explain that some people and events are considered ore significant than others. Historical significance means a person or event that receives attention for changing the lives of others. How significant people or events could be remembered? Display the Coat of arms and inform the children that a coat of arms is a special design in the form of a shield that a person or family use as a symbol of identify. Point out the coat is divided into four parts. Use Matthew Henson as ana example and discuss with the children which images would be appropriate for a coat of arms to remember him. Drag images onto a shield template to represent significant parts of his story. Children to make their own coat of arms for one of the explorers that we have learnt about this term.</p> <p>Skills: I can recall facts about historical events and significant individuals.</p> <p>Assessment: Children are able to make their own coat of arms for one of the explorers that we have learnt about this term, ensuring to include the most significant parts of their story.</p>

			Vocabulary: Explore, exploration, voyage, discover, sail, yacht, destination, world, travel, transport, similarities, differences source, photograph, image. Christopher Columbus, Matthew Henson, Ellen Macarthur, Mary Kingsley, beyond living memory, past, present, chronological, sequence, significant, coat of arms
Year 1 Subject Vocabulary (I use) Year, decade, century, ancient modern, long ago, timeline, date, order, similar, different because, important, living memory, diary, dates, sequences, remembers, 1960s, toys, materials, wood, plastic, simple, mechanical, inventions, homes, houses, grandparents', time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact, What...? When...? Where...?	Composite Vocabulary (I use): diary, dates, sequences, chronological, past, present	Composite Vocabulary (I use): Long ago, similar, different, living memory, grandparents' time	Composite Vocabulary (I use): Explore, exploration, voyage, discover, sail, yacht, destination, world, travel, transport, similarities, differences source, photograph, image. Christopher Columbus, Matthew Henson, Ellen Macarthur, Mary Kingsley, beyond living memory, past, present, chronological, sequence, significant, coat of arms

Geography

Rationale for how Geography is organised (including sequencing of curriculum and conceptual understanding):
<p>Geography is used to enable our pupils to explore and understand the world they live in. Through the teaching of geographical skills, pupils are able to build on their knowledge as they study a variety of places, people and human and natural environments. Pupils are taught core knowledge in the four main areas of geography: locational knowledge, place knowledge, human and physical processes and geographical skills.</p> <p>Concepts including place, culture and conservation have been selected to enable our pupils to gain a wider picture of the places that they learn about across the world. These are then covered and revisited each year to enable pupils build on previous knowledge allowing them to make links thus making it more memorable. We expect all of pupils to develop our character values; increasing their awareness and understanding of conservation, pupils will take a greater responsibility of their role in this.</p> <p>Our planning is sequenced to allow for locational knowledge to widen over time, starting with their school in EYFS moving to the world's seven continents in year 6. Pupils have many opportunities to learn, develop and use specific key geographical terminology when describing places that have been selected for</p>

study. To provide greater cultural capital, each year group from year 1 – 6 are given the chance to look closely at another place from around the world giving them an insight into different lifestyles and allowing them to make comparisons to their own. Upon doing so, they will develop a clearer understanding of the human and physical processes in reference to real places. Fieldwork is built into our curriculum allowing our pupils to confidently use and construct maps and atlases in context building up to the introduction of scales in Key Stage 2.

Medium Term Plans (locational and place knowledge, human and physical processes and geographical skills, vocabulary and formative assessment):

YEAR 6 GEOGRAPHY MEDIUM TERM PLAN		
Year 6 skills (I can)	I understand:	I understand:
	<p>I know that a compass has 8 points.</p> <p>I know that there are two tropics and an equator and I know where these are.</p> <p>I know the oceans of the world</p> <p>I know the continents of the world.</p> <p>I know the negative impact of plastic on the world's oceans.</p> <p>Oceans</p> <p>What impact do humans have on the world's oceans?</p>	<p>I know the location of Asia on a map.</p> <p>I know that Russia is in both Europe and Asia.</p> <p>I know that Istanbul is in both Europe and Asia.</p> <p>I know that Japan is generally very technologically advanced in comparison to other Asian countries.</p> <p>I know that in some areas of Asia women are treated very differently to each other, in comparison to other parts of Asia and the UK.</p> <p>Asia</p> <p>Would you prefer to be a child in Asia or the UK?</p>
	<p>Lesson 1</p> <p>I can use the eight points of a compass in order to build knowledge of the United Kingdom.</p> <p>Knowledge: Children to be able to identify where we are in the UK, the countries of the UK, the seas around the UK and begin to understand the concepts of countries and counties and the differences between them. Children to know how to locate the area in which they live on a UK map.</p> <p>Skills: Children can use the eight points of a compass, and symbols and key to build their knowledge of the United Kingdom and the wider world. Children can create a set of instructions in forest school for another child to use for orientation.</p> <p>Assessment: To locate and identify significant areas of the UK on a map of the UK.</p> <p>Vocabulary: Country, county, North, North-East, East, South East, South, South West, West, North West</p>	<p>Lesson 1</p> <p>I know where Asia is located as well as key locations in Asia.</p> <p>Knowledge: Children know the locations of major cities in major Asian countries. Children to use Atlases to locate named cities and towns. Children to relate these in comparison to rivers to recognise that many of these capital cities have been grown around significant water ways to help with trade.</p> <p>Specifically, children should know about the cities of Delhi, Tokyo, Beijing, Istanbul, Tehran, Kuala Lumpur, Bangkok and Ho Chi Minh City.</p> <p>Major countries to also be identified of Iran, Turkey, Singapore, Vietnam, India, China, Thailand and Japan as well as Russia.</p> <p>Skills: I can independently use an Atlas in order to find countries.</p> <p>Assessment: Children can locate countries and major cities in Asia on a map. Children should also be able to use a scale map in order to explain facts about the China i.e. China is X number of miles from north to south. In comparison the UK is X number of miles from North to South.</p> <p>Vocabulary: Capital City, Asian, Continent, Indian Ocean, Pacific Ocean, Iran, Turkey, Singapore, Vietnam, India, China, Thailand, Japan, Delhi,</p>

		Tokyo, Beijing, Istanbul, Tehran, Kuala Lumpur, Bangkok and Ho Chi Minh City
	<p>Lesson 2</p> <p>I understand how to use maps to find different places in the world.</p> <p>Knowledge: Children will know the different parts of world specifically the continents of Europe, North America, South America, Africa, Asia Antarctica. Children to also be able to identify the lines on longitude and latitude. Children to also be able to find and identify the tropics of cancer and Capricorn. Children to be given a “scavenger hunt” of places to find from the Atlases. Children to then create their own world map with these elements noted on them.</p> <p>Skills: I can study physical geography, including: climate zones.</p> <p>Assessment To locate and identify significant areas of the world on a map of the world.</p> <p>Vocabulary: Europe, North America, South America, Africa, Asia, Antarctica, Longitude and latitude, Tropics of Cancer and Capricorn, North, South, East, West, Equator,</p>	<p>Lesson 2</p> <p>I can compare different major cities of the world.</p> <p>Knowledge: Children to compare major cities of Asia: Specifically, Tokyo, Dhaka and Singapore and comparing these to London.</p> <p>Skills: Children can understand geographical similarities and differences through the study of human and physical geography of two different regions.</p> <p>Pictures to be provided of these major cities for children to see. Children to discuss what they can see and what this indicates about the cities. Key points to be hit upon is the wealth of Singapore, the differing levels of poverty in Dhaka, the technological advancement of Japan and compare this to London.</p> <p>Assessment: Children to make comparisons between the two countries based on features of human and physical geography. Children to complete a table showing their learning.</p> <p>Vocabulary: Technological, wealthy, topography, advanced, slum.</p>
	<p>Lesson 3</p> <p>I know the significant physical features of the earth’s geography.</p> <p>Knowledge, children to know and be shown where to locate features such as The Great Barrier Reef, Mauna Kea, The Southern Ocean, The challenger Deep, Red Sea and the Mid Atlantic Ridge. Children to locate them in the world and learn some basic facts around them. These show significant natural geography in each of the continents and children should describe them using geographical language. Children to be given the names of these areas with separate locations and descriptions. Children to then match them based on what they know about the different oceans and locate these on their world map from last lesson.</p> <p>Skills: I can study physical geography, including: climate zones, biomes and natural geography across the world.</p> <p>Assessment: Children will be able to locate significant areas on human and natural geography on a world map.</p> <p>Vocabulary: Depth, Location, Tidal height</p>	<p>Lesson 3</p> <p>I can consider the impact of different social and economic differences between key Asian countries.</p> <p>Knowledge: Children know that women are treated very differently in different parts of the Asia; this can be compared to the UK.</p> <p>Skills: Children can compare similarities and differences in relation to human geography.</p> <p>Children to be given a variety of statements on the rights and treatment of women in differing parts of the world. Children to sort statements into what different women can do in Tehran and what they can do in England. Some statements will be made up and false and children will need to try and identify these.</p> <p>Assessment: Children to be able to make clear and defined comparisons between the treatment of women in the UK and in Tehran.</p> <p>Vocabulary: inequality, rights, discrimination, cultural differences.</p>
	<p>Lesson 4</p> <p>I understand the various different parts of the world’s oceans.</p>	<p>Lesson 4</p> <p>I know the positives and negatives of the one child policy in China.</p>

	<p>Knowledge: the different layers of the earth's oceans should be: [sunlight zone, twilight zone, midnight zone, abyss, trenches]. Different Children will know that different animals live in these different parts of the oceans and they share different features.</p> <p>Skills: Children can research features of oceans and seas using ICT suite and use this information to explain the different layers of the ocean.</p> <p>Assessment: Children are able to collect information about the various different layers of the ocean.</p> <p>Vocabulary: Sunlight Zone, Twilight zone, midnight zone, abyss, trenches, bioluminescence, pressure.</p>	<p>Knowledge: Children know what the one child policy is and how it is used. Children to know that the reasons were due to lack of food and natural resources. Children to know that the knock-on effect of this was a desire to have male offspring due to their economic and social powers in China at the time. Children to be able to assess the positive and negative effects of this policy on the people of China.</p> <p>Skills: Children can describe and understand how features of human and physical geography impacted on the creation of the one child policy in China.</p> <p>Assessment: Children have created a table showing the positive and negative aspects of the one child policy in China.</p> <p>Vocabulary: inequality, discrimination, natural resources, famine,</p>
	<p>Lesson 5</p> <p>I understand the positive and negative impacts of humans on the world.</p> <p>Knowledge: Children know that plastic ends up in the ocean from microplastics (toothpaste, shower gel, cosmetic), Littering, Overuse of landfill sites and lack of recycling, shipping to other countries and single use plastics. Impacts on animals eating it and then being ill and passed onto humans through eating. Water contaminated by plastic and so cannot be drunk. Countries which rely on fishing now have tainted product. Children also learning how humans have recycled and also banned microplastics in UK. Paper straws replacing plastic ones. Ear buds and plastic bag charges also help reduce waste. Shops making an effort also to reduce packaging. Also look at German recycling schemes.</p> <p>Skills: Children can be aware of their own responsibility in the world.</p> <p>Assessment: The assessment for this lesson will be shown through successful completion of Lesson 6.</p> <p>Vocabulary: Microplastic, pollution, outsourcing, waste. Food chain, recycling,</p>	<p>Lesson 5</p> <p>I know the difference in technology in various Asian cities.</p> <p>Knowledge: Children to know the variety of technologies across the countries of Japan, Vietnam and India. Children to be given example of living accommodation, appliances and jobs. Children to then use this information to create an impression of the what life would be like in those areas.</p> <p>Skills: Children can describe and understand key aspects of: 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 of the studied areas.</p> <p>Assessment: Children to make comparisons between the various cities in terms of technological advancements looking at direct comparisons of accommodation, appliances and jobs.</p> <p>Vocabulary: advanced, primitive, industrial, powerful, luxurious.</p>
	<p>Lesson 6</p> <p>I can consider the impacts of humans on the world overall and if they have had a positive impact on the world.</p> <p>Knowledge: Children know about the great barrier reef and the ways in which pollution. This leads to rising temperatures which melts the ice caps which in turn causing rising sea temperatures effect coral bleaching. Also look at places such as the Maldives</p>	<p>Lesson 6</p> <p>I know what it's like to be a child in Asia and the UK.</p> <p>Knowledge: Children to know about the economic, social and political differences between the studied areas of the Asia. Children then complete a table which shows. Where each member of their family, including significant male and female adult would want to live with reasoning.</p>

	<p>which will be gone by 2050 due to rising sea temperatures. Also show children ways in which humans are attempting to regrow the coral reefs. Children to also be taught about gyres and the way in which plastic in the ocean effect wildlife and ourselves.</p> <p>Skills: Children can ask geographical questions.</p> <p>Assessment for previous two lessons: children to create a presentation on either Pollution, microplastics or global warming and then section it an explanation of the issue, the impact this has on the wider environment and then consider the solutions that have been put in place to help this.</p> <p>Vocabulary: Gyre, Coral reef, bleaching</p>	<p>Skills: Children can describe and understand key aspects of: 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 of the studied areas.</p> <p>Children to create a table for their families and where they it would be most beneficial for them to live.</p> <p>Assessment: Children to create grid with correct reasoning.</p> <p>Vocabulary: Beneficial, political, economic, resources, technological</p>
Year 6 Subject Vocabulary (I use):	<p>Composite Vocabulary (I use):</p> <p>Longitude, Latitude, Tropical, oceans, Europe, Asia, Oceania, North America, South America</p>	<p>Composite Vocabulary (I use):</p> <p>Capital City, Asian, Continent, Indian Ocean, Pacific Ocean, Iran, Turkey, Singapore, Vietnam, India, China, Thailand, Japan, Delhi, Tokyo, Beijing, Istanbul, Tehran, Kuala Lumpur, Bangkok and Ho Chi Minh City. Beneficial, political, economic, resources, technological. advanced, primitive, industrial, powerful, luxurious, inequality, discrimination, natural resources, famine,</p>

YEAR 5 GEOGRAPHY MEDIUM TERM PLAN

Year 5 skills (I can)	I understand...	I understand...	I understand...
	<p>I know that there are 5 oceans and 7 continents.</p> <p>I know that physical geography is naturally occurring geographical features.</p> <p>I know that human geography is man-made geographical features.</p> <p>I know that there are two tropical regions: Capricorn and Cancer.</p> <p>I know that an Atlas has an index which can be used to locate countries.</p> <p>I know that biomes are areas of the planet with a similar climate and landscape, where similar animals and plants live.</p> <p>I know that other biomes include: aquatics, grassland, forest and tundra.</p>	<p>I know that our natural resources include: water, air, soil, wood, crops, animals, minerals, oil, gas and coal.</p> <p>I know that we need energy to create gas and electricity.</p> <p>I know that energy can be renewable or non-renewable.</p> <p>I know that renewable energy sources include: hydropower, solar power, wind power.</p> <p>I know that non-renewable energy resources include:</p> <p>I know where the sources come from.</p>	<p>I know the River Severn is the longest river in the UK.</p> <p>I know the role that the River Medway has played in the history of Chatham for transport thinking specifically about the role of Upnor Castle and the protection of London.</p> <p>I know the role of river in trade in the UK throughout history.</p> <p>I know the process of the water cycle.</p> <p>I know how rivers are formed.</p> <p>Rivers in the UK</p> <p>What is the importance of rivers in the UK?</p>

	<p>Rainforests Does deforestation cause more harm than good to the earth?</p>	<p>I know how these sources impact on society, the economy and the environment.</p> <p>Energy Which source has the biggest impact on the economy?</p> <p><i>*Please note full lesson plan knowledge, skills and detail can be found on Kapow website)</i></p>	
	<p><u>Lesson 1</u> I know where the world's major rainforests are and can locate them on a map. Knowledge: Children know where rainforests are located on a world map. Children know that rainforests only occur along the tropics due to the climate. Children know the names of the world's major rainforests. Skills: Children can locate the tropics of Cancer and Capricorn on a map. Children can use an atlas to locate the world's major rainforests (Oxford Primary Atlas p.68-71). Assessment: Children are able to name and locate the world's major rainforests on a map of the world. Vocabulary: Equator, Atlas, Rainforest, Amazon, Tropic of Cancer, Tropic of Capricorn.</p>	<p><u>Lesson 1</u> I know why energy sources are important. Knowledge: Children know the difference between renewable and non-renewable energy sources. Children know why some resources are becoming finite. Children know a range of trade routes for energy. Skills: Children can describe what we use energy for. Children can give examples of different sources of energy. Children can map significant energy trading routes. Assessment: Children are able to describe the significance of energy and give examples of sources of energy and their trading routes. Vocabulary: energy source, coal, natural gas, crude oil, hydropower, wind power, solar power, nuclear power, biofuel, renewable, non-renewable.</p>	<p><u>Lesson 1</u> I know the process of the water cycle Knowledge: The children will be able to describe how the water cycle works, will be able to describe how water moves and is stored and how water is recycled. (See Kapow for subject knowledge expectation) Skills: Children can describe the processes of the water cycle and other examples of where energy is stored within it. Assessment: Children will be able to draw the water cycle process, describing the different stages and where water is stored. Vocabulary: condensation, evaporation, groundwater, percolation, precipitation, transpiration, water cycle</p>
	<p><u>Lesson 2</u> I know that the rainforest is made up of different layers and have an understanding of its biodiversity. Knowledge: Children know the rainforest is made up of 4 different layers. Children know the names of the rainforest layers and can identify them. Children know how the biodiversity changes on each layer. Skills: Children can name and identify the 4 layers of a rainforest. Children can explain how and why biodiversity changes on each</p>	<p><u>Lesson 2</u> I understand the benefits and drawbacks of different energy sources. Knowledge: Children know some of the benefits and drawbacks of non-renewable energy sources. Children know some of the benefits and drawbacks of renewable energy sources. Children know some of the factors considered when choosing an energy source in an area Skills: Children can state the difference between renewable and non-renewable</p>	<p><u>Lesson 2</u> I know how rivers are formed Knowledge: Children will be able to state where a river starts and ends, describe the three courses of a river and describe the features of a river (See Kapow for subject knowledge expectation) Skills: Children can describe the differences between the three courses and accurately describe the features for each course.</p>

	<p>layer e.g., species of plant/animal due to light and nutrients on each layer</p> <p>Assessment: Children are able to label the different layers of the rainforest and explain how they are different.</p> <p>Vocabulary: Forest floor, Understory, Canopy, Emergent, Biodiversity</p>	<p>energy sources. Children can describe the benefits and drawbacks of an energy source. Children can discuss what to consider when deciding which energy source to use.</p> <p>Assessment: Children are able to define renewable and non-renewable energy; discuss the benefits and drawbacks of an energy type and understand many things that need to be considered when deciding on an energy source.</p> <p>Vocabulary: emissions, landscape, dam, ocean tide, regenerate, fossil fuel</p>	<p>Assessment: Children can label the features of a river in each course and explain what they are</p> <p>Vocabulary: delta, estuary, floodplain, meander, oxbow lake, river mouth, source, tributary, valley, waterfall</p>
	<p>Lesson 3</p> <p>I know what deforestation is and how the landscape has changed over time.</p> <p>Knowledge: Children know what deforestation is. Children know how the scale of rainforests have changed due to deforestation. Children know how rainforests will change if deforestation continues.</p> <p>Skills: Children can observe and record physical changes in an area over time (see aerial amazon rainforest photos). Children can discuss the impact of humans on the rainforest and its effects. Children can identify how the vegetation belt of the rainforest has changed over time through time-lapse photos of the rainforest. Children can produce a bar graph showing the scale of deforestation over the last 50 years.</p> <p>Assessment: Children are able to present data on the scale of deforestation through graphs and predict what may happen if the rate of deforestation continues.</p> <p>Vocabulary: Deforestation, impact, physical geography,</p>	<p>Lesson 3</p> <p>I understand how a settlement has grown around an energy source.</p> <p>Knowledge: Children know how to use online maps accurately. Children know how to identify land use from aerial photographs. Children know how to compare area usage using a range of sources.</p> <p>Skills: Children can explain the significance of the Prime Meridian and time zones. Children can use a digital map to identify land use. Children can discuss how land use has changed over time.</p> <p>https://www.google.co.uk/maps/@51.5044772,-0.082161,14z</p> <p>https://www.davidrumsey.com/luna/servlet/detail/RUMSEY~8~1~200378~3000306:-Texas--Railroad-Map-of-the-United-;JSESSIONID=0dc45ac4-446a-496c-af31-57e51192a035?title=Search+Results:+List_No+equal+to+%275802.001%27&thumbnailViewUrlKey=link.view.search.url&fullTextSearchChecked=&annotSearchChecked=&dateRangeSearchChecked=&showShareIIIIFLink=true&helpUrl=https://documentation.lunaimaging.com/</p>	<p>Lesson 3</p> <p>I can locate rivers around the world including the River Severn</p> <p>Knowledge: Children know the names of some of the longest rivers in the world, locating these on map and stating what continent they are in.</p> <p>Skills: Children can use atlases (Junior Primary Atlas located in Year 5 classrooms) to locate UK's 5 longest rivers and draw them on a map. Children use the atlases to state the regions each of these rivers flow through. Children can use an atlas to locate the world's longest rivers and draw these on a map. Children can state what continents these rivers are in.</p> <p>Assessment: Children are able to name the UK and the world's longest rivers and locate them on a map.</p> <p>Vocabulary: locate, key, mountainous, represent, tributary</p>

		display/V75D/LUNA%2BViewer%23LUNAViewer-LUNAViewer&showTip=false&showTipAdvancedSearch=false&advancedSearchUrl=https://documentation.lunaimaging.com/display/V75D/Searching%23Searching-Searching Assessment: Children are able to describe the significance of the Prime Meridian. Children are able to identify human features on a digital map and discuss how transportation links have changed over time. Vocabulary: reliable, Prime Meridian, time zone, replenished, consumption, producer, headquarters	
	Lesson 4 I know some of the advantages of deforestation. Knowledge: Children know that deforestation is necessary for a range of reasons (Palm Oil, Jobs, Income to countries, Wood for a range of resources etc.) Children know the consequences of deforestation stopping all together. Children know how their lives would be affected without deforestation (Rainforest Alliance https://www.rainforest-alliance.org/everyday-actions/tropical-forests-in-our-daily-lives/) Skills: Children can present the human need for deforestation in groups through collaborative digital technology. (Group 1: Food Group 2: Income Group 3: Jobs Group 4: Resources) Assessment: Children are able to discuss what advantages deforestation brings to the world. Vocabulary: Logging, Palm Oil, Consequence,	Lesson 4 I know how energy sources are distributed in an area. Knowledge: Children know the main energy types used in the UK. Children know some areas of the UK that renewable energy is produced. Children know how to identify energy sources on a 6-figure grid reference. Skills: Children can locate cities in the UK. Children can use grid references on an OS map to locate human and physical features. Children can describe similarities and differences between two areas. Assessment: Children are able to locate UK cities on a map; using six-figure grid references to identify human and physical features on an OS map and use this to understand how energy sources are distributed in an area. Vocabulary: six-figure grid references, offshore, onshore	Lesson 4 I know the uses of a river Knowledge: Children will be able to discuss the uses of a river and the impact this has on human and physical geography. Skills: Children to watch BBC Teach – Rivers video and make notes on what a river is used for and who uses it. Discuss different uses highlight why rivers are important to animals and humans. Children to label and annotate diagram of river with uses. Discuss the issues around rivers and the impact it has on its use. Discuss different groups of people (fisherman, tourists, factory owners etc.) and how they use the river. What are the positive and negative impacts? What are the long-term effects? Assessment: children will be able to discuss the uses of the river and the positive and negative effects it can have. Vocabulary: flooding, habitat, irrigation, leisure, pollution, renewable energy, supply, trade, impact, effect
	Lesson 5	Lesson 5	Lesson 5

	<p>I know some of the disadvantages of deforestation.</p> <p>Knowledge: Children know that deforestation causes a range of adverse effects on the planet (Global warming, CO2 in the atmosphere, flooding, soil erosion (plant demonstration on how it holds together soil), loss of homes for indigenous people). Children know the consequences for the future if deforestation does not stop https://www.youtube.com/watch?v=TXQ1OXvj1aM&ab_channel=TheInfographicsShow</p> <p>Skills: Children can identify a range of effects on the planet of deforestation via digital predictions and sketch map predictions. Children can explain the physical impacts if deforestation by creating a table highlighting the effects and why deforestation needs to stop.</p> <p>Assessment: Children are able to discuss a range of impacts caused by deforestation.</p> <p>Vocabulary: flooding, global warming, atmosphere, carbon dioxide, soil erosion.</p>	<p>I know a range of reasons for choosing an energy source.</p> <p>Knowledge: Children know how the landscape affects the renewable energy available. Children know advantages and disadvantages of their chosen energy source. Children know for renewable energy to be successful there is a range of factors involved.</p> <p>Skills: Children can discuss the benefits and drawbacks of an energy source. Children can justify the location of an energy source. Children can make considerations when planning new energy source facilities.</p> <p>Assessment: Children are able to describe a benefit and a drawback of an energy source. Children are able to justify the location of an energy source by making careful considerations.</p> <p>Vocabulary: urban planner, considerations, annotate</p>	<p>I know the role that the River Medway has played in the history of Chatham for transport thinking specifically about the role of Upnor Castle and the protection of London.</p> <p>Knowledge: To identify and locate human and physical features on a map</p> <p>Skills: Ask the children to match rivers to cities on a map of UK. Discuss what river is nearest to us (Medway) and locate on OS map. Introduce enquiry question 'What features does our local river have?' and ask the children to investigate uses maps and pictures. On A3 paper in groups children to collect answers and label pictures with features. Children to use map to make grid references for the features. Move on to discuss the uses of the river and its importance to Upnor Castle.</p> <p>Assessment: children can identify features of River Medway and use a grid reference to describe where they are. Children can discuss the uses of the River Medway and its importance to Upnor Castle.</p> <p>Vocabulary: compass direction, grid reference, human feature, local, physical feature, route</p>
	<p>Lesson 6</p> <p>I know the key advantages and disadvantages to deforestation and can form strong arguments around these.</p> <p>Knowledge: Children know why deforestation occurs and how this affects our planet by forming persuasive arguments using knowledge from previous lessons.</p> <p>Skills: Children can answer geographical questions through a debate.</p> <p>Assessment: Children are able to debate the positive and negative effects of deforestation.</p> <p>Vocabulary: All of the above</p>	<p>Lesson 6</p> <p>I can collect and present data on where to position solar panels on the school grounds.</p> <p>Knowledge: Children know the considerations made when planning where to place solar panels. Children know how to use contours to show land height. Children know how to justify their reasoning for where to put solar panels.</p> <p>Skills: Children can use interview questions to collect qualitative data. Children can draw a sketch map using contours where needed. Children can use data collected to justify a proposed location for a solar panel.</p>	<p>Lesson 6</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Knowledge: To be able to conduct a geographical enquiry</p> <p>Skills: children will choose a river to conduct a geographical enquiry. They will generate a main question to focus on and use a variety of sources to carry out research. The children will choose the best way of presenting their enquiry.</p> <p>Assessment: the children will be able to discuss how to conduct a geographical enquiry.</p>

		Assessment: Children are able to design and use interview questions, plot points on a sketch map and justify their decision for the location of solar panels. Vocabulary: All of the above	Vocabulary: enquiry, research
Year 5 Subject Vocabulary (I use):	Composite Vocabulary (I use): Equator, Atlas, Rainforest, Amazon, Tropic of Cancer, Tropic of Capricorn, Forest floor, Understory, Canopy, Emergent, Biodiversity, Deforestation, impact, physical geography, Logging, Palm Oil, Consequence, flooding, global warming, atmosphere, carbon dioxide, soil erosion.	Composite Vocabulary (I use): Biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer, regenerate, renewable, replenish, sea level, solar power, time zone, urban planner, wind power, six-figure grid reference	Composite Vocabulary (I use): Condensation, evaporation, groundwater, percolation, precipitation, transpiration, water cycle, delta, estuary, floodplain, meander, oxbow lake, river mouth, source, tributary, valley, waterfall, locate, key, mountainous, represent, tributary

YEAR 4 GEOGRAPHY MEDIUM TERM PLAN

Year 4 skills (I can)	I understand...	I understand...	I understand...
	I know that the earth has different layers: the crust, the mantle and the core. I know the different climate zones in the world and can identify them: polar climate, temperate climate, dry climate and tropical climate. I know where the volcanic zones are located in the world. I know that most volcanoes and earthquakes are in the Ring of Fire. I know that the Ring of Fire is the edge of the Pacific Ocean and where this is on a world map. I know how the movement of tectonic plates causes volcanoes to erupt. I know that volcanoes can be active, dormant or extinct. I know the different elements that make up a volcano.	I know the name of many countries and major cities in Europe. I know the location of key physical features in the European countries studied. I know that climate zones are areas of the world with similar climates. I know the name and can describe some of the world's vegetation belts. I know the world's different climate zones. I know some similarities and differences between the UK and the Alps. I know why tourists visit mountain regions, such as the Alps. The Alps Where are tourists most likely to visit: Kent or the Alps? Why?	I know that a desert is an empty space of land that has less than 25cm of rainfall per year. I know that deserts are biomes. I know that there are hot and cold deserts. I know that deserts have key physical characteristics including: low rainfall, high winds and few living organisms. I know that only certain living things can be found in the desert and how they adapt to these extreme conditions. I understand the ways in which people are changing their ways to protect the planet. I know the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and where these are on a map. I know where some deserts are located around the world. I know how deserts have changed over time. Deserts Would you rather live in a hot or cold desert?

	<p>I know that earthquakes can cause death and injury, damaged buildings, broken roads, tsunamis, no water, gas, or electricity, fires and landslides.</p> <p>I know that volcanoes destroy homes and towns, clear forests and farms, kills lots of people, pollutes rivers and kills the fish, makes climate change worse with poisonous gas.</p> <p>I know that the size/impact of an earthquake is measured on a Richter scale.</p> <p>Volcanoes and earthquakes</p> <p>Why do people live near volcanoes?</p>		
	<p>Lesson 1</p> <p>I know that the Earth has layers and I can name and describe them. I know the key elements of volcanoes.</p> <p>Knowledge: Children know how tectonic plates form volcanoes. Children know the earth is made up of three layers. Children know the parts of a volcano (crater, vent, magma and lava).</p> <p>(https://www.youtube.com/watch?v=WgkM2luLok&ab_channel=TwigScienceReporter)</p> <p>Skills: Children can use diagrams to support explanations of geographical terminology (layers of the earth and how a volcano is formed).</p> <p>Children to complete a diagram which annotates a volcano and layers of the earth</p> <p>Assessment: Children are able to explain key features of the Earth and can explain how a volcano is formed.</p> <p>Vocabulary: crust, inner core, outer core, mantle, tectonic plates, gases, crater, vent, magma, lava.</p>	<p>Lesson 1</p> <p>Where are the Alps?</p> <p>Knowledge: Children know that there are seven continents and that the Alps is in Europe. Children know that the Alps is in 8 countries – Austria, Slovenia, Italy, Monaco, France, Switzerland, Germany and Liechtenstein. Children know that mountains are found at plate boundaries and that this is because mountains are formed when plate boundaries move. Children know about other mountain ranges – e.g. The Andes in South America; The Himalayas in Asia; the Rockies in North America. Children know that there are three types of mountains and how they are formed (Fold mountains – plates come together and push up; fault-block mountains – plates come together, crack along weaknesses and sink; volcanic mountains – plates move apart, lava erupts and hardens).</p> <p>Skills: Children can use world maps and European maps to locate the Alps. Children can use the maps to locate the eight countries that the Alps are in. Children can use maps to label the locations. Children can describe the direction of a location using north, south, east</p>	<p>Lesson 1</p> <p>I know what biomes are and where in the world they are located.</p> <p>Knowledge: Children know that a biome is an area with similar climate, landscapes, plants and animals. Children can name six different biomes (Savannah, Desert, Tropical Forest, Boreal Forest, Tundra, Temperate Deciduous Forest) and can show where they are positioned on a map of the world. Children know that there are five major lines of latitude (Arctic Circle, Antarctic Circle, Tropic of Cancer, Tropic of Capricorn, Equator)</p> <p>Skills: Children can use maps to locate continents and climate zones.</p> <p>Task: Children to learn about each biome and watch videos below. Children will use their information to locate the biomes on the world map.</p> <p>https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr recap on latitude and longitude.</p> <p>https://www.kapowprimary.com/subjects/geography/upper-key-stage-2/years-5-6/would-you-like-to-live-in-the-desert/lesson-1-what-is-a-hot-desert-biome/</p>

and west. Children can locate the Alps on the world map using longitude and latitude to reference the location. Use interactive presentation: Where are the Alps? From Kapow, followed by the song ‘Continents’, also on Kapow.

Task: Children will use the atlas contents page to firstly identify Europe and then identify the countries. Children are able to use the atlas to locate and label countries on their map of Europe and then highlight the countries that the Alps spread through.

Assessment: Children are able to explain the location of the Alps, countries that it spreads through and the countries surrounding using directional language and using longitude and latitude.

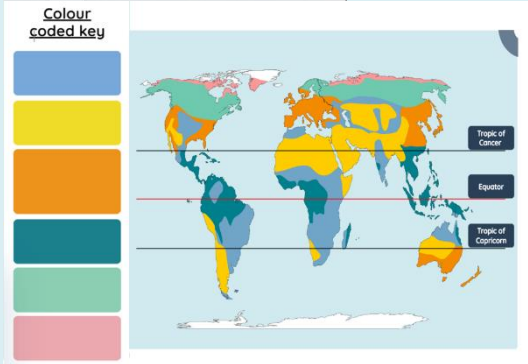
Vocabulary: Atlas, mountain range, fold mountain, latitude, longitude, hemisphere, continent, Europe.

Teacher video: Hot desert biomes. Watch 1.30 to 2.30 hemispheres and seasons

Matching biomes

Tundra	This biome is in the polar climate zones at the very north and south of the globe, where trees cannot grow.	
Desert	This biome has very little vegetation and is home to reptiles and camels.	
Savannah	This biome has tall grass and shrubs, can be quite dry, is located around the tropics and is home to elephants and lions.	
Tropical rainforest	This biome is usually found around the Equator and is home to over half of all animal and plant species.	
Boreal forest	Located in the Northern Hemisphere, this biome is the largest and has a colder climate than most others.	
Temperate deciduous forest	Found in parts of Europe and North America, this biome contains trees which shed their leaves in autumn.	

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Assessment: Children will be able to match six biomes to their colour coded locations on a map of the world. Children will be able to explain what a biome is.

Vocabulary: biome, desert, climate, hemisphere, barren, arid, vegetation, latitude.

Lesson 2
I know where volcanic zones are located around the world and can understand the impact that volcanoes have on people and its surrounding environment.

Lesson 2
What is it like in the Alps?
Knowledge: Children know that there are seven continents and that the Alps is in Europe. Children know that the Alps is in 8

Lesson 2
To summarise the characteristics of a desert biome
Knowledge: Children know that a desert is defined as a stretch of land with little to no

	<p>Knowledge: Children know that the ‘Ring of Fire’ is the area in the world with the most active volcanoes and tectonic plates. Children know the impact volcanic eruptions have on settlements. Children know that there are positive effects to living in a volcanic zone – such as more fertile soil and can improve the prosperity of the area through tourism. (Volcano resource pack from TTS/Maps on order)</p> <p>(https://www.kapowprimary.com/subjects/geography/lower-key-stage-2/year-3-4/why-do-people-live-near-volcanoes/lesson-4-what-are-the-effects-of-a-volcanic-eruption/ see volcano effects PowerPoint)</p> <p>Skills: Children can use an atlas to locate specific areas (with a given address) on a map that are impacted by volcano zones (E.g., Indonesia). Children can compare their own local geography and assess the volcano risk. Children can identify and compare similarities and differences of physical geography. Children can use different sources of information (books, laptops, videos) to research and identify reliable sources of information.</p> <p>Children to match personal statements to an area on a map to consolidate their understanding of physical geography.</p> <p>Assessment: Children are able to identify volcanic zones and identify the pros and cons of living within that area. Children are able to compare to their own experiences.</p> <p>Vocabulary: tectonic plates, volcano zone, ring of fire, Pacific Ocean.</p>	<p>countries – Austria, Slovenia, Italy, Monaco, France, Switzerland, Germany and Liechtenstein.</p> <p>Skills: Children can use comparative language to describe the climate in the Alps and in the UK. Children can locate some of the key physical and key human features of the Alps. Children can use an atlas to accurately locate and describe features. Children can use topographical maps and describe the features (different coloured lines to represent sea level etc).</p> <p>Starter activity of the Alps ‘jigsaw’. Children to label the countries and piece them together to highlight the Alps (see Kapow). Children shown video (https://www.bbc.co.uk/bitesize/topics/z3fycdm/articles/zb3ywtv) and asked to identify the physical features. Children use information from the flips to understand key physical features such as glaciers, deciduous trees and coniferous forest etc as well as information about biomes. Children to use comparative language to describe the climate and the seasons in the Alps and the UK. Using the images provided (Kapow planning), children are to initially label the different physical and human features before using ipads/laptops for Google Earth to identify the location (Chamonix, Lake Worthersee, Pasterze Glacier, Mont Blanc, Hohensalzburg Fortress, Nordkette cable car).</p> <p>Assessment: Children are able to identify and describe key human and physical features of the Alps using accurate language (glaciers, deciduous trees, coniferous trees, mountain, river, lake etc). Children are able to create their own topographical maps that indicate</p>	<p>rainfall and extremely sparse vegetation and wildlife. Children know colder desert environments exist, for example, in Antarctica and the Arctic tundra. Children know that hot desert biomes occur around the Tropics of Cancer and Capricorn. Children know features of a hot desert biome include:</p> <ul style="list-style-type: none"> • Extremely dry conditions. • Little rainfall – less than 250 mm of rain annually. • Temperatures between -20 and 50°C. • Sparse vegetation and wildlife, which include cacti, brittle brush, snakes, birds of prey and mammals like camels or coyotes. <p>Skills: Children can explain whether a desert is a hot or cold one by reading its position on a map.</p> <p>Task: From learning about the Mojave Desert, children will be able to imagine they have visited there and will write a postcard to a family member sharing their experience.</p> <p>Assessment: Children will be able to talk about the location, weather and climate, landscape, vegetation and wildlife in the Mojave Desert.</p> <p>Vocabulary: Mojave Desert, vegetation, wildlife, climate, sparse, landscape, location, weather.</p>
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land height above sea level with a title, key and compass.

Vocabulary: Climate, land height, sea level, human geography, physical geography, glacier, mountain climate, temperate forest, temperate, coniferous trees, deciduous trees, biome, topographical map.

Lesson 3

I can recognise the different types of volcanoes and movements of tectonic plates.

Knowledge: Children know the two main types of volcanoes - composite volcano and shield volcano. Children know composite volcanoes are formed when two plates come together, one melts, the pressure causes magma to rise out the top. They know shield volcanoes are formed when two plates move away from each other and magma comes out the middle. Children know the difference between an active, dormant and extinct volcano. Children know a variety of volcanoes and their location.

Skills: Children can use comparative language. Children can compare and identify a variety of volcanoes. Children can use an atlas to locate specific volcanoes around the world. Children to sort a variety of volcanoes into active, dormant and extinct and locate these on a map.

Assessment: Children are able to explain the difference between active, dormant and extinct volcanoes and know how the tectonic plates impact.

Vocabulary: active, extinct, dormant volcanoes.

Lesson 3

Why do people visit the Alps?

Knowledge: Children know physical features in the Alps (mountains, lakes, rivers, glaciers, Mont Blanc, Lake Worthersee, Pasterze Glacier) and human features (Innsbruck Cable Car, Hohensalzburg Fortress, Chamonix).

Skills: Children can research the human and physical geography of an Alpine region using iPads/books etc. Children can identify the region's climate zone, biome and vegetation. Children can describe land use in the region. Children can use a calculator to calculate accurate scale distance on an atlas. The children will focus on Innsbruck, which is a popular tourist destination all year round. In pairs, the children will have a laptop/ipad and will use Google Earth to locate Innsbruck and the country it is within.

Assessment: Children are able to use technology to research and share findings about the location, climate, population, leisure and vegetation of Innsbruck. Children are able to explain whether or not they would want to visit there and justifying their reasons using evidence from their research.

Vocabulary: Scale, climate, vegetation, population, leisure, human features, physical feature, tourist, tourism, temperate deciduous forest, temperate climate, mountain climate.

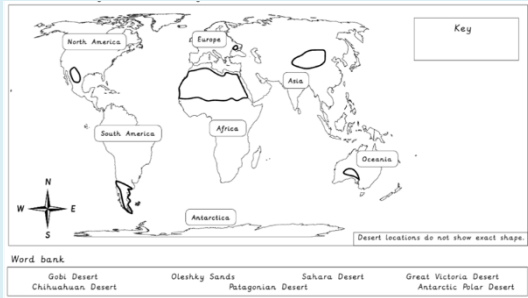
Lesson 3-

To locate and explore features of deserts


Knowledge: Children know the following facts: Antarctic Polar Desert is in Antarctica, Great Victoria Desert is in Oceania, Gobi Desert is in Asia, Oleshki Desert is in Europe, Sahara Desert is in Africa, Chihuahuan Desert is in North America, Patagonian Desert is in South America.
















Skills: Children can use maps, atlases and globes to locate countries/continents and describe features studied. Children can identify hot and cold deserts by their geographic position. Children can use a variety of sources to research features of the Mojave Desert.

Task: Children will use a Kiddle search to match each desert to their continent, colouring them and making a key for this on the side.



Children will use their Kiddle search to answer the following questions about the Mojave Desert.

			<div><div>Questions</div><div></div><div><div>✓ Which states does the Mojave Desert span?</div><div>✓ What country is the Mojave Desert in?</div><div>✓ In what continent is that country?</div><div>✓ What physical features can you see?</div><div>✓ What human features can you see?</div></div><div><div>✓ Which states does the Mojave Desert span? (California, Nevada, Utah and Arizona.)</div><div>✓ What country is the Mojave Desert in? (The United States.)</div><div>✓ In what continent is that country? (North America.)</div><div>✓ What physical features can you see? (Answers may include: mountains, such as Edgar Peak; nature reserves, such as Mojave Wilderness; tourist attractions, like the Penny Can Tree; seas, like the Salton Sea and national parks, such as Joshua Tree National Park.)</div><div>✓ What human features can you see? (Answers may include: campsites, community settlements such as Fenner, roads, airfields like Fenner Airstrip, historic buildings like Goffs Schoolhouse and cities like Las Vegas.)</div></div><div><p>Assessment: Children will be able to explain where each desert can be found in the world. Children will be able to confidently explain their findings about the Mojave Desert.</p><p>Vocabulary: continents, key, search, human/physical features.</p></div></div>
<p>Lesson 4</p> <p>I understand key aspects of earthquakes. I know what an earthquake is and what causes them.</p> <p>Knowledge: Children know that an earthquake is caused when the edges of the tectonic plates rub together producing seismic waves. Children know that 90% of earthquakes occur in the Ring of Fire. Children know that the boundary of the Ring of Fire is mostly subduction zones which is where one plate slides under another. Sometimes earthquakes have fore shocks which are smaller earthquakes before a larger earthquake. The larger earthquakes are called</p>	<p>Lesson 4</p> <p>What is there to do in our local area? (Field work)</p> <p>Knowledge: Children know that OS maps can have a variety of functions – including to support tourism. Children know that land use for leisure is called ‘recreational land use’ and this includes parks, green spaces, nature trails, playgrounds, sports fields, museums and beaches.</p> <p>Skills: Children can use data collection methods to investigate what there is to do in the local area. Children can use an OS map to recognise key physical and human features in the local area. Children can draw symbols to</p>	<p>Lesson 4- This lesson is a continuation of Lesson 3. Lessons can be put together as one bigger session.</p> <p>To describe the physical features of a desert environment.</p> <p>Knowledge: Children know that a physical feature is a landform that occurs naturally on Earth. Children know that a human feature is a landmark that is built by humans.</p> <p>Skills: Children can use a variety of sources to research the physical features of deserts.</p> <p>Task: After watching the following videos and recapping the definitions of human/physical features, children will use a Kiddle search to explore the physical features of a desert.</p>	

<p>the main shock and could be followed by aftershocks. Children know that if an earthquake happens under water, it causes a tsunami.</p> <p>Skills: Children can use knowledge of earthquakes to describe and understand the key features of earthquakes.</p> <p>(https://www.kapowprimary.com/subjects/geography/lower-key-stage-2/year-3-4/why-do-people-live-near-volcanoes/lesson-5-what-are-earthquakes-and-where-do-we-get-them/)</p> <p>Children to create a news presentation (QR code) explaining the key elements of earthquakes (How they occur, where they occur, causes and impact).</p> <p>Assessment: Children are able to explain the causes of an earthquake and where earthquakes occur the most and why.</p> <p>Vocabulary: earthquake, tectonic plates, cause and effect, occur, impact, fault line, boundary, epicentre.</p>	<p>map recreational land use in the local area. Children can say how they would like to improve the things to do in the local area. Children will be working in pre-arranged groups to research the local area and identify the key physical and human features. Children to focus on the key question ‘What is there to do in our local area?’. Children to use iPad to take photographs, write lists, draw sketches and complete data collection (tally charts etc).</p> <p>Assessment: Children are able to explain key areas of interest in the local area and what would interest a tourist. Children are able to complete maps with symbols to highlight key physical and human features.</p> <p>Vocabulary: Recreational land use, tourist, tourism, OS map, method, risk, route, questionnaire, enquiry, data.</p>	<p>Death Valley information https://www.bbc.co.uk/programmes/p0114qtj Watch video (8.23 -10.30) https://www.bbc.co.uk/iplayer/episode/b0074shj/planet-earth-5-deserts</p> <p>Assessment: Children will be able to provide information on each feature of the desert. Lower ability/SEND will be able to match the pictures to the correct information.</p> <div><p>Research the features below. For each feature, draw a diagram then write a short caption explaining how it was formed.</p><table><tr><td><p>Sand dune</p> </td><td><p>Mushroom rock</p> </td><td><p>Mesa</p> </td></tr><tr><td><p>Natural arch</p> </td><td><p>Salt flat</p> </td></tr></table></div> <p>Vocabulary: sand dune, mushroom rock, mesa, natural arch, salt flat, human/physical features.</p>	<p>Sand dune</p>  	<p>Mushroom rock</p>  	<p>Mesa</p>  	<p>Natural arch</p>  	<p>Salt flat</p> 
<p>Sand dune</p>  	<p>Mushroom rock</p>  	<p>Mesa</p>  					
<p>Natural arch</p>  	<p>Salt flat</p>  						
<p>Lesson 5</p> <p>I know the impact of a volcanic eruption and an earthquake.</p> <p>Knowledge: Children know how earthquakes impact settlements. Children know that earthquakes can cause death and injury, damaged buildings, broken roads, tsunamis, no water, gas, or electricity, fires and landslides. Children know what recovery after an earthquake looks like</p> <p>(https://www.bbc.co.uk/newsround/39941001) Children know that volcanoes destroy homes and towns, clear forests and farms, kills lots of people, pollutes rivers and kills the fish, makes climate change worse with poisonous gas.</p>	<p>Lesson 5</p> <p>How are the Alps different from our local area?</p> <p>Knowledge: Children know that tourists will use OS maps to identify key areas of interest (within human and physical geography). Children know that different symbols are used on the maps to identify key human and physical features.</p> <p>Skills: Children can compare the human geography of the local area with an Alpine area (Innsbruck). Children can compare the physical geography of the local area with an Alpine area. Children can identify similarities and differences between the two areas. Children can create enquiry questions to</p>	<p>Lesson 5</p> <p>To explain the different ways humans can use deserts.</p> <p>Knowledge: Children know that deserts can be used for job opportunities, recreational activities, landscape and nature. weather and climate, energy sources and tourism.</p> <p>Skills: Children can describe the uses of a desert and how these are beneficial to humans. Children can use their knowledge of desert uses and persuasive language to encourage people to visit the desert.</p> <p>Task: After learning about the desert uses, children will create and perform a speech personifying the Mojave Desert and encouraging visitors.</p>					

<p>Skills: Children can describe and understand key aspects of physical geography. Children can empathise with individuals who have been affected by volcanic eruptions and earthquakes. Children can use comparative language to identify similarities and differences.</p> <p>To begin, children will use prior knowledge to identify whether broken up pieces from the case studies belong to a volcano or earthquake.</p> <p>Compare earthquakes and volcanoes by analysing case studies(https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=ef9a1942-0ee8-4179-8947-42813d125f4b&lang=en-GB).</p> <p>Children to look at case studies of volcanoes and earthquakes. Children to identify key parts of human geography of these volcanoes and earthquakes (using maps, currently on order) and identify the level of destruction as a result of an eruption or earthquake. Children to explain how character values link into impact. Children to reflect on the positives from Lesson 2 and determine which they think is deadlier and why.</p> <p>Assessment: Children are able to explain is effect of an earthquake and a volcano and explain the impact on human geography.</p> <p>Vocabulary: earthquake, tectonic plates, cause and effect, occur, impact, after-math, human geography.</p>	<p>support their comparison. Children can use devices (ipads/laptops) to research further information about their local area and answer enquiry questions. Children can use comparative language to identify similarities and differences. Children to compare and contrast the maps created from their field work with the OS maps of Innsbruck. Children to identify the similarities and differences with the volume of activities offered to tourists as well as physical and human geography features.</p> <p>Assessment: Children are able to clearly explain similarities and differences between their local area and an Alpine area (Innsbruck) by using physical and human geography features.</p> <p>Vocabulary: Tourist, tourism, vegetation, climate, population, leisure, temperature deciduous forest, temperate, mountain climate.</p>	<div><div><div><div><div>Protected areas of nature</div><div>Many people like to visit, camp or enjoy the wildlife in protected natural areas like, such as the Dorset Valley and Jurassic Tree Habitat of Dorset.</div></div><div><div>Military</div><div>As the desert has many big open spaces it is an ideal place for military bases, training and storage.</div></div><div><div>Recreation and tourism</div><div>The Mojave Desert can be enjoyed recreationally. Each year tourists enjoy sand biking and rock climbing.</div></div><div><div>Renewable energy</div><div>The open, flat spaces in the Mojave Desert are ideal for solar panels and wind farms, which are used to generate renewable energy.</div></div><div><div>Settlement</div><div><ul style="list-style-type: none">✓ The Mojave Desert has many settlements ranging from small villages to big towns like Las Vegas.✓ Infrastructure such as roads, schools, hospitals, schools, has been built to support these settlements.✓ The desert also features many historic buildings, now abandoned, that show traces of the people who once lived and worked in many popular films.</div></div><div><div>Mining</div><div>Some areas of the desert are mined for oil, coal and precious metals and stones.</div></div><div><div>Ranching and farming</div><div>Many people use the desert for their livelihoods.</div></div><div><div>Ranching and farming</div><div>They have cattle and other farm animals and grow particular crops well suited to the desert environment.</div></div></div><div><div>Desert speech</div><div>Use the sentence stems and key words below to help you write your speech.</div><div><div>Sentence stems</div><div>You might want to visit me because... One interesting thing you might not know... I can be very helpful to humans because... There are lots of fun activities I can provide such as... Did you know, I...</div><div><div>Key words</div><div>recreational land ranching military mining renewable energy nature reserves national parks tourist attractions airstrips</div></div></div></div></div></div>
<p>Lesson 6</p> <p>I know what types of rocks are on our school grounds.</p> <p>Knowledge: Children know the different types of rocks and where they have come from.</p> <p>Children know the different types of rocks:</p>	<p>Lesson 6</p> <p>What is life like in the Alps?</p> <p>Knowledge: Children know that tourists visit the destination for leisure purposes. Children know that climate change has an impact on tourism due to melting glaciers, risks of</p>	<p>Lesson 6</p> <p>To describe some of the threats facing deserts.</p> <p>Knowledge: Children know that the following are all potential dangers to the desert: droughts, deforestation, new wind turbines</p>

igneous, metamorphic and sedimentary. Children know where rocks can be found. Children know that rocks are made over thousands of years. Children know that igneous rocks are made from cooled lava and magma. They know that sedimentary rocks are made from layers of rocks that have been pushed down by the pressure of the layer above it.

Skills: Children can use fieldwork to observe and record physical features in the local area using digital technologies. Children can describe what the rocks look like. Children to mark the rocks they find on the printed digital map of the school grounds with an X. In groups, children to use an iPad to take photos of the rocks they find. After locating 6 rocks, children to look back at the rocks they took photos of and use the rock identification sheet from Kapow to identify the type of rock by putting I, S or M next to each X.

Assessment: Children are able to observe and record their findings digitally on a map using symbols.

Vocabulary: crust, inner core, outer core, mantel, tectonic plates, gases, crater, vent, magma, lava, earthquake, tectonic plates, cause and effect, occur, impact.


landslides and flooding, plant life being under threat of extinction and loose and falling rocks endangering hikers and climbers. Children know ways in which we can combat climate change – walk or cycle whenever possible; reduce, reuse and recycle; try not to waste food; eat less meat and more plant-based food).

Skills: Children can describe two key aspects of the Alps' human geography. Children can describe two key aspects of the Alps' physical geography. Children can use geographical vocabulary when describing the geography of a place. Children can use comparative language when discussing why tourists would want to visit the different locations. Children can describe different risks to visiting the Alps. Children to use Kapow ppt and activity to identify key information from a travel brochure of the Alps. Children to understand the purpose of a travel brochure and what key elements about the Alps it will break information down into - 'When to Visit', 'Getting Around', Things to Do' and 'Places to See'. Children to use key questioning to support building their own understanding: What information have you included in your tourist brochure? What would you most like to do if you visited the Alps? What time of year do you think would be best to visit the Alps? Can you think of any advantages or disadvantages to high numbers of tourists visiting the Alps? Children to also have this questioning on the flip about their local area to support creating their own brochure.

and solar panel farms, mining, farming and overgrazing, flash floods.

Skills: Children can use their knowledge of desert uses and threats to create a balanced argument. Children can make an informed decision on whether they would want to visit a desert or not. Children can use their knowledge to support their reasoning of going/not going. Task: Children will learn about threats and dangers in the desert.

Threats and dangers in the desert



The hottest temperatures ever recorded on Earth have been in deserts. Global warming is increasing temperatures further, which poses an even greater threat to desert wildlife and vegetation.

As the desert climate is so dry, there are long periods of time with extremely little rainfall, causing the soil to become cracked and dry. This creates drought conditions and the lack of water makes it harder for people, plants and animals to survive.

Over a long period of time, drought can cause areas that are usually green and fertile to become empty and bare. This process, in which land becomes part of the desert, is called desertification. Desertification can also be caused by other factors, including:

- Deforestation (the cutting of trees to be used for fuel or building materials)
- Renewable energy production (the clearing of land for wind turbine and solar panel farms)
- Mining (digging into the earth for oil, gas, metals and precious stones)
- Farming (the overgrazing of animals as more people move into the desert)

Another danger in the desert is flash floods. This occurs when large amounts of rain fall on the parched, cracked earth of the desert. The ground is so dry that it cannot absorb the high volume of water. In addition, there are few plants to help soak up the water. This means that water gathers on the earth's surface, which quickly creates rivers and eventually floods. Flash floods are considered a natural disaster, especially when they hit human settlements and have been known to cause major destruction and loss of life.

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Children will use a conscience alley to decide if they would want to visit a desert and if they did, would they rather visit a hot or cold desert.

- The teacher (or a pupil) walks down the middle of the two lines.

- One line of children whispers a benefit to living in the desert; the other side whispers a challenge the desert is facing.

Assessment: Children are able to explain why they would/would not want to visit the desert using the facts learned to support their opinion.

Vocabulary: threats, uses, dangers, benefits.

		<p>Assessment: Children are able to explain the pros and cons (including the risks) of visiting the Alps and the local area as tourists and justify their reasons with research from field work. Children are able to identify key information they would include in a travel brochure about their local area to encourage tourism.</p> <p>Vocabulary: Tourist, tourism, leisure, climate, climate change, human geography, physical geography</p>	
<p>Year 3 Subject Vocabulary (I use):</p> <p>Country Continent Equator Location State North America Human features Physical features Conservation City Tourism Weather Fieldwork</p>	<p>Composite Vocabulary (I use):</p> <p>map, atlas, United Kingdom, Europe, county, Kent, coasts, rivers, towns, physical geography, human geography, characteristics, hills, mountains, coasts, roads, rivers, houses, Anchorage, North America, climate zones, temperate, polar, ice, snow, glacier, wet, warm, biomes, similarities, differences, reasoning</p>	<p>Composite Vocabulary (I use):</p> <p>Tourist, tourism, leisure, climate, climate change, human geography, physical geography, vegetation, population, leisure, temperature, deciduous forest, temperate mountain climate, recreational land use, OS map, method, risk, questionnaire, enquiry, data, scale</p>	<p>Composite Vocabulary (I use):</p> <p>Biome, Desert, Climate, Hemisphere, Barren Arid, Vegetation, Latitude, Mojave Desert, Wildlife, Sparse, Landscape, Location, Weather Continents, Key, Search, Human/Physical features, Sand dune, Mushroom rock, Mesa, Natural arch, Salt flat, Nature, Recreation, Tourism, Renewable energy, Military, Mining Ranching/farming, Personification, Threats Uses, Dangers, Benefits</p>

YEAR 3 GEOGRAPHY MEDIUM TERM PLAN

Year 3 skills (I can)	I understand...	I understand...	I understand...
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<p>I can use a map to locate counties and cities of the United Kingdom and geographical regions.</p> <p>I can compare geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.</p> <p>I can use a map to locate key aspects of: physical geography, including: climate zones, and earthquakes zones.</p> <p>I can use maps and atlases to locate countries and describe features studied.</p> <p>I can use the four points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know the names of counties and geographical regions of the UK.</p> <p>I know the physical and human features of Kent and Anchorage.</p> <p>I know that North America is made up of states.</p> <p>I understand key aspects of: human geography, including: types of settlement and land use in Kent and Anchorage.</p> <p>I know the key topographical features (including coasts and rivers) in Kent and Anchorage and understand how some of these aspects have changed over time.</p> <p>I know the different climate zones of the world including polar climate, temperate climate and tropical climate.</p> <p>I know that maps have keys that can help me identify land uses.</p> <p>I understand the similarities and differences between the UK and North America.</p> <p>I understand that I live in England and know where this is on a map of the UK.</p> <p>North America</p> <p>Would you prefer to live in Anchorage or Kent?</p>	<p>I understand...</p> <p>Knowledge</p> <p>I know where certain foods are imported from.</p> <p>I know that different foods grow in different biomes and why this is.</p> <p>I know which food have the most significant negative impact on the environment.</p> <p>I know that food imports can be both harmful and helpful.</p> <p>I know the intentions around trading responsibly.</p> <p>Food</p> <p>Would we be able to live a healthy life on only the food produced in our country?</p>	<p>I know that England is a country in the United Kingdom.</p> <p>I know that the capital city of England is London.</p> <p>I know that a city is a large town where lots of people live close together.</p> <p>I know the purpose and benefits of the River Themes and where this is located.</p> <p>I know how the River Themes has changed over time.</p> <p>I know the names of the other main cities in England including: Liverpool, Manchester and Bristol.</p> <p>I know the key identifying physical and human features of these cities and how they have changed over time.</p> <p>England</p> <p>What are the benefits of living near a city?</p>
	<p>Lesson 1</p> <p>I understand that I live in Kent which is a county in the United Kingdom.</p> <p>Knowledge:</p> <p>Children know where the UK is on a map of Europe. Children know that they live in a county which is a group of towns.</p> <p>Skills:</p> <p>Children can use maps and atlases to locate the United Kingdom. Children can name and find their county in the United Kingdom using</p>	<p>Lesson 1</p> <p>I know the impact of food choices on the environment.</p> <p>Knowledge: Children know the different biomes in the world. They know that a biome is an area with a similar climate, plants and animals. Biomes include weather, climate and landscape, which are all crucial factors in determining which food and crops can grow successfully in an area. Children know why certain foods grow in different biomes and the</p>	<p>Lesson 1</p> <p>I know that England is a country in the United Kingdom and it has both rural and urban areas.</p> <p>Knowledge: Children know that they live in England and that London is our capital city because this is where the government is located. Children know where England and London are on a map. Children know that a rural area is one that is a countryside and are very green on the map. Children know that urban areas are town and cities where more</p>

<p>Kingdom and the wider world. I can use fieldwork to observe, measure, record human and physical features in the local area using a range of methods, including sketching maps.</p>	<p>an atlas. Children can identify specific characteristics within Kent including coasts, rivers and towns. Children will locate the UK on a map of Europe using The Folens World Atlas pages 38-39. Children will locate Chatham on a map of the South East of England using The Folens Ordnance Survey Atlas page 39. What places surround Chatham? Children will use Ordnance Survey Map 148 to identify different characteristics within the county that they live. Assessment: Children are able to locate Kent on a map of England. Children know that we live in Kent. Children are able to name/identify different characteristics within Kent. Vocabulary: map, atlas, United Kingdom, Europe, county, Kent, coasts, rivers, towns</p>	<p>significance of climate. Different foods require different conditions, for example, temperature, rainfall, types of soil and amount of sunlight. The different conditions in each biome support the specific produce that grows there. Children know the ways in which food choices can harm the environment. Children know how to make small changes to a diet to help fight climate change. We can import them by boat, aeroplane or train from other countries. Sometimes people can create special conditions for products not normally grown in their country, for example, in a greenhouse. The food industry impacts the environment more than all transport pollution combined. Food miles are the distance food has travelled to reach you. The more transport is used to import food, the more fossil fuels are being used. This process creates pollution which adds to global warming. Skills: Children can use a map to locate key aspects of: physical geography, including: climate zones, and earthquakes zones. Children to match foods to different biomes based on where they think they are grown. Then they will need to investigate the impact of specific foods on the environment. Children to look at which foods are most harmful and decide how to make more friendly choices. Assessment: Children will understand why certain foods need different climates to grow. Children will be able to make decisions about which foods have a smaller impact on the environment. Vocabulary: Food, environment, carbon cycle, carbon footprint, fossil fuel, greenhouse, climate food miles, import, transport</p>	<p>people live and there are more buildings/houses. Children to add this vocabulary to their knowledge organiser. Children know that we live in a town and what towns have. Children know that cities are scattered around the UK and that other main cities are Liverpool, Manchester and Bristol and can locate these on a map. Children know what features cities have. Skills: Children can use a map to locate counties and cities of the United Kingdom and geographical regions. Children to identify whether we live in a rural or urban area. Children to sort pictures of rural and urban areas in England. Children to compare a town to a city. Assessment: Children can identify the similarities and differences of towns and cities. They can locate England, Liverpool, Bristol and Manchester on a map. Vocabulary: urban, rural, town, city, countryside</p>
	Lesson 2	Lesson 2	Lesson 2

	<p>I understand where North America is and that it is made up of states including Anchorage.</p> <p>Knowledge: Children know that Anchorage is in North America. Children know that in America they have state not counties. Children know that Anchorage is a state in North America and it is not connected to the rest of the US.</p> <p>Skills: Children can use maps and atlases to locate North America. Children can identify the state of Anchorage using a map or an atlas. Children can identify specific characteristics within Anchorage including coasts, rivers, mountains and towns. Children to locate North America on a map of the world using The Folens World Atlas pages 36-37. Children to locate Anchorage on a teacher made map of North America. Using an ordnance survey map children to answer true or false questions about Anchorage.</p> <p>Assessment: Children are able to locate North America on a map of England. Children know that Anchorage is a state in North America. Children are able to name/identify different features in Anchorage.</p> <p>Vocabulary: map, atlas, North America, state, Anchorage, rivers, mountains, towns, coastline</p>	<p>I understand the importance of trading responsibly.</p> <p>Knowledge: Children know import means to bring a food item into the UK from another country. Food miles are the distance food has travelled to reach you. They know the meaning of 'trade' (the buying and selling of goods) and that 'trading responsibly' means everyone involved in the process of trade, particularly the farmers and growers of produce, are: Treated equally, Work in safe conditions, receive at least a minimum price for their products even if there is a change in climate, diseases or a drop-in demand.</p> <p>Skills: I can use fieldwork to observe, measure, record human and physical features in the local area using a range of methods, including sketching maps. Children to discuss how they decide what to buy in shop. Children to use atlases to find Côte d'Ivoire and then watch the PowerPoint on Trading responsibly and ask the children to answer the questions: Where is Côte d'Ivoire located? (West Africa.) What countries border Côte d'Ivoire? (Mali, Burkina Faso, Liberia, Guinea, and Ghana.) What biome or climate do you think it might have? (Tropical.) What is the capital city of Côte d'Ivoire? (Yamoussoukro.) What else do you notice about it? (Various answers might include: it has a long coastline in the south; it has a large lake in the centre of the country called Lake Kossou; it has a major airport in Abidjan; railway tracks and river systems run from the north to the south.) Children to make a presentation about what trading responsibly means, how it helps people and how we can find products that have gone through the process.</p>	<p>I know that London is the capital city of England and how it has changed over time.</p> <p>Knowledge: Children know that London is the capital city of England. Children know where the River Thames is. Children know how London has changed including the River Thames. Children know that London has changed over time due to increasing population. Children know that there are more buildings, shops, houses as a result.</p> <p>Skills: Children can use a map to locate counties and cities of the United Kingdom and geographical regions. Children can compare geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Children to locate London on a map of England and recognise how close we are as well as how easy it is for us to get there because of transport links. Children to spot the difference between pictures of London in and now seeing if they can prove that the population has increased using sentence stems (I know that the population has increased because... or There are now more cars on the road and the road is wider because there are now vans, lorries etc. Need to drive along them.)</p> <p>Assessment: Children can recognise similarities and differences between London then and now.</p> <p>Vocabulary: Population, increase, landmarks, features, transport.</p>
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		<p>Assessment: Children will be able to describe the intentions of trading responsibly and how it can help farmers and how importing food can be both helpful and harmful.</p> <p>Vocabulary: import, trade, produce, conditions, product. Sustainability, benefit, drawback, export, grant</p>	
	<p>Lesson 3</p> <p>I understand the different climate zones in Anchorage and the Kent.</p> <p>Knowledge: Children know that a climate zone is an area with distinct climates. Children know that Anchorage is in the polar zone and the Kent/UK is in the temperate zone. Children know the weather patterns in both places including annual seasonal patterns. The polar zone has cool summers and the temperate zone has moderate rainfall, warm summers and cool winters.</p> <p>Skills: Children can explain what climate is. Children can explain the climate zones in Anchorage.</p> <p>Children to have picture cards of different climates which they then need to match the pictures to the descriptions. Children watch a current weather report for Anchorage and then for Kent in the current season. Children to compare and explain what climates Anchorage and Kent are in. Children will then dress two different people to suit living in Anchorage and Kent for the current climate based on weather report. They will need to justify their choices using what they have learnt about the climate.</p> <p>Assessment: Children are able identify the characteristics of both climate zones and the impact it has on the people who live there.</p>	<p>Lesson 3</p> <p>I know the process of the cocoa bean.</p> <p>Knowledge: Children know that a cocoa bean is a type of seed which is grown on a tree in West Africa. Children know that it is a key ingredient in chocolate, chocolate products and some drinks. Children know that they grow in tropical climate zones such as West Africa. Children know the process of chocolate: https://video.link/w/I1K8d https://video.link/w/1Ge9d</p> <p>Skills: Children can use maps and atlases to locate countries and describe features studied.</p> <p>Children to watch the videos describing the process of making chocolate and answer the questions.</p> <p>What different types of transport were used? (Trucks to the fermentation and packaging factory; ships and aeroplanes to European factories; trucks to the shops; cars to consumers' homes.) What processes does a cocoa bean go through to become chocolate? (Various answers include picking, cutting, fermentation, roasting, removing their husks, packaging, grinding, heating, mixing and cooling.) Children to create a storyboard showing the process of the cocoa bean.</p> <p>Assessment: Children are able to understand and explain the process of making chocolate.</p>	<p>Lesson 3</p> <p>I know the benefits and drawbacks of living in a city.</p> <p>Knowledge: Children know that London is a popular city to tourists because of its landmarks and historical buildings.</p> <p>Skills: Talk to the children about London; who has been? What did they do whilst they were there? Children to make a list of all the things that they can do. Finding the landmarks of London. What video of central London: https://www.youtube.com/watch?v=X8zLJIU-60&ab_channel=AroundTheWorld4K</p> <p>What can they see? Children to look at landmarks, roads, transport links, houses, shops, car parks as a class and decide whether it is a positive or negative of being in a city. Children to be given an aspect of London life (feature of the city) to put on the class positive/negative grid.</p> <p>Assessment:</p> <p>Children can identify London landmarks using 4 figure grid references. HA: Children to answer 12 questions based on the information of the 4-figure grid references. MA: Children to answer 8 questions based on the information of the 4-figure grid references. SEND: Children to answer 6 questions based on the information of the 4-figure grid references. Children to use their information to identify whether they would choose to live in London,</p>

	<p>Vocabulary: Anchorage, Kent, climate zones, polar, temperate, rainfall, snow, ice, heat, weather.</p>	<p>Vocabulary: cocoa, process, fermentation, bean, product, transport, factory</p>	<p>what are the attractions/drawbacks of living in a major city.</p> <p>Vocabulary: 4 figure grid references, city, London, tourists, landmarks</p>
	<p>Lesson 4 I understand the similarities and differences of the human characteristics of Kent and Alaska. Knowledge: Children know that human geography is created by humans. Children know that human characteristics include houses, roads, schools etc. Children know that both Kent and Anchorage have physical features. Children know that Kent has a larger population than Alaska. Children know that Alaska is a larger area than Kent. Skills: Children can understand the similarities and differences of Kent and Alaska through the study of physical geography. Revisit what human geography is. To correct any misconceptions, share pictures of examples of human geography with the children (schools, houses, zoos, bridges, roads.) The children will learn about the differences in population between Alaska (732,673) and Kent (1.85 million). The children will learn that Alaska (1.732 million km²) is larger than Kent (3,736 km²). What does this mean for schools, shops and traffic on the roads? Which place do you think has more of these and why? Children to draw and label the front of their house and include physical features such as garages, sheds, driveways, conservatories, loft conversions etc. Children will label what their house is made from. Children will be given a picture of a house in Alaska. Children will annotate the house, labelling physical features</p>	<p>Lesson 4 I know the number of miles of food has travelled. Knowledge: Children know that not all of our food comes from the UK. Our climate does not always support the growth of all types of food throughout the year and the UK has relationships with other countries and communities to import these foods. Trade is buying and selling products with others. We trade with food to obtain produce we cannot always grow in the UK; to help contribute to other communities; to build relationships with other countries. Food miles are the distance food has travelled to reach you. Children know how to use an atlas to locate countries on a map. Skills: I can use maps and atlases to locate countries and describe features studied. I can use the four points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world. Children to look at different foods in packages and identify where each one was made, produced and grown. Children to locate these countries on a blank map using an atlas. Then measure the distance each one has travelled to see which have the greatest food miles. Assessment: Children will be able to locate countries on a world map using an atlas. Children will be able to use coordinates and</p>	<p>Lesson 4 I know that Lordswood is part of Chatham which is a town and how it has changed over time. Knowledge: Children know that Lordswood is a town. Children know where Lordswood is. Children know how Lordswood has changed over time. Children know that towns have a local government and a place of worship. Children understand why towns change over time. Skills: Children can locate Lordswood on a map. Children can identify features of Lordswood using aerial photos. Children can use sources to identify how Lordswood has changed. Children can explain why towns change. (Children use OS maps to locate Lordswood and identify the physical and human features using the key. Children to then look at aerial photos of Lordswood to see how it has changed. Children to have a before and after photo, they will discuss their ideas of the similarities and differences.) Assessment: Children can locate Lordswood. They can explain how it has changed over time and why it has changed. Vocabulary: Population, roads, rural, human geography, map, Lordswood, amenities.</p>

	<p>they can see and what the property is made of. How are they similar or different to one another?</p> <p>Assessment: Children will correctly identify similarities and differences of a human feature and explain their reasoning.</p> <p>Vocabulary: Anchorage, Kent, Alaska, human geography, human feature, house, brick, wood, stilts, snow, climate, land-use, trees, population, kilometres</p>	<p>scale to measure the distance travelled by foods.</p> <p>Vocabulary: Carbon footprint, seasonal food, scale, air freight, greenhouse, approximate, investigate, interview</p> <p>Lesson 5</p> <p>I know how to design and use data collection methods to find where our food comes from.</p> <p>Knowledge: Information can be collected through questionnaires, collecting samples, interviews, tally charts, annotated sketches and photographs. Quantitative data is information involving an amount/often number based. Qualitative data is information involving description. Children know where the food in the dinners comes from.</p> <p>Skills: Children can use fieldwork to observe, measure, record human and physical features in the local area using a range of methods, including sketching maps. Children to look at the difference between qualitative and quantitative data and decide which we will be using. All of year 3 to be in a hall with either Nicol or Mr Wignell to ask questions about where the food in our school dinners comes from.</p> <p>Assessment: Children will be able to collect data through an interview process and analyse the responses to help answer the enquiry question</p> <p>Vocabulary: Allotment, food bank, bakery, butcher, greengrocer, quantitative, qualitative, advantages, disadvantages</p>	
	Lesson 5	Lesson 5	Lesson 5

	<p>I understand the similarities and differences of the physical characteristics of Kent and Alaska.</p> <p>Knowledge: Children know that physical geography is created naturally/by earth. Children know that physical characteristics include hills, mountains, coasts and rivers. Children know that there are more rivers in Alaska (24) than Kent (4). Children know the significance of rivers as being used for water, sources, travel and movement of goods.</p> <p>Skills: Children can understand the similarities and differences of physical geography through the study of Kent and Alaska.</p> <p>Recap what physical characteristics are and give examples. Children to compare photos of the coasts of Kent and Alaska to recognise their similarities and differences and why this may be. Children to research the benefits of coasts and their uses.</p> <p>Assessment: Children will correctly identify similarities and difference and can explain the purposes and benefits of coasts.</p> <p>Vocabulary: Kent, physical geography, human geography, hills, mountains, coasts, rivers, roads, houses, schools, characteristics, county, tourist</p>	<p>I know how to design and use data collection methods to find where our food comes from.</p> <p>Knowledge: Information can be collected through questionnaires, collecting samples, interviews, tally charts, annotated sketches and photographs. Quantitive data is information involving an amount/often number based. Qualitative data is information involving description. Children know where the food in the dinners comes from.</p> <p>Skills: Children can use fieldwork to observe, measure, record human and physical features in the local area using a range of methods, including sketching maps. Children to look at the difference between qualitative and quantitative data and decide which we will be using. All of year 3 to be in a hall with either Nicol or Mr Wignell to ask questions about where the food in our school dinners comes from.</p> <p>Assessment: Children will be able to collect data through an interview process and analyse the responses to help answer the enquiry question</p> <p>Vocabulary: Allotment, food bank, bakery, butcher, greengrocer, quantitive, qualitative, advantages, disadvantages</p>	<p>I understand that cities and towns have different features.</p> <p>Knowledge: Children know that Lordswood is a part of a town in England. Children know how to carry out fieldwork. Children know why London is a city and Lordswood is a town.</p> <p>Skills: Children can use fieldwork to observe, measure, record human and physical features in the local area using a range of methods, including sketching maps.</p> <p>(Children to watch a video of someone walking down a street in London and tally the number of cars, houses and people. Children to go out in Lordswood and tally the number of cars, houses and people. Children to write comparative sentences to prove that London is a city and Lordswood is part of a town.)</p> <p>Assessment: Children will be able to compare London and Lordswood using what they have found out about human geography.</p> <p>Vocabulary: Lordswood, Croydon, human geography, fieldwork, town, city.</p>
	<p>Lesson 6</p> <p>I understand the similarities and differences between Anchorage and Kent.</p> <p>Knowledge: Children know that similarities and differences are opposites. Similarities are elements that the places have in common. Children know the physical and human characteristics of both Anchorage and Kent. Children know the climate zones of both places.</p>	<p>Lesson 6</p> <p>I know the advantages and disadvantages of buying locally.</p> <p>Knowledge: An advantage is a positive aspect of a situation. A disadvantage is a negative aspect of a situation. Advantages of buying locally include a reduction in transport distances resulting in less air pollution; readily available seasonal food; supporting local businesses; creating jobs within the local</p>	<p>Lesson 6</p> <p>I know the similarities and differences between a city and a town.</p> <p>Knowledge:</p> <p>I know what features a city has. I know what features town have.</p> <p>Skills:</p> <p>Children can compare geographical similarities and differences through the study of human and physical geography of a region of the</p>

	<p>Skills: Children can compare Anchorage and Kent using all the learning they have done in previous lessons. Children will work in pairs to perform an advert for living in either Chatham or Anchorage. Children will highlight the benefits of living in either place by drawing on physical and human features of each town. Children will focus on climate, one human and one physical aspect of their chosen town.</p> <p>Assessment: Children are able to compare geographical similarities and difference between Kent and Anchorage. Children are able to explain which place they would prefer to live in and justify their reasoning using evidence.</p> <p>Vocabulary: similarity, difference, compare, Kent, Anchorage, climate zones, physical geography, human geography,</p>	<p>community. Advantages may include helping support communities in developing countries if responsibly traded products are bought; a wider variety of food available; creating new and improved relationships with other countries.</p> <p>Skills: Children can compare geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America. Children to reflect on the answers from the questionnaire from last lesson. Children to write a balanced argument discussing advantages of shopping locally and buying imported food.</p> <p>Assessment: Children will be able to acknowledge that where food is sourced is a complex manner and can state advantages and disadvantages of both.</p> <p>Vocabulary: Sample size, reliability, limitations, closed/open questions, pesticides</p>	<p>United Kingdom. Children can use their knowledge of cities and towns to identify what type of area is in each image. Children to discuss where they would prefer to live and why; children to draw on previous knowledge of the positive and negatives of living in a town or a city. Children to meet a fictional family consisting of 2 parents and 3 children. The children will be able to advise the family where to live (acting as estate agents) and why their choice of town or city is the most beneficial.</p> <p>Assessment: Children can use their knowledge of cities and towns to identify what type of image is in each area and advise a family where to live. Collect pupil voice for SEND, MA label and bullet point, HA sentences.</p> <p>Vocabulary: positives, negatives, town, city, family, benefits drawbacks, pollution, traffic, pedestrians, amenities, roads, school, shops, transport, opportunities</p>
<p>Year 3 Subject Vocabulary (I use):</p> <p>Country</p> <p>Continent</p> <p>Equator</p> <p>Location</p> <p>State</p> <p>North America</p> <p>Human features</p> <p>Physical features</p> <p>Conservation</p> <p>City</p> <p>Tourism</p> <p>Weather</p> <p>Fieldwork</p>	<p>Composite Vocabulary (I use):</p> <p>map, atlas, United Kingdom, Europe, county, Kent, coasts, rivers, towns, physical geography, human geography, characteristics, hills, mountains, coasts, roads, rivers, houses, Anchorage, North America, climate zones, temperate, polar, ice, snow, glacier, wet, warm, biomes, similarities, differences, reasoning</p>	<p>Composite Vocabulary (I use):</p> <p>air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend</p>	<p>Composite Vocabulary (I use):</p> <p>urban, rural, town, city, countryside, Lordswood, Croydon, human geography, fieldwork, town, city, positives, negatives, family, benefits, negatives, amenities, roads, school, shops, transport, opportunities, River Thames, OS Map,</p>

YEAR 2 GEOGRAPHY MEDIUM TERM PLAN			
Year 2 skills (I can)	I understand...	I understand...	I understand...
<p>I can 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.</p> <p>I can 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</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map of a local area and use and construct basic symbols in a key.</p> <p>I can use simple fieldwork and observational skills</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know where the UK and Australia are on a world map.</p> <p>I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and Australia.</p> <p>I know that the seasonal and daily weather patterns in the UK and Australia are different.</p> <p>I understand that the UK and Australia have varying physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>I understand that the UK and Australia have varying human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Australia</p> <p>Why is Australia a unique country?</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know that there are 4 seasons.</p> <p>I know that the four seasons are summer, autumn, winter and spring.</p> <p>I know the daily weather patterns in the UK.</p> <p>I know how the weather changes with each season.</p> <p>I know that the daily weather patterns are different in different parts of the UK.</p> <p>Weather in the UK</p> <p>How does the weather change through the seasons?</p>	<p>I understand...</p> <p>I know that Kent is a county in England and it has different geographical features to other parts of the UK.</p> <p>I know the compass directions are North, East, South and West.</p> <p>I know that Kent is in the South East of England.</p> <p>I know that I live in Medway which is in Kent.</p> <p>I know that Kent is on the coast of England.</p> <p>I know that the coast is where land meets the ocean.</p> <p>I know the key human and physical features of the coast I know the similarities and differences of the human and physical features of Medway and another coastal town.</p> <p>The coast of Kent</p> <p>What is Kent's best feature?</p>
	<p>Lesson 1</p> <p>I understand how to use a world map to locate the United Kingdom and Australia.</p> <p>Knowledge: Children will know where the UK and Australia are on a map. They can also locate where in England we live on a map.</p> <p>Skills: I can name and locate the world's seven continents and five oceans. Starter game – North, East, South and West. Model how to use an index to lookup 'France'. Discuss symbols for capital cities. What is the capital city of France? Children to locate U.K, England, Kent in an atlas using modelled skill. Locate Australia in the atlas. Show globe to demonstrate. Near or far to UK? Children to</p>	<p>Lesson 1</p> <p>I understand how to locate the four countries of the UK.</p> <p>Knowledge: Children will know where Europe and UK are on a world map. They will be able to locate and identify the four countries of the UK.</p> <p>Skills: I can 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. Starter: Display the world map and ask the children what this is a map of. Ask them if they recognise any countries. Ask them if they can identify the country we live in. Click to</p>	<p>Lesson 1</p> <p>To locate the seas and oceans surrounding the UK.</p> <p>Knowledge: Children will understand the world is made of water and land. Children will be able to locate examples on a world map and name some of these.</p> <p>Skills: I can 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. This unit of learning is based on Kapow and all resources can be found following this link. https://www.kapowprimary.com/subjects/geography/key-stage-1/geography-year-2/what-is-</p>

<p>to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>identify where UK and Australia are on a world map. Assessment: Children can locate the UK and Australia on a world map and recognise the distance between these two countries. Vocabulary: world map, continent, country, south-east</p>	<p>reveal the UK. Ask the children what they notice about it – children may comment on its size, location or the fact that it is a series of islands. Main: Children to have a map of UK each and atlases, in pairs. Look through the atlases, discuss use of them i.e. contents page. Give children countries to find by using contents page. Ask children to find UK. Sing Countries and Capitals song (Kapow) (Children to them find the four countries of the UK and label them on their map, colouring each a different colour. Assessment: Children can locate and name the four countries of the UK correctly on their maps. Vocabulary: world map, continent, country, England, Northern Ireland, Scotland, Wales, location, atlas, locate</p>	<p><u>it-like-to-live-by-the-coast/lesson-1-where-are-the-seas-surrounding-the-uk/</u> Play the <i>Pupil video: Song – Countries and capital cities of the UK</i> to recap the four countries and capital cities of the UK. Questions -What are the four countries of the UK? (England, Scotland, Wales and Northern Ireland.) What are the four capital cities of the UK? (London, Edinburgh, Cardiff and Belfast.) What are the names of the five oceans of the world? (Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean, Southern Ocean.) Hand out the atlases (one between two) and ask the children to find a map of the UK. Call out the name of the four countries of the UK (England, Scotland, Wales and Northern Ireland) and ask the children to point to each one. Ask the children: What are the blue parts? (The sea or ocean.) Explain that the UK is an island – an area of land surrounded by sea. Point out that oceans are large areas of salt water whereas seas are smaller areas of salt water that are located beside land. Using their atlases, ask the children to locate the seas and oceans of the UK (Atlantic Ocean, North Sea, English Channel and the Irish Sea). Play the song using the <i>Presentation: Song – Seas and oceans of the UK</i> and ask the children to point to each sea or ocean as they are mentioned. Children will have key questions to answer on their activity map. Ask the children to choose a suitable title for their map and write this at the top. Keep the children's completed copies of the <i>Activity: Map of the UK</i> to be added to through the unit. Assessment Display the <i>Presentation: Compass directions</i>. In pairs, ask the children to use the four</p>
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			<p>compass directions to describe the location of the seas and oceans (Atlantic Ocean, North Sea, English Channel, the Irish Sea) in relation to the UK.</p> <p>Vocabulary <i>Ocean, sea, channel. North, South, East and West.</i></p>
	<p>Lesson 2</p> <p>I understand how to use key geographical vocabulary to describe physical and human features.</p> <p>Knowledge: Human geography is caused/created by humans whereas physical geography is natural/made by the Earth.</p> <p>Skills: I can 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</p> <p>I can identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>I can 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.</p> <p>Go for a walk around our local area. Do you think that this was built by humans or is it natural? (Look at various spots around the local area e.g., trees/church/field/lamppost/newly planted trees/flowerbeds/footpath etc.) Return to class for some input with regards to human and physical geography. Children to come back to class and annotate a photo of an area from the walk (with multiple H and P features). Photo 1 label human features and</p>	<p>Lesson 2</p> <p>I understand seasonal changes in the U.K.</p> <p>Knowledge: Children will know the names of the four seasons. They will be able to identify the current season. Children will be able to describe some of the changes in each season.</p> <p>Skills: I can 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. Recap with the children the four countries of the UK and the name of the country they live in. Display the image: <i>Seasons</i>. Ask the children to discuss what they can see in the four photographs. Take feedback, then tell the children that it shows the four seasons. Ask the children to identify the four seasons shown in the photograph. Share ideas, then ask the children to think of some words to describe each season. Record these on flipchart paper using the headings ‘autumn’, ‘winter’, ‘spring’ and ‘summer’. Explain to the children that in the UK we have four seasons a year, each lasting approximately three months. Tell the children that today we will go into the school grounds to investigate the season we are in right now. Provide each child with a pencil, clipboard, a map of the school grounds with a prepared route and a length of wool yarn. Explain that they will investigate what season we are in by</p>	<p>Lesson 2</p> <p>To explain what the coast is.</p> <p>Knowledge: I know that the coast is where land meets the ocean.</p> <p>Skills: I can define the coast as a piece of land along the sea or ocean. I can locate some coasts in the UK. I can identify some features of a coast. This unit of learning is based on Kapow and all resources can be found following this link. https://www.kapowprimary.com/subjects/geography/key-stage-1/geography-year-2/what-is-it-like-to-live-by-the-coast/lesson-1-where-are-the-seas-surrounding-the-uk/</p> <p>Play the song using the <i>Presentation: Song – Seas and oceans of the UK</i> to recap the names of the seas and oceans surrounding the UK. Ask the children to point to each sea or ocean as they are mentioned. Play the <i>Pupil video: Coasts</i>. Question - What features can you see? (Answers may include: sea, cliffs, rocks, beaches, islands, harbour, pier and port.) Explain that the video shows coasts in the UK. Display the image on slide 1 of the <i>Presentation: Coasts</i> and point out some of the features of the coast. Highlight the difference between the coast (the land along the sea or ocean) and the coastline (the boundary where the land meets the water). Children to answer key questions. Using slide 2 of the <i>Presentation: Coasts</i>, show the images of five</p>

	<p>annotate. Photo 2 label physical features and annotate.</p> <p>Assessment: Children can accurately sort features into human and physical geography. Photos will be landscape shots from Australia.</p> <p>Vocabulary: hill, soil, house, town, shop, field, tree, vegetation, man-made, natural.</p>	<p>following the route around the school grounds and collecting seasonal objects along the way, creating a journey stick (see <i>Teacher video: Journey sticks - Kapow</i>). When ready, take the children into the school grounds to an area where there are likely to be sticks on the ground. Ask the children to choose one stick each of an appropriate size. Come back together, then discuss what seasonal objects they could look for on the school grounds (without telling them what season it is). Establish the boundaries of the playground within which the children will be allowed to go. Alternatively, split the class into groups, each to be accompanied by an adult. When the children have completed their route around the school grounds, ask them which season they think it might be. Ask them to describe their journey to a partner, pointing out on their map where they found each of the objects. Remind the children that it is important to wash their hands after handling objects outside. Take photographs of the children's journey sticks. These can be glued in the children's books as a record of their learning and the children can then add a label or sentence below.</p> <p>Assessment: Children will be able to correctly identify the current season we are in after our walk and their creation of the journey sticks. Children will be able to describe some of the changes between the seasons.</p> <p>Vocabulary: seasons, Spring, Summer, Autumn, Winter, changes, journey, compare, route, map, weather, locate, climate.</p>	<p>different UK coasts. Remind the children what a physical feature is – a landform occurring naturally on Earth. Where are we? What coast do we live on? What can we see? Question - What physical features can you see? (Answers may include: sea, cliffs, beaches, sand dunes, caves and coastlines.)</p> <p>Hand out the devices (one between two) and the children's completed copies of the <i>Activity: UK maps</i> from Lesson 1. Ask the children to use the link: Google Earth to locate and label the named UK coasts (from slide 2) on their maps. They then need to choose one colouring pencil to shade the five different coasts.</p> <p>Assessment</p> <p>Remind the children that a key is a list of symbols on a map explaining each feature. Ask the children to draw a box with the heading 'Key'. Inside they should add the colour they used when shading the coasts, with the label 'coast' next to it.</p> <p>Invite the children to share their maps and describe the location of the five UK coasts they labelled using the four compass directions. Note – keep the children's copies of the <i>Activity: Map of the UK</i> for use throughout this unit.</p> <p>Vocabulary</p> <p>Coast, ocean, sea, land, water, beach, North, South, East, West.</p>
	<p>Lesson 3</p> <p>I understand how to describe the physical and human features of Australia.</p>	<p>Lesson 3</p> <p>I understand how to identify the four compass directions.</p>	<p>Lesson 3</p> <p>To identify the physical features of the coast.</p>

	<p>Knowledge: Human geography is caused/created by humans whereas physical geography is natural/made by the Earth.</p> <p>Skills: I can 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</p> <p>I can identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Can children recall the differences between human and physical geography? Share aerial photographs and video clips of each of the following sites in Australia: Sydney Oprah House, Great Barrier Reef, Sydney Harbour Bridge and Three Sisters. Focus on Sydney with the Harbour bridge and Oprah house. Discuss impact humans have had on the Great Barrier Reef – plastic pollution etc. Children to sort pictures of these sites into human features and physical features of geography. Back as whole class to discuss which monuments/sites in England we have that are similar to the ones studied in Australia. Add mini fact files to learning wall for each of these features.</p> <p>Assessment: Children can accurately sort features into human and physical geography.</p> <p>Vocabulary: hill, soil, house, town, shop, field, tree, vegetation, man-made, natural.</p>	<p>Knowledge: I know the four compass directions are north, east, south and west. I know the arrow on a compass always points north. I know how to describe the location using simple compass directions.</p> <p>Skills: I can 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.</p> <p>I can 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. Watch the video on compass directions. Recap the directional language that they might already know (what words can we use to describe directions? Left, right, near, far, next to etc). Display the compass and discuss what it is and where might we see it (e.g., on maps to show different directions. This should build on prior learning from Australia composite when compass skills were introduced.) Show the North direction and ask if they know any other directions. Give a mnemonic such as naughty elephants squirt water to help remember. Give out atlases, look at the UK on the map and find the compass together. Play the Compass Directions song and get them to point to each direction on the map during it. Take the children out onto the school grounds and demonstrate how to use a compass to find north – the arrow (usually red) always points north. Put posters up of directions and</p>	<p>Knowledge: I know the key human and physical features of the coast I know the similarities and differences of the human and physical features of Medway and another coastal town.</p> <p>Skills: I can recall what a physical feature is. I can name physical features in photographs of the Jurassic Coast. This unit of learning is based on Kapow and all resources can be found following this link.</p> <p>https://www.kapowprimary.com/subjects/geography/key-stage-1/geography-year-2/what-is-it-like-to-live-by-the-coast/lesson-1-where-are-the-seas-surrounding-the-uk/</p> <p>Questions - What is a physical feature? (A landform that occurs naturally on Earth.) What is a human feature? (A large feature that was built by people, such as a road, bridge or town.) Display the <i>Presentation: Physical and human features</i> and ask the children to identify any physical or human features they can see in the image (physical features: the beach, sea or hill; human features: harbour, castle, church or houses). Hand out the children's copies of the <i>Activity: Map of the UK</i> from Lesson 1. Recap the location of the Jurassic Coast and ask the children to circle it. Questions: Where is the Jurassic Coast? (In the South of England.) Which sea is it closest to? (English Channel.) Hand out the devices (one between two) and ask the children to locate the Jurassic Coast using the link: Google Earth (it stretches from Exmouth in East Devon to Studland Bay in Dorset). Display Durdle Door on the Jurassic Coast using the link: Google Earth. Use street view to get a clearer view of the rock formations by using the yellow figure in the bottom right-hand corner and placing it as close as possible to one of the blue dots. Point</p>
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		<p>call out a compass point and means of travel, e.g., hop north.</p> <p>Give out compass directions sheet and get them to label the directions and sketch in each box what they can see in that direction.</p> <p>Assessment: Children can say what the four compass directions are. They can say how they can remember them. They can begin to think why compass points are useful.</p> <p>Vocabulary: north, east, south, west, compass, direction, location, locate</p>	<p>out, The steep cliffs. The rock formations, such as: an arch (a natural landform made from rock); stacks (a steep column of rock in the sea). Explain that the cliffs and rock formations have been formed over time when waves wore down and carried away rocks. Inform the children that coasts are always changing. Changes can be caused by nature and humans. Question - What physical features can you see on the Jurassic coast? (An island, beaches, bays, cliffs, an arch, stacks, rocks and the coastline.)</p> <p>Display the list of physical features on the <i>Presentation: Jurassic Coast</i> and ensure the children understand the meaning of any new vocabulary (see Vocabulary definitions).</p> <p>Hand out the <i>Activity: Jurassic Coast</i> and ask the children to label the physical features they can see in the photographs (cave, arch, stacks, bay, beach, cliffs and the sea).</p> <p>Display the images on slide 2 and take feedback, allowing the children to point out the features they identified.</p> <p>Assessment</p> <p>Use the link: Google Earth to show the children contrasting coasts, such as: Mudflats in Morecambe Bay – England. Rocks caused by a volcanic eruption at the Giant’s Causeway – Northern Ireland. Islands in the Orkney Islands – Scotland. Can children draw out similarities and differences between these places applying correct vocabulary.</p> <p>Vocabulary:</p> <p>Coast, sea, ocean, arch, bay, cliff, coast, coastline, island, mudflat, ocean</p>
	Lesson 4 – I understand how to use simple compass directions and locational and	Lesson 4	Lesson 4 To identify human features on the coast.

	<p>directional to describe the location of features and routes on a map.</p> <p>Knowledge: Knowing key points on a compass (North, South, East and West). Able to gives directions using points on a compass. Plotting a route on a map.</p> <p>Skills: I can 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. Children to go outside and investigate with a partner what a compass is/how to use it/what it tells them. Play N, S, E and W in a large space. Return to class to carry out teaching input. Children to complete routes, on a grid map of Australia, from one Australian site (from previous lesson) to another. Children to use directional language to describe how to travel from one monument to the next e.g., 5 squares east, 2 squares north.</p> <p>Assessment: Children are able to accurately use directional language including that of compass points.</p> <p>Vocabulary: north, south, east, west, location</p>	<p>Knowledge: I understand daily weather patterns</p> <p>Skills: I can 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. I can 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</p> <p>Starter: Children look at images of weather and think of words to describe them – create a class weather word bank. Ask children to think about their favourite type of weather and why they like it. Question what the weather is like during each season. Main: Outside, look at the weather gauge instruments. Children to offer suggestions about what they think they are and what they are used for. Discuss how each one is used to measure weather. Set up weather diary (See Kapow resources, use wipeable weather board). What is the weather like today? Raining, sunny or windy? See Kapow resources for weather related tasks depending on weather type on the day. Recap what the weather has been like that day, what season we are in, does the weather change or stay the same throughout the seasons?</p> <p>Assessment: Children can describe the weather on the day and explain the changes in weather throughout the seasons</p> <p>Vocabulary: rain gauge, thermometer, season, temperature, weather, weather vane</p>	<p>Knowledge: I know the key human and physical features of the coast I know the similarities and differences of the human and physical features of Medway and another coastal town.</p> <p>Skills: I can recall what a human feature is. I can name human features on the coast. I can describe how people use the coast. This unit of learning is based on Kapow and all resources can be found following this link. https://www.kapowprimary.com/subjects/geography/key-stage-1/geography-year-2/what-is-it-like-to-live-by-the-coast/lesson-1-where-are-the-seas-surrounding-the-uk/</p> <p>Questions: Where is the Jurassic Coast? (The South of England.) What is a physical feature? (A landform that occurs naturally on Earth.) What is a human feature? (A large feature that was built by people, such as a road, bridge or town.)</p> <p>Display the images on the <i>Presentation: Jurassic Coast</i>. In pairs, ask the children to record the physical features they can see on a mini-whiteboard or piece of paper. Take feedback (answers may include: islands, beaches, cliffs, sand dunes, caves, stacks, arches, rocks, mudflats and bays). Explain to the children that they will be investigating the town of Weymouth on the Jurassic Coast. Recap that a human feature is a large feature that was built by people, such as a road, bridge or town. Hand out the devices (one between two) and sticky notes (six between two). In pairs, ask the children to locate and explore Weymouth using the link: Google Earth. When the children identify a physical or human feature in Weymouth, they should record the name of that feature on one of their sticky notes. They should write one feature per sticky</p>
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			<p>water sports or visiting museums, shops and cafes.) Would you like to visit Weymouth? Explain why.</p> <p>Vocabulary</p> <p>- aquarium, harbour, human feature, physical feature, pier, Tourist, Coast, sea, ocean, river, port.</p>
	<p>Lesson 5</p> <p>I understand how to compare the UK with a contrasting country in the world.</p> <p>Knowledge: Children will know facts about terrain, wildlife, key facts, climate and homes in the UK and Australia. Children can discuss key differences between the two countries.</p> <p>Skills: I can 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. I can 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</p> <p>Children to be put into M/A groups to use fact sheets provided for an area of comparison, during the month of December (winter – UK, summer – Australia) (terrain, wildlife, key facts, climate, homes). They will have access to pictures, books and fact sheets to complete a comparison table of the UK vs Australia. Each group to have a leader. Leader will need to delegate responsibilities to their group e.g. time keeper, spokesperson, resource manager, reader, scribe, illustrator etc. Children will present their findings at the end of the lesson.</p>	<p>Lesson 5</p> <p>I understand how to identify daily weather patterns in the UK.</p> <p>Knowledge: Children can locate the country that they live in and its capital city. Children can begin to locate the capital cities of the remaining countries in the UK. Children will understand that the weather is not the same everywhere in the UK.</p> <p>Skills: I can 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. I can 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.</p> <p>Provide the children with their copy of the <i>Activity: Weather diary</i> from Lesson 4 and ask them to discuss: What was the weather like this week? What season are we in?</p> <p>Hand out the atlases (one between two). Ask the children if they can remember what the four countries of the UK are. Support them in using the contents page to find a map of the UK. Ask the children if they know the name of the capital city of the country they live in and if they can locate this on the map. Within the atlas there should also be a key which shows the symbol for a capital city. Explain that a</p>	<p>Lesson 5</p> <p>Knowledge</p> <p>To investigate how people use our local coast. Skills: I can identify human features. I can record data in a tally chart. This unit of learning is based on Kapow and all resources can be found following this link.</p> <p>https://www.kapowprimary.com/subjects/geography/key-stage-1/geography-year-2/what-is-it-like-to-live-by-the-coast/lesson-1-where-are-the-seas-surrounding-the-uk/</p> <p>RECAP Display the image of Weymouth using the <i>Presentation: Weymouth</i>. Why do you think lots of people visit Weymouth? (Its coastal location makes it an attractive holiday destination; it offers many visitor attractions, e.g. museums, shops and an aquarium; it provides a range of outdoor activities, e.g. walking and water sports.) What human features can you see in Weymouth? (Train station, car park, museum, hotels, aquarium, shops, harbour, pier, roads and gardens.) Display the images in the <i>Presentation: Villages, towns and cities</i>. Ask the children to discuss what they can see in the images. Explain that the images show a village, a town and a city. Define each of these terms (see Vocabulary definitions).</p> <p>Questions - Which is the largest place? (A city.) Which is the smallest place? (A village.) Is your school in a village, town or city? Explain that</p>

	<p>Assessment: Children are able to talk about key similarities and differences between UK and Australia. Discuss – why is Australia a unique country?</p> <p>Vocabulary: compare, similarities, differences, uniqueness, landscape, terrain, wildlife, climate, population, capital cities, desert, island, sea and oceans.</p>	<p>capital city is where a country's government is located. Ask the children if they know the names of any of the other capital cities of the countries of the UK and see if they can locate these on the UK map in the atlas. Play the <i>Pupil video: Song – Countries and capital cities of the UK (Kapow)</i> for the children to join in with.</p> <p>Hand out the children's UK maps using <i>Activity: Map of the UK</i> from Lesson 1. Ask the children to label the four capital cities. Using the <i>Presentation: Map of the UK (Kapow)</i>, choose a child to drag and drop the label for each capital city on the correct location. Ask the children to check their maps and correct them if needed. Tell them to circle the capital city of the country they live in. Discuss with the children what the weather is like today and if they think the weather is the same everywhere in the UK. Display the UK weather summary using the link: BBC Weather. Ask the children if they can describe what the weather is like in each capital city in the UK. Check that they understand what type of weather each symbol represents. Tell the children to draw a weather symbol for today's weather in each capital city onto their maps of the UK.</p> <p>Ask the children to use the compass on their maps of the UK to tell their partner what the weather is like in the north, east, south and west of the UK. Choose a child to bring their map of the UK to the front and present a weather forecast to the class. Challenge the children to use the sentence stems on the <i>Presentation: Weather forecast (Kapow)</i> to describe the weather using compass directions.</p>	<p>the children will carry out an investigation today using photographs to see how our local coast is used.</p> <p>Show the children the location we will be using the link: Google Earth. Point out some of the key features using a map and aerial photographs. Explain to the children that they will collect data – information which can be used to answer questions or spot patterns. Demonstrate how to fill a tally chart with 'five-bar gate' tally marks using the <i>Presentation: Tally chart</i>. The children will be recording the number of human features they see throughout their fieldwork. Questions How do you think people use your local coast? Provide each group with a device for recording. Hand out the map, photos and the <i>Activity: Tally chart</i>, pencils and clipboards (one each). Children will not be able to undertake fieldwork and so will use photographs to locate information for their tally chart. If possible, interview someone at school who lives near the coast about what it is like to live there.</p> <p>Assessment - Children share what they have found out. Are they able to draw conclusions about how the coast is used?</p> <p>Vocabulary: Village, town, city, coast, human and physical features, purpose, shop, restaurant.</p>
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	<p>Lesson 6 Why is Australia a unique country? Knowledge: Children will know facts about terrain, wildlife, key facts, climate and homes in Australia. Skills: I can 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 I can identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Show children a model advertisement persuading people to come to Medway. Discuss what has been included. Children to create an advertisement telling tourists why they should come to visit the unique country of Australia. Children will focus on key areas looked at in previous lesson which are unique to Australia e.g., famous sites/landmarks/wildlife/climate/terrain. Table-top gallery to share the children's learning. Assessment: Children to include key details of unique features of Australia in their advertisements. Vocabulary: uniqueness, landscape, terrain, wildlife, climate, population, capital cities, desert, island, sea and oceans.</p>	<p>Lesson 6 I know that the weather in the UK varies depending on where you live. Knowledge: I know how to describe the weather in each season. I know what the weather is like in each capital city (recorded last lesson). I know the difference between climate and weather. I know warm and cold places in regards to distance from the equator. Skills: 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. Children to discuss what type of climate Lordswood has. Teacher to clarify the two special words 'weather' and 'climate' and explain that these are two separate things. Label each side of the room 'warm climate' and 'cold climate', children to be shown pictures of different landscapes (desert, Antarctica etc...) and walk to the appropriate side of the room. Teacher to introduce the word 'equator' and what this means. Show map of the Earth with a red line through it (equator), give children picture of sun and snowflake. Children to pin the pictures on the map to identify where they think the warm</p>	<p>Lesson 6 To present findings on how people use the local coast. Knowledge: I know that the coast is where land meets the ocean. I know the key human and physical features of the coast I know the similarities and differences of the human and physical features of Medway and another coastal town. Skills - I can discuss the types of human features I saw. I can create a pictogram to represent how people use the local coast. This unit of learning is based on Kapow and all resources can be found following this link. https://www.kapowprimary.com/subjects/geography/key-stage-1/geography-year-2/what-is-it-like-to-live-by-the-coast/lesson-1-where-are-the-seas-surrounding-the-uk/ Question - What did you investigate in Lesson 5? (How people use our local coast.) Hand out the children's <i>Activity: Tally chart</i> from Lesson 5 and the <i>Activity: Pictogram</i> (one each). Ask the children to look at the data collected and tell their partner something they found out about how people use their local coast. Take feedback. Use the <i>Presentation: Pictogram</i> to demonstrate how to present their tally chart as a pictogram – a chart which uses pictures to represent collected data. They will need to decide on pictures to use for each human</p>

		<p>and cold climates are making links with prior knowledge.</p> <p>Recap the four countries of the UK and the name of the four capital cities. Display today's UK weather summary from BBC weather and discuss where would be best to go for a picnic today in partners. Children to look at the location of London and Edinburgh and explain why the current season looks different in both places in relation to the equator. In a Venn diagram, children to compare London and Edinburgh (including temperature, rainfall, clothes, weather dependent activities that they can do).</p> <p>Assessment: Can they think of any activities they can only do in one season? Can they think of any activities they could do in every season? Can they talk about what the weather is like in the UK in the different seasons? Can they discuss what the weather has been like this week? Can they remember what season we are in?</p> <p>Vocabulary: locate, capital city, season, climate, weather</p>	<p>feature. Ask the children to construct a pictogram on the <i>Activity: Pictogram</i> using the information from their tally chart.</p> <p>Questions - What picture could you use for the cafe or a shop? (The children may suggest: a cup or a shopping bag.) How many tally lines does one picture represent? (The children may choose ones, twos or fives.) Ask the children to choose appropriate labels for the x-axis (Type of human feature) and y-axis (Number of each human feature). The children should add an appropriate title to their pictogram (such as: A pictogram to show the different human features in at the coast). Amend the following questions to suit the local coast: Which human feature was the most common? Why do you think this is? Which human feature was the least common? Why do you think this is? Did you see a human feature you did not expect to see? How do people use your local coast? (Answers may include: for shopping, to go to work, to visit cafes and restaurants, for a holiday or to visit the beach.) What is it like to live by the coast?</p> <p>Assessment</p> <p>Children to complete a Venn diagram comparing the Kent coast studied in Lesson 5 with one of the coasts studied previously. Provide picture prompts to support/ remind children of the physical and human features.</p> <p>Vocabulary</p> <p>Aerial photograph, human feature, physical feature, coast, sea, ocean, city, town, shop, restaurant, compare, contrast.</p>
<p>Year 2 Subject Vocabulary (I use)</p> <p>England, location, Dublin, Scotland,</p>	<p>Composite Vocabulary (I use):</p> <p>town, city, village, sea, beach, hill, mountain, world map, continent, ocean, Australasia, city, town, village, factory, farm, sea, ocean, river,</p>	<p>Composite Vocabulary (I use):</p> <p>north, east, south, west, compass, direction, locate</p>	<p>Composite Vocabulary (I use):</p> <p>England, location, aerial view, landscape, environment, Irish Sea, North, North Sea, South, English Channel, east, local, west,</p>

route, equator, Northern Ireland, aerial view, North Pole, landscape, South Pole, Wales, environment, Irish Sea, North London, North Sea, South, Edinburgh, English Channel, east, Cardiff, local, west, Belfast, distant, semi-detached, terraced, address, larger, smaller, behind, city, desert, ocean, beach, cliff, coast, forest, hill, mountain, sea, river, valley, soil, vegetation, seasonal, port, harbour, factory	soil, valley, vegetation, season, weather, factory, farm, house, office, port, harbour, shop, north, south, east, west, north west, south west, north east south east.	world map, continent, country, England, Northern Ireland, Scotland, Wales, location, atlas, seasons, Spring, Summer, Autumn, Winter, changes, journey, compare, route, map, weather, climate, rain gauge, thermometer, temperature, weather, weather vane, capital city.	smaller, behind, city, ocean, beach, cliff, coast, forest, hill, mountain, sea, river, valley, soil, vegetation, seasonal, port.
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YEAR 1 GEOGRAPHY MEDIUM TERM PLAN			
Year 1 skills (I can)	I understand...	I understand...	I understand...
I can use local maps, atlases and globes to	I understand... Knowledge:	I understand... Knowledge:	I understand... Knowledge:

<p>identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. I can 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.</p>	<p>I know that an aerial photograph is a photograph taken from above. I know that maps have symbols on them to show us important buildings and other features of the area. I know that England is one of the four countries of the United Kingdom. I know that London is the capital city of England. I know that human features are characteristics of a place that were made by humans, for example, shops and roads. I know that physical features are characteristics of a place that are naturally occurring. These include features of land – hills and mountains, bodies of water – lakes and rivers and vegetation – trees and plants. What is Geography? What is Geography?</p>	<p>I know that every house and street in our country has a name and a postcode. The name of the street is usually on a wall or a sign at the beginning of the street. I know that my address has the name of the street I live in, the number or name of my house; the village, town or city I live in and a postcode. I know that an aerial photograph is taken from above and can allow you to see lots of roads at once like on a map. I know that we are responsible for looking after our local environment. Local Area Why is Lordswood a good place to live?</p>	<p>I know that the North and South Pole are on different continents. I know that the North and South Pole have geographical similarities and differences to the UK. I know that the weather in the North and South Pole's affect us in the clothes we wear, how we travel and the things we do. I know that key physical and human features differ in the Arctic and Antarctic. I know that the climate and environment can affect which animals live in the Arctic and Antarctica. North and South Pole Would you rather live in the Arctic or Antarctica?</p>
<p>I can use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map of the school and use and construct basic symbols in a key. I can use simple observational skills to study the geography of their school and its grounds and the key human and physical features of its</p>	<p>Lesson 1 I understand what physical geographical features are. Knowledge: Children know what physical geographical features are. Show children the words 'physical features' and inform the children that we are learning about this. Place different physical features all around the classroom i.e. rivers, seas, vegetation etc. Children must go around the classroom looking at the examples while thinking about what physical geographical features. Class discussion: What do you think physical features are? SEND to draw an example of physical features and everyone else to write a definition with an example picture. Resources: pictures of physical features stuck on the walls of the classroom.</p>	<p>Lesson 1 I understand we are responsible for looking after our local environment. Knowledge: Children know how to help look after their local environment. Start by asking the children 3 questions, give them time to discuss with their partners and then share as a class. What do you like about our playground? What do you dislike about our playground? How do you feel when you are in the playground? One problem that we have in our school environment is litter. Litter can be very harmful to animals and doesn't make the school look very nice either. Fieldwork: today we are going to walk around the playgrounds at school and complete a survey. We are going to put a tally every time we see a bin and a tally every time we see a piece of litter. Children to each complete their own survey.</p>	<p>Lesson 1 I can locate the North and South Poles on a map. I know that the North and South Pole are on different continents Knowledge: Recap of continents, look at maps of the earth, google map. Give children time to explore a variety of atlases with a challenge of finding the North and South Pole. Teacher to collect feedback and then show children where the North Pole and South Pole are located. Explain to them that they are in the Arctic and Antarctic continents. Children to colour the Arctic and Antarctic in blue on a blank map of the world and then label the north and south pole on the correct continent. Skills: I can use local maps, atlases and globes to identify the United Kingdom and its</p>

surrounding environment.	<p>Skills: I can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, season and weather.</p> <p>Assessment: Children are able to give examples of physical features. Most children can define the term 'physical feature'.</p> <p>Vocabulary: physical, feature, geography, mountain, sea, ocean, river, soil, valley, vegetation, natural.</p>	<p>Skills: I can use simple observational skills to study the geography of my local area.</p> <p>Assessment: Children to complete a survey of bins and rubbish around the school environment.</p> <p>Vocabulary: litter, environment, local, school, responsible, recycle, harmful, animals, wildlife</p>	<p>countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Assessment: Children are able to locate the north and south pole on a map and the continents they are found in.</p> <p>Vocabulary: atlas, map, locate, Arctic, Antarctic, continent, North Pole, South Pole, north, south</p>
	<p>Lesson 2</p> <p>I understand what human geographical features are.</p> <p>Knowledge: Children know what human geographical features are and can identify them around the school. Children to discuss the terminology physical and human. Recap what physical means. Show pictures, children to use a physical and human paddle to show whether the picture is a human feature or a physical feature. Children to do a walk around the school identifying physical and human features around the school. Resources: human and physical paddle board.</p> <p>Skills: I can use simple observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Assessment: Children are able to identify human and physical features around the school.</p> <p>Vocabulary: physical, human, feature, geography, manmade, natural, built, environment, observation.</p>	<p>Lesson 2</p> <p>I understand we are responsible for looking after our local environment.</p> <p>Knowledge: Children know how to help look after their local environment. Recap: How much litter was around our school according to our surveys? How many different bins do we have around our school? Why is it important to look after our local area? Today we are going to be eco-warriors and pick up all the litter. We will then put them all away in the correct bins to ensure they are being recycled properly. Children to walk around the playground in groups, picking up litter and then recycling the litter (each class to have a different playground).</p> <p>Skills: I can use simple observational skills to study the geography of my local area.</p> <p>Assessment: Children can explain one method to looking after our environment. Children have successfully recycled rubbish from the playground.</p> <p>Vocabulary: litter, environment, local, school, responsible, recycle, harmful, animals, wildlife</p>	<p>Lesson 2</p> <p>I know that the weather in the North and South Pole's affect us in the clothes we wear, how we travel and the things we do.</p> <p>Knowledge: Children can name at least one item of clothing, one activity and one form of transport they would have if they lived in the North and/or South Pole. Ask the children What do you think people would wear when in the North/South pole? Allow children talking time and then feedback answers (Teachers to script on the board). Look at some clothes that would be worn in the North/South Pole. Repeat for transport and activities. Teacher to emphasise that this is due to their weather throughout. Children to draw appropriate clothes, transport and write down one activity they would do if they were in the North Pole.</p> <p>Skills: I can use simple observational skills to study the geography of an area and the key human and physical features of its surrounding environment.</p> <p>Assessment: Children can name at least one item of clothing, one activity and one form of transport they would have if they lived in the North and/or South Pole.</p>

			Vocabulary: North Pole, South Pole, temperature, climate,
	<p>Lesson 3</p> <p>I understand what an aerial photograph is and I can recognise basic human and physical features in them.</p> <p>Knowledge: Children know what an aerial photograph is and can identify physical and human features in them. Recap the terminology human and physical geographical features. Today we are learning about aerial photographs and videos. Show children a video of landscapes from an aerial point of view while asking the children to think about what 'aerial' might mean. Inform the children that it can also be referred to as birds eye view. Discuss as a class, what it may mean. Share a definition. Place A3 area photographs around the classroom. Ask the children to go around and write physical or human on the photographs. Teacher to collect all the pictures and show what the majority have said per photo. Why do you think this is physical/human? How do you know? What is it? Teacher to address any misconceptions. Resources: A3 aerial of human and physical geographical features. Photographs https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb https://www.youtube.com/watch?v=TfgXuVAcUPo&ab_channel=PRIMALEARTH</p> <p>Skills: I can use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>Assessment: Children know what is meant by an aerial photograph by acting out the direction the camera would be held to take</p>	<p>Lesson 3</p> <p>I understand that every house and street in our country has a name and a postcode.</p> <p>Knowledge: Children know that every house and street in our country has a name and a postcode. Children also know the name of the street is usually on a wall or a sign at the beginning of the street. Ask the children what a house is? Can you tell the person next to your number or name of your house? Can you tell the person next to you the name of your street? Inform the children that most street names can be found on sign or a wall at the beginning on the street while the number or name of the house tends to be on the house or post-box. FIELDWORK: Today we are going to walk around Lordswood and take a picture of different streets that we see on our journey. Go on a walk around Lordswood, stopping to find street signs and the children to take a picture with the iPads. Resources: iPads</p> <p>Skills: I can use simple observational skills to study the geography of my local area.</p> <p>Assessment: Children are able to identify different street names by finding the signs at the beginning of each street.</p> <p>Vocabulary: address, postcode, number, house, street, sign, name.</p>	<p>Lesson 3</p> <p>I know that the North and South Pole have geographical similarities and differences to the UK.</p> <p>Knowledge: Children can name some similarities and differences between the North/South Pole and the UK. Recap what we learnt last lessons. How is the weather different to the UK? What other geographical features do you think will be different. Allow the children talking time and feedback ideas while the teacher scribes on the board. Repeat for similarities, giving mountains as an example to support with ideas. Children to fill a table with some differences and similarities between the North/South Pole and the UK. Children to have access to word bank to support ideas. SEND children to have the words printed with a picture to cut and stick into similarities and differences. NOTE: Arctic- mountains, fjords, islands, plateaus. Antarctica- valleys, glaciers, seas, mountains, volcanoes.</p> <p>Skills: I can use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>Assessment: Children are able to identify the human and physical features of the Arctic and Antarctica, and they can compare them to those found in the UK.</p> <p>Vocabulary: North Pole, South Pole, temperature, climate, mountains, fjords, islands, plateaus, valleys, glaciers, seas, volcanoes</p>

	<p>one. Children can identify human and physical geographical features in aerial photographs. Some children can name landmarks or physical features i.e. mountain.</p> <p>Vocabulary: physical, human, features, aerial, photograph, landmarks</p>		
	<p>Lesson 4</p> <p>I understand how to use a map.</p> <p>Knowledge: Show a picture of a child using a map, what is the child doing? Ask the children what is a map? What do we use them for? Watch 'what are maps' video and identify any misconceptions that may arise. Discuss maps they may have seen in the past and what they were used for or who might use them. Look at basic maps of different schools. What do you notice? Pull out key features as a class. Teacher to model creating a map of our school using children's input. Children to create their own map of the school to use in the next lesson. (no colour to be used).</p> <p>Resources:</p> <p>https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zjd66v4</p> <p>Skills: I can use local maps, atlases and globes to identify the United Kingdom. I can use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Assessment: Children can create a basic map of the school.</p> <p>Vocabulary: physical, human, features, aerial, photograph, maps,</p>	<p>Lesson 4</p> <p>I understand that my address has the name of the street I live in, the number or name of my house; the village, town or city I live in and a postcode. I understand that an aerial photograph is taken from above and can allow you to see lots of roads at once like on a map.</p> <p>Knowledge: Children know their address and can locate this on a map of my local area. Show the children the postcode for Swingate. In pairs ask the children to identify the name or number of the building. Teacher to highlight 'Swingate' using children's input. Ask children to find the street name. Teacher to highlight 'Sultan Road' using children's input. Ask children to find the town. Teacher to highlight 'Chatham' using children's input. Misconception: ensure children understand that Lordswood it no a town, Chatham is the town and Lordswood is part of Chatham. Ask children to find the postcode. Teacher to highlight 'ME5 8TJ' using children's input. Show children the door display. Informa them that when they learn their address and can tell an adult correctly, they can out a door knob with their name onto the door and will receive 5 house points. Show children 3 maps of Lordswood, each one more zoomed out then the previous. We are now going to circle our address onto the maps. Teacher to model</p>	<p>Lesson 4 I know that key physical and human features differ in the Arctic and Antarctic.</p> <p>Knowledge: Children can sort features into human and physical geographical features. Recap, what does human geographical features mean? What does physical geographical features mean. Children to look at the features discussed in the previous lesson to look at the physical and human features of Artic and Antarctica. Children to sort images into what is found in Artic or Antarctica. Children can explain why they may differ. Teacher to feedback ideas and address any misconceptions. Plenary: Inform the children that humans only live in one of these continents. Children to discuss in partners which one is the only one human's live in. Feedback ideas. Inform the children that it is in fact the Artic</p> <p>Skills: I can use simple observational skills to study the geography of an area and the key human and physical features of its surrounding environment.</p> <p>NOTE: Arctic- mountains, fjords, islands, plateaus.</p> <p>Antarctica- valleys, glaciers, seas, mountains, volcanoes.</p> <p>Assessment: Children are able to identify similarities/differences in human and physical features of the Artic and Antarctica.</p> <p>Vocabulary: North Pole, South Pole, temperature, climate, mountains, fjords,</p>

		<p>finding badger road on all three maps. Children to locate their address on all three maps. Resources: door display, class set of door knobs for the display, maps of Lordswood. Skills: I can use local 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. Assessment: Children are able to recite their address and receive a door knob with their name on her the door display. Children Vocabulary: address, street, city, town, village, house, postcode, country, map, aerial, identify.</p>	<p>islands, plateaus, valleys, glaciers, seas, volcanoes</p>
	<p>Lesson 5 I understand how to use a map to locate physical and human features in my school. Knowledge: Children know left and right. Children can use a map of the school playground to find physical and human features. Recap left and right using pointing, hands and playing the cha cha slide. Recap what is a map? Show children a map of the KS1 playground. This is a map from our school, whereabouts in the school do you think it comes from? How do you know? We are going to go outside and following the map using the directions left and right to help us. We are going to colour things we see that are human in blue and things that are physical in green. Give the children their maps from the previous lesson to colour code. Ask for volunteers to share their colour coded maps with the class. Discuss: Why do you think they coloured X green/blue? Why? How do you know? Teacher to address any misconceptions.</p>	<p>Lesson 5 I understand what physical and human geographical features are and can identify these features in my local area. Knowledge: Children know what human and physical features are and can identify these in their local area. Recap, what does human geographical features mean? What does physical geographical features mean? Fieldwork: today we are going to take pictures of all the human and physical geographical features we see on our walk around Lordswood. Resources: iPads. Skills: I can use simple observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Assessment: Children are able to identify human and geographical features around Lordswood and take pictures of them in preparation for their next lesson.</p>	<p>Lesson 5 I know that the climate and environment can affect which animals live in the Arctic and Antarctica. Knowledge: Recap what is the climate like in the Arctic and Antarctic? Today we are going to look at animals that live in these continents and what makes them special so that they can live there. What animals do you think we may talk about today? Feedback children's prior knowledge and address any misconceptions. Show children an animal, what do you think the animal has to help it live in the extreme cold weather? Repeat for a range of Arctic and Antarctic animals. Children to choose one animal and create an adoption poster for the animal. The children must include facts to convince the adopter, why the animal would be good for them. i.e., a polar bear has thick pads on their feet so they can walk on the snow and ice. Skills: I can use simple observational skills to study the geography of an area and the key</p>

	<p>Resources: Black and white map of the Year 1 playground, blue and green colouring pencils. https://www.bbc.co.uk/bitesize/topics/zqj3n9g/articles/zjd66v4</p> <p>Skills: I can use local maps, atlases and globes to identify the United Kingdom. I can use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Assessment: Children can follow simple right and right directions and a map to identify physical and human features.</p> <p>Vocabulary: physical, human, features, aerial, photograph, maps,</p>	<p>Vocabulary: human, physical, geography, identify, local, area, Lordswood, field, shop, park, road, trees, plants, gardens, school</p>	<p>human and physical features of its surrounding environment.</p> <p>Assessment: Children can give facts about why an animal is adapted to the environment, i.e., polar bears have thick fur to stay warm.</p> <p>Vocabulary: Artic, Antarctic, continent, snow, cold, ice, climate, weather, animal, adapt, adopt.</p>
	<p>Lesson 6</p> <p>What is Geography?</p> <p>Knowledge: Children know what geography is and can explain it. Show children a word we have learnt this term, what does it mean? Repeat for all key words. Give children a range of pictures some linking to geography and some linking to completely other subjects i.e., maths symbols. Can you sort it into geography and not geography? Teacher to assess their understanding of geography.</p> <p>Skills: I can use simple observational skills to study the geography of an area and the key human and physical features of its surrounding environment.</p> <p>Assessment: Children are able to answer the question ‘What is geography?’ by identifying pictures that are and are not related to geography.</p> <p>Vocabulary: physical, human, feature, geography, mountain, sea, ocean, river, soil, valley, vegetation, natural, geography, manmade, natural, built, environment,</p>	<p>Lesson 6</p> <p>I understand what physical and human geographical features are and can identify these features in my local area.</p> <p>Knowledge: Children can sort features into human and physical geographical features. Recap, what does human geographical features mean? What does physical geographical features mean? What did we do last lesson? Children to sort through their pictures and put them into two columns: physical and human features. Ask for volunteers to share their sorted pictures with the class. Discuss: Why do you think they placed X under human/physical feature? Why? How do you know? Teacher to address any misconceptions.</p> <p>Skills: I can use simple observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Assessment: Children are able to sort their pictures into physical and human features.</p>	<p>Lesson 6</p> <p>Would you rather live in the Arctic or Antarctica?</p> <p>Knowledge: Children are able to give on appropriate reason from what they learnt to justify their choice. Ask the children ‘Would you rather live in the Arctic or Antarctica?’. Using children’s input, recap what we have learn this term about the Arctic or Antarctic. Children to complete the stems sentence ‘I would rather live in _____ because’.</p> <p>Skills: I can use simple observational skills to study the geography of an area and the key human and physical features of its surrounding environment.</p> <p>Assessment: Children are able to answer the question ‘Would you rather live in the Arctic or Antarctica?’ by giving one appropriate explanation for their choice.</p> <p>Vocabulary: Antarctic, artic, continent, snow, ice, cold, summer, winter, weather, map, locate, north,</p>

	observation, season, seasonal, spring, autumn, summer, winter, weather, sun, rain, wind, snow, pattern.	Vocabulary: human, physical, geography, identify, local, area, Lordswood, field, shop, park, road, trees, plants, gardens, school	south, climate, mountains, fjords, islands, plateaus, valleys, glaciers, seas, volcanoes
Year 1 Subject Vocabulary (I use)	Composite Vocabulary (I use): town, city, village, sea, beach, hill, mountain, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, city, town, village, factory, farm, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop	Composite Vocabulary (I use): Address, country, city, town, suburb, postcode, street, name, identify, physical, human, shop, school, road, pavement, tree, plant, field, map, aerial, road.	Composite Vocabulary (I use): Antarctic, artic, continent, snow, ice, cold, summer, winter, weather, map, locate, north, south, climate, mountains, fjords, islands, plateaus, valleys, glaciers, seas, volcanoes

Art

Rationale for how Art is organised (including the practical, theoretical and disciplinary scope progressing knowledge and skills and conceptual understanding):
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At Swingate Primary Art and Design, are an essential and integral part of our curriculum that is inclusive and involves the highest forms of expression and creativity, taught in a supportive environment. We have designed our Art and Design curriculum, with the intent that each child becomes confident, creative and curious, and expresses themselves in their own unique way. Children will leave Swingate with a passion for learning and achieving in various creative ways, and understanding a variety of techniques within Art and Design.
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The Art and Design curriculum is taught progressively throughout the school so the fundamental skills are developed and built upon every year, whilst providing our children with the opportunity to develop their curiosity and a natural wonder of the world around them.




The curriculum is designed to: fulfil the National Curriculum, provide a broad and balanced curriculum which ensures the progressive development of skills and knowledge in the Art and Design. This is achieved by recognising the children's prior learning, allowing the children to express their individual creativity through observing, then recording through first-hand experiences, applying techniques, and from imagination. The children develop competency in controlling a variety of materials and tools, developing self-reflection skills, building resilience and become creative, critical thinkers in a meaningful way. Therefore, our curriculum has been designed to link strongly with our concept of appreciation by observing and exploring existing artwork and products, whilst developing life-long skills such as; experimenting and exploring, practicing, perseverance, resilience and evaluating and developing pride in all of their learning.
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At Swingate our focus is in developing proficiency in various techniques and processes, and to develop an awareness of the visual, auditory, physical and tactile elements whilst fostering enjoyment and appreciation of the visual arts. We therefore link this to significant artists across the Art and Design.

Every child is recognised as a unique individual and we celebrate and welcome these similarities or differences. All children have an opportunity to express themselves in a variety of ways and demonstrations of the children's work is valued, discussed and displayed. We believe that all children are creative and that it is essential to foster this to become expressive, cohesive and successful adults to take opportunities to extend their horizons in their futures.
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Medium Term Plans (knowledge, skills, vocabulary and formative assessment):
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YEAR 6 Art and Design MEDIUM TERM PLAN

Year 6 skills (I can)	I understand...	I understand...	I understand...	I understand...
<p>Drawing I can use different types of lead pencil and thickness of pencil to use make marks for a purpose such as tone or shading. With pencil, I can use hard and soft lines to record detail in the distance, foreground & create shadow with increasing control and accuracy. With coloured pencil, I can layer colours to create depth of colour and tone for a planned purpose. I can prepare a surface to create a wax crayon image. e.g. colouring in a solid area;</p>	<p>Banksy</p> <p><u>Knowledge</u></p> <p>Focus skill: Drawing- Exploring line through symmetry, expressive mark making and powerful messages. Medium: Colouring pencils, felt tip pens and charcoal. Outcome piece: Uses line to create a powerful message in the style of Banksy.</p> 	<p>William Turner</p> <p><u>Knowledge</u></p> <p>Focus skill: Painting- Using accurate strokes for purpose and effects creating tones and adding details to backgrounds. Medium: Watercolour paint. Outcome piece: Applies strokes of paint creating tones and detailing, for purpose, in the style of William Turner.</p> 	<p>Harmen Steenwijck</p> <p><u>Knowledge</u></p> <p>Focus skill: Colour- Exploring colours- using correct tones for a planned purpose and to create depth of colour. Medium: Paint and coloured pencils. Outcome piece: Creates the correct tones for depth and purpose in the style of Harmen Steenwijck.</p> 	<p>I know that art can be a part of our identify.</p> <p>I know that art can be used to express memories and self.</p> <p>I know how to develop memories of primary school into abstract relief cardboard sculptures inspired by Louise Nevelson.</p> <p>I know how to develop ideas for a memory box sculpture. I know how to draw upon an artist as inspiration and using personal memories.</p> <p>I know how to create a sculpture depicting personal primary school memories.</p> <p>I know how to experiment, use originality, use technical competence and craftsmanship.</p> <p>I know how to reflect on the making process and my personal development as an artist.</p>
	<p>Lesson 1</p> <p>I understand who Banksy was and why he is famous. Knowledge: I know important information about the artist; Who were they? What style of Art they create? What meaning does the pieces have to the artist? What meaning does the pieces have for the public? I know that Banksy is an English-based street artist that has</p>	<p>Lesson 1</p> <p>I understand who William Turner was and why he is famous. Knowledge: I know that William Turner was an English Romantic painter, printmaker and watercolourist. I know he was known for his expressive colouring, imaginative landscapes and turbulent marine paintings. I know he became known as “the painter of light” because of the</p>	<p>Lesson 1</p> <p>I understand who Harmen Steenwijck was and why he is famous. Knowledge: I know that Harmen Steenwijck is a Dutch still-life painter. I know that he had a brother Pieter Steenwijck who was also a still-life artist. Steenwijck learnt how to paint from his Uncle and influenced his first painting called “Vanitas”. I know that this painting</p>	<p>Lesson 1</p> <p>I understand how to analyse how art can explore the concept of self. Knowledge: I know how to identify common themes within different artworks. I know how to consider how I can use art to express myself. I know how to reflect on my own work and choices. Skills I can choose materials to create a 3D sculpture with detail to express an idea or emotion.</p>

<p>applying a variety of layers of wax crayons to create tone. With pastel/charcoal, I can use the tip to create finer detail with increasing accuracy. With pastel/charcoal, I can use blending and overlaying colours to create soft backgrounds, using fingers to smudge. I can use pens to record minute detail with increased degree of accuracy. I can develop the ability to create a continuous line drawing, developing control, expression, shape, form,</p>	<p>remained anonymous. They have been active since the 1990s mainly creating street art with dark humour and a distinctive stencilling technique. His artworks are considered installations or temporary art and usually found on publicly visible surfaces. Skills: I can use a sketch book to make personal investigations of interests and record observations. I can explore the impact of well-known artists' work on the society at the time relating it to previous artists and their historical presence. I can explore the impact of well-known architects' work on the society at the time. I can understand and describes how artists manipulate materials to create texture in a range of artwork.</p> <p>Children to explore the questions: What is art? Where do we find/see art? Introduce the artist Banksy. What do the children already know about the artist Banksy? Share photos of their artwork and discuss the idea of art in public spaces. Children to explain their preferences and what some of the messages/meanings are in</p>	<p>use of interesting and brilliant colours in his artwork. Skills: I can create layers of paint by creating tonal paintings and to add detail to background colours. I can create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint. I can use a sketch book to make personal investigations of interests and record observations. I can explore the impact of well-known artists' work on the society at the time relating it to previous artists and their historical presence. I can explore the impact of well-known architects' work on the society at the time. I can adapt the techniques of other artists to create abstract drawings.</p> <p>Children are introduced to the artist: https://www.youtube.com/watch?v=xGKANIMEVLk&ab_channel=ArtGalleryofSouthAustralia Key facts are highlighted and teachers will inform the children of these. Children are given interesting facts about the artist and photos are shared. Children are to decide and present their facts in a creative way to share with the rest of the</p>	<p>emphasised the fact that life is short and we have lots of worldly wealth. I know what the formal elements in Art are and I can describe these and I can look closely at an artist's work and describe these (line, colour, shape, tone, texture, pattern). Children know how to analyse a piece of artwork by answering the following questions. What can you see? Why have these been chosen? Why have they been placed in this way? Why have these colours been chosen? What effect does this create? How have these colours been created? What mood is created and how? Skills: I can analyse and describes the use of colour within the artists' work and describes why they may have used the colours. Assessment: Children can talk about Harmen Steenwijck's life and their artwork. Vocabulary: Harmen Steenwijck, colour, similarities, differences, create, paint, tones, depth, light, dark, highlight, wealth.</p>	<p>I can convey, express and articulate a message or emotion through 3D sculpture. I can use knowledge and understanding of patterns, whilst identifying this in others' works, to then create and represent feelings and emotions. I can use a sketch book to make personal investigations of interests and record observations. I can develop personal, imaginative responses to a theme. Assessment: Children are able to identify common themes between different artworks. Children are able to create a sculpture that shows the use of art to express themselves that may be more literal than symbolic, with a willingness to have a go and experiment. Children are able to reflect either verbally or as a written response to demonstrate an understanding of creative decisions. Vocabulary: Artwork, compare, expression, literal, self, attributes, contrast, identity, memories, symbolic.</p>
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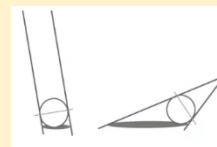
<p>detail and articulating their deepening knowledge of line to create portraits. I can adapt the techniques of other artists to create abstract drawings. I can create 3D drawings with increasing accuracy and flare, whilst considering other formal elements including tone. I can sketch the key shapes objects from different angles when drawing still life. I can imitate the techniques of other artists; they use simplified shapes and lines to create more abstract drawings with</p>	<p>the artwork. Children to do their own research on Banksy using given resource websites: https://primaryfacts.com/2218/banksy-facts-and-information/ , https://blog.artsper.com/en/a-closer-look/10-facts-know-banksy/ , https://wiki.kidzsearch.com/wiki/Banksy , https://kids.kiddle.co/Banksy , https://www.bbc.co.uk/bitesize/topics/zpqxs82/articles/zd4n3qt</p> <p>Children are to explore information about the artist's life and work, and understand his work has impacted today's art. Children are to present their facts in a creative way to share with the rest of the class. Children to think about the influence of graffiti and creating art on public walls/spaces. What impact does this art have? Why do you think the artist has remained anonymous? Children to choose one of Banksy's pictures provided to appraise. What effect does it have? How does it make you feel? Why does it make you feel this way? What does it symbolise? Why do you think the artist has created the piece like this? <i>A sponge print brick wall is created in preparation for the next lesson.</i></p> <p>Assessment: Children can talk about Banksy's artwork and give</p>	<p>class. Children are going to begin to think about; describing, responding, relating, evaluating, analysing and interpreting what they have found. Children to share their findings with their peers.</p> <p>Explain that Turner would paint the same place but at different times of the day to create different effects. Introduce the focus of warm and cold colours. What are these? Why do you think both are used in these paintings? What effect does it create? From the video, the children to experiment with the techniques used by Turner. Children to create a wash of colour, first adding the warm colours then the cool colours like that found within the video. Then think about and introduce the value. Explain what is meant by value. Share their thoughts.</p> <p>Assessment: Children can talk about William Turner's life and their artwork. Children are able to document what they have learnt about the artist and present how they want to.</p> <p>Vocabulary: William Turner, Romantic painter, watercolourist, landscapes, expressive, warm colours, cool colours, wash, value, describing, responding,</p>		
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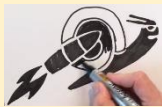
<p>increased accuracy. I can have an increased awareness of how to use tone to describe light and shade, contrast and shadow.</p>	<p>their opinions on the artists' intentions. Children to document what they have learnt about the artist and present how they want to. Vocabulary: Banksy, graffiti, public, street art, anonymous, humour, stencilling, messages, meanings, intentions, appraise.</p>	<p>relating, evaluating, analysing, interpreting.</p>		
<p>I can deliberately manipulate tone to portray emotions - using the 'chiaroscuro' technique.</p> <p>Painting I can select the brush size, type depending on the task and becomes more skilful and accurate with strokes. I can create layers of paint by creating tonal paintings and to add detail to background colours.</p>	<p>Lesson 2 I understand how to explore line and use it for purpose to create a powerful message. Knowledge: I know what the difference is between street art and graffiti. I know what a tag is. I know how to create a tag. Skills: I can use different types of lead pencil and thickness of pencil to use make marks for a purpose such as tone or shading. With pencil, I can use hard and soft lines to record detail in the distance, foreground & create shadow with increasing control and accuracy. With coloured pencil, I can layer colours to create depth of colour and tone for a planned purpose. I can use pens to record minute detail with increased degree of accuracy. I can imitate the techniques of other artists; they use simplified shapes and lines to create more abstract drawings with</p>	<p>Lesson 2 I understand how to mix colours to create various strokes for purpose. Knowledge: I know how mix colours for a purpose. I know what warm and cool colours are. I know how to purposefully use brush strokes for an effect. Skills: I can select the brush size, type depending on the task and becomes more skilful and accurate with strokes. I can create layers of paint by creating tonal paintings and to add detail to background colours. I can load a brush with the correct amount of paint and water to create different thicknesses of washes. I can, with more accuracy, recreates colours used by chosen painters.</p> <p>Children to explore the use of colour within Turner's art. Share various landscapes and seascapes. What do they notice</p>	<p>Lesson 2 I understand how to mix colours to create correct tones and washes to create depth. Knowledge: I know how to create the correct shade by using black and the correct tone by using grey. Children experiment with adding grey and black on purpose. Children use and apply shade and tone to create a simple 3D shape from observations. Children are able to use a wash of colour to create a background. I can then mix colours accurately to purposely create accurate colours, whilst considering tone and shade, and how this was created previously within the lesson.</p> 	<p>Lesson 2 I understand how to explore sculptural techniques. Knowledge: I know how to generate a selection of memories from primary school. I know how to represent ideas within a composition of shapes. I know how to create a cardboard relief sculpture. Skills: I can make a 3D sculpture using a range of joining methods with more refined details e.g. gluing, stitching, weaving, tying. I can develop knowledge and understanding of more complex texture and combining textures through practical making activities. I can convey, express and articulate a message or emotion through 3D sculpture. I can use a sketch book to make personal investigations of interests and record observations. I can develop personal, imaginative responses to a theme. I can use stylistic features of well-known architects in their 3D work and explain how their work is</p>

<p>I can create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint.</p> <p>Colour I can develop colour mixing and tonal shading with colour to make accurate skin tones and shades. I can develop the ability to create a variety of accurate skin tones. I can load a brush with the correct amount of paint and water to create different thicknesses of washes.</p>	<p>increased accuracy. I can analyse and describes the use of colour within the artists' work and describes why they may have used the colours. I can, with more accuracy, recreates colours used by chosen painters. I can develop personal, imaginative responses to a theme.</p> <p>Children to recap what they learnt about in the last lesson. Discuss the fine line between graffiti and street art. Explain that there is a lot of street art that is done with permission or on a commission, but some is graffiti (not done with permission) which is powerful art, but then there is graffiti that is only considered vandalism. Children to explore the local area for 'tags'. Photos to be taken to be explored and shared once back in class. What do they notice? Are they art? Would you consider it art or graffiti? Photos to be shared. Compare these to existing types of graffiti/tags which use only initials or</p> 	<p>about each piece? What does the paintings mainly focus on? How does Turner create his effects? Briefly recap what primary and secondary colours the children know. Then recap on last lesson, and the use of warm and cool colours, and reflect on these used within the various artworks. Children to explore how to use watercolours to blend the warm and cool colours. What do they notice? What happens when they add more or less paint or water? Children to use quick, small brush strokes to show light and shade. Children to choose one of Turner's paintings, but these are only a section of the painting. The children are to interpret and extend around the painting to reflect the colours and brushstrokes used within the existing painting. Share their thoughts and feelings about the piece, and why they decided to use certain colours and brush strokes. Why did they interpret the painting in this way? Assessment: Children are able to mix colours for purpose. Children are able to extend a painting whilst considering the colours used and the purpose of their brush strokes. Children are able to carefully reflect on their</p>	<p>Skills: I can sketch the key shapes objects from different angles when drawing still life. I can have an increased awareness of how to use tone to describe light and shade, contrast and shadow. I can create layers of paint by creating tonal paintings and to add detail to background colours. I can develop colour mixing and tonal shading with colour to make accurate skin tones and shades. I can load a brush with the correct amount of paint and water to create different thicknesses of washes. Assessment: Children can mix paint to create the correct tones and shades to portray depth. Vocabulary: Harmen Steenwijk, paint, tones, shade, depth, light, dark, grey.</p> 	<p>similar/different. I can analyse and evaluate an artists' use of form and uses this within their own sculptures. I can understand and describes how artists manipulate materials to create texture in a range of artwork. Assessment: Children are able to suggest ways to represent memories through imagery, shapes and colours, which may be primarily literal rather than symbolic. Children are able to draw a composition of shapes developed from initial ideas to form a plan for a sculpture. Children are able to competently use scissors to cut shapes accurately by following a drawing to create a three-dimensional sculpture. Vocabulary: Three-dimensional, composition, manipulate, sculpture, assemblage, juxtaposition, relief.</p>
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<p>I can express feelings, emotions and events through colour mixing and chosen colours.</p> <p>I can select colours to accurately reflect objects in a still life composition.</p> <p>I can analyse and describes the use of colour within the artists' work and describes why they may have used the colours.</p> <p>I can, with more accuracy, recreates colours used by chosen painters.</p> <p>Materials, craft and sculpture</p> <p>I can choose materials to create a 3D sculpture with detail to express</p>	<p>nicknames. Explore the colours, colour gradient, composition, shadows and how bubble writing used. The sponge print back ground is used to mimic a brick wall where the graffiti will be added to. Children explore line to create a 'tag' of their initials and decide how various lines can be used for effect. Children to decide on what message their tag is sending their audience.</p> <p>Share these with the rest of the class. Is it successful? What message does it convey? How has the artist used line to convey a message?</p> <p>Assessment: Children are able explain the difference between street art and graffiti. Children can create their own tag by using various lines.</p> <p>Vocabulary: Banksy, graffiti, street art, permission, commission, vandalism, tags, bubble writing, colour gradient, composition, shadows, audience.</p>	<p>findings and when creating their pieces.</p> <p>Vocabulary: Colour, warm, cool, interpret, extend, reflect, thoughts, feelings, purpose.</p>		
	<p>Lesson 3</p> <p>I understand how to explore line to create shadows and reflections to create an effect.</p> <p>Knowledge: I know how to explore various lines. I know how to manipulate lines for</p>	<p>Lesson 3</p> <p>I understand how to use paint for purpose and effect to create mood.</p> <p>Knowledge: I know how to create a painting to show rough and calm seas. I know how to</p>	<p>Lesson 3</p> <p>I understand how to use various tones for purpose due to lighting.</p>	<p>Lesson 3</p> <p>I understand how to use creative experience to develop ideas and plan a sculpture.</p> <p>Knowledge: I know how to discuss the approach of different artists and consider how this may influence my</p>

<p>an idea or emotion.</p> <p>I can make a 3D sculpture using a range of joining methods with more refined details e.g. gluing, stitching, weaving, tying.</p> <p>I can convey, express and articulate a message or emotion through 3D sculpture.</p> <p>I can develop knowledge and understanding of more complex texture and combining textures through practical making activities.</p> <p>I can use knowledge and understanding of patterns, whilst identifying this in others' works, to then</p>	<p>effect. I know how to create a stencil.</p> <p>Skills: I can use different types of lead pencil and thickness of pencil to use make marks for a purpose such as tone or shading. With pencil, I can use hard and soft lines to record detail in the distance, foreground & create shadow with increasing control and accuracy. I can develop personal, imaginative responses to a theme. I can use observational skills to replicate images by well-known artists and explain how their work is similar/different.</p> <p>Children to reflect on the work of street artists. Banksy uses stencils to create his pieces because he found it was slower to paint it because he often wouldn't finish or he would get caught. Some street artists think it is cheating using stencils and prefer to use free hand.</p> <p>Children to reflect on previous knowledge of creating various lines such as; curved, wavy, straight, cross-hatched etc.</p> <p>Children to explore how to draw various shapes, which can be 2D shapes or line drawings they make up. They are then going to</p>	<p>purposefully make choices that reflects the mood of the piece.</p> <p>Skills: I can select the brush size, type depending on the task and becomes more skilful and accurate with strokes. I can create layers of paint by creating tonal paintings and to add detail to background colours. I can load a brush with the correct amount of paint and water to create different thicknesses of washes. I can express feelings, emotions and events through colour mixing and chosen colours.</p> <p>Children to look at various photos of beaches that have rough and calm seas. Children to discuss how the colours of the images create a mood. What type of mood does it create? How does it do this? How does it make you feel? Why does it make you feel this way? Children are to consider the colours used from the previous lesson and those seen within the photos. Turner often painted seascapes and the children are to recreate one rough and calm photo using watercolour paints. Children to discuss the differences in their pieces. Share and reflect on how they changed their approach which then effected their</p>	<p>Knowledge: I know what it means by shade and tone and how to correctly apply shade and tone correctly to paintings. I know that applying shade and tone creates 3D objects. I know lighting is important to create realistic observations.</p> <p>Children understand about light sources and what Chiaroscuro is and the illusion of creating space. Children to look at the artwork of Lorena Kloosterboer and identify how she creates realistic observational artworks through use of light. Children to use lamps to shine light on various vases and bowls, and capture these in photographs. Children to select where they want the light source and draw an arrow to identify this. Children to use coloured paint to paint various tones to create their vase and using lighter tones to show where the light source is. Children can analyse how successful their piece is and the use of tone and shade to draw/paint realistically.</p> <p>Skills: I can sketch the key shapes objects from different angles when drawing still life. I can have an increased awareness of how to use tone to describe light and shade,</p>	<p>own work. I know how to use my sketchbook to test and develop ideas into a plan. I know how to explain what I need and how I will make my sculpture.</p> <p>Skills: With pencil, I can use hard and soft lines to record detail in the distance, foreground & create shadow with increasing control and accuracy. I can choose materials to create a 3D sculpture with detail to express an idea or emotion. I can convey, express and articulate a message or emotion through 3D sculpture. I can use a sketch book to make personal investigations of interests and record observations. I can develop and discuss ideas through sketches. I can use a sketchbook to record experiments with various media and try out techniques and processes before applying it. I can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different.</p> <p>Assessment: Children are able to talk about artists' work and explain what they might use in their work.</p> <p>Children are able to produce a clear sketchbook idea for a sculpture that includes written notes and drawings to show what they will need and how they intend to make it.</p>
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<p>create and represent feelings and emotions. I can extend and articulates their knowledge of pattern from multiple sources to create sophisticated original artwork, whilst relating it to artists' work.</p> <p>Sketch books (Developing and applying ideas) I can use a sketch book to make personal investigations of interests and record observations. I can develop and discuss ideas through sketches. I can use a sketchbook to record experiments with various media and try</p>	<p>use tracing paper, and use these shapes to then reflect them (they can use mirrors to help them), and turning them from a sing spot. Children are to draw where their shapes end up. Explain that they will be creating their own stencil to represent themselves.</p>  <p>These can be of an animal (as Banksy often used animals) shapes and lines. Children to consider what lines they use when drawing out their stencil. Can you make a shadow? Children to carefully think about why they have chosen an animal and what meaning does it have behind the image. Children may want to make it humorous e.g. a snail with a jet pack. Demonstrate how to create a stencil. White card will be used to draw on. Begin with a simple outline</p>  <p>in pencil, then colour in the areas carefully in black felt tip that will be cut out. Children to be reminded that the shapes created must have space between them as this would be where the lines would go.</p>	<p>outcome. For example; brush strokes, brush size, colours used etc.</p> <p>Assessment: Children are able to create two different pieces reflecting the mood of the water. Children are able to consider their approach to their painting and what effect. Children are able to reflect on their purposeful choices.</p> <p>Vocabulary: Purpose, effect, rough, calm, seascapes, watercolour, approach, outcome, brushstrokes, choice.</p>	<p>contrast and shadow. I can create layers of paint by creating tonal paintings and to add detail to background colours. I can develop colour mixing and tonal shading with colour to make accurate skin tones and shades. I can deliberately manipulate tone to portray emotions - using the 'chiaroscuro' technique.</p> <p>Assessment: Children use various tones including white due to lighting, to create a more realistic art piece.</p> <p>Vocabulary: Harmen Steenwijck, paint, tones, shade, depth, light, dark, grey, realistic, Chiaroscuro, illusion, light source.</p>	<p>Vocabulary: Abstract, influence, memory, plan, tradition, embedded, inspiration, object, sculpture.</p>
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<p>out techniques and processes before applying it.</p> <p>Inspiration of others and ideas</p> <p>I can develop ideas using the work of artists' and learning ways the artist represents their ideas through painting.</p> <p>I can develop personal, imaginative responses to a theme.</p> <p>I can use observational skills to replicate images by well-known artists and explain how their work is similar/different .</p> <p>I can use stylistic features of well-known architects in their 3D work</p>	<p>Children then need to create their stencil and cut it out ready to use in the next lesson.</p> <p>Assessment: Children are able to use various lines to create shapes and for effect. Children are able to use various lines.</p> <p>Vocabulary: Stencils, line, curved, wavy, straight, cross-hatched, reflect, shadows, meaning, humour.</p>			
	<p>Lesson 4</p> <p>I understand I know how to add line for and effect and purpose (Use charcoal and pencil to create mood).</p> <p>Knowledge: I know how to use a stencil. I know how to add in purposeful lines for effect.</p> <p>Skills: I can use different types of lead pencil and thickness of pencil to use make marks for a purpose such as tone or shading. With pencil, I can use hard and soft lines to record detail in the distance, foreground & create shadow with increasing control and accuracy. With pastel/charcoal, I can use the tip to create finer detail with increasing accuracy. With pastel/charcoal, I can use blending and overlaying colours to create soft backgrounds, using fingers to smudge. I can develop personal, imaginative</p>	<p>Lesson 4</p> <p>I understand how to apply tones for purpose and adding details.</p> <p>Knowledge: I know how use various and accurate brushstrokes for a purpose. I know how to consider tones for effect. I know how to use paint to add detail.</p> <p>Skills: I can select the brush size, type depending on the task and becomes more skilful and accurate with strokes. I can create layers of paint by creating tonal paintings and to add detail to background colours. I can load a brush with the correct amount of paint and water to create different thicknesses of washes. I can express feelings, emotions and events through colour mixing and chosen colours. I can use observational skills to replicate images by well-known artists and</p>	<p>Lesson 4</p> <p>I understand how to observe objects applying the correct tones and washes.</p> <p>Knowledge: I know what it means by tone, shade and washes. Children to bring in objects that have meaning to them. Children to recap 'Vanitas' and how the objects were symbolic to the time and to the artist. Children to discuss what their objects represent. Where will the objects be set? How will you arrange the objects? What are the symbolic meanings to the objects? I know how to decide how to place objects purposefully and decide on where the light source will be. Photos are taken as a point of reference. Children to consider the formal elements and begin sketching their objects and applying tones and washes (Consider the shine/realism).</p> <p>Skills: I can sketch the key shapes objects from different angles when</p>	<p>Lesson 4</p> <p>I understand how to apply materials and techniques to work in 3D.</p> <p>Knowledge: I know how to use my plans to construct 3D forms. I know how to combine materials and techniques to fit my ideas. I know how to work independently, by experimenting with tools and materials.</p> <p>Skills: I can choose materials to create a 3D sculpture with detail to express an idea or emotion. I can convey, express and articulate a message or emotion through 3D sculpture. I can develop knowledge and understanding of more complex texture and combining textures through practical making activities. I can use knowledge and understanding of patterns, whilst identifying this in others' works, to then create and represent feelings and emotions. I can use stylistic features of well-known architects in</p>




<p>and explain how their work is similar/different .</p> <p>I can explore the impact of well-known artists' work on the society at the time relating it to previous artists and their historical presence.</p> <p>I can explore the impact of well-known architects' work on the society at the time.</p> <p>I can analyse and evaluate an artists' use of form and uses this within their own sculptures.</p> <p>I can understand and describes how artists manipulate materials to create texture in a range of artwork.</p>	<p>responses to a theme. I can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different.</p> <p>Children to recap on their last lesson. Children to create a background for their stencil by drawing a brick work pattern on brown sugar paper.</p> <p>Demonstrate how to use a dry brush to dab/flick paint onto the stencil (Use thumb to brush through brush hairs). Remind the children to not use water or too much paint, as it must be a light covering of paint on the stencil. Children to create their piece. These should dry quickly, so charcoal and 2B pencils are used to add shadows and details into their piece. Children to be shown and reminded of how to use charcoal and how to blend, smudge and define areas by pressing harder or lighter. Children to reflect on their successes and improvements they could make in their techniques.</p> <p>Assessment: Children are able to create a stencilled piece.</p>	<p>explain how their work is similar/different.</p> <p>Children to recap what they have learnt about the use of colour, time of day, how atmosphere can be created by various paint brush marks and tones. Remind the children of the importance of their brush strokes for purpose. Consider how they can create various tones, to create atmosphere, and adding details to backgrounds. Children to bring in photos of a seascape that means something to them. Using watercolours, children are to create their final piece from this photo, on a larger scale (A3 preferably). Remind the children of what mood they will create. Children have the option of brush sizes to choose from to create their landscape. Children to consider their brush size when adding details into their piece. Share their thoughts and feelings about the process and how it differed from painting their previous pieces when considering the rough and calm seas.</p> <p>Assessment: Children are able to create a meaningful piece to them. Children are able to consider colour, paint brushes, brush strokes. Children are able</p>	<p>drawing still life. I can have an increased awareness of how to use tone to describe light and shade, contrast and shadow. I can create layers of paint by creating tonal paintings and to add detail to background colours. I can develop colour mixing and tonal shading with colour to make accurate skin tones and shades.</p> <p>Assessment: Children to use their objects to create a composition that is symbolic to them and begin using tones and washes to create realistic observations.</p> <p>Vocabulary: Harmen Steenwijck, paint, tones, shade, depth, shadow, realistic, light source, symbolic.</p>	<p>their 3D work and explain how their work is similar/different. I can develop ideas using the work of artists' and learning ways the artist represents their ideas through painting. I can develop personal, imaginative responses to a theme.</p> <p>Assessment: Children are able to successfully translate plans to a 3D sculpture. Children are able to select and combine appropriate materials. Children are able to mostly work independently and show a willingness to experiment and try new things.</p> <p>Vocabulary: In-process, manipulate, materials, pitfall, reflections, sculpture, tools.</p>
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I can analyse and evaluates an artists' use of tone. Applies chosen techniques within their own work.	Children are able to add and work into their piece using charcoal and pencil for effect. Vocabulary: Background, stencil, dab, flick, charcoal, blend, smudge, define, harder, lighter, reflect, improvements, techniques.	to reflect on their piece to see how they can improve their piece. Vocabulary: Turner, landscape, seascape, brush strokes, atmosphere, details, purposeful, accurate.		
	<p>Lesson 5</p> <p>I understand how to use line and expressive mark making for purpose in the style of Banksy. Knowledge: I know how to use various line and mark making. I know how to create various lines and imagery for a purpose. I know how to create symbolism and meaning in my drawings. Skills: I can use different types of lead pencil and thickness of pencil to use make marks for a purpose such as tone or shading. With pencil, I can use hard and soft lines to record detail in the distance, foreground & create shadow with increasing control and accuracy. With pastel/charcoal, I can use the tip to create finer detail with increasing accuracy. With pastel/charcoal, I can use blending and overlaying colours to create soft backgrounds, using fingers to smudge. I can extend and articulates their knowledge of pattern from</p>	<p>Lesson 5</p> <p>I understand how to apply brushstrokes and tones for effect, in the style of William Turner. Knowledge: With pencil, I can use hard and soft lines to record detail in the distance, foreground & create shadow with increasing control and accuracy. With coloured pencil, I can layer colours to create depth of colour and tone for a planned purpose. I know how use various and accurate brushstrokes for a purpose. I know how to consider tones for effect. I know how to use paint to add detail. I can select the brush size, type depending on the task and becomes more skilful and accurate with strokes. I can create layers of paint by creating tonal paintings and to add detail to background colours. I can load a brush with the correct amount of paint and water to create different thicknesses of washes. I can express feelings, emotions</p>	<p>Lesson 5</p> <p>I understand how to create the correct tones for depth and purpose in the style of Harmen Steenwijck. Knowledge: I know how to create a realistic object using shade, tone and light. Children to continue their sketch and observational piece that is symbolic to them. Children to add more depth into their piece using grey, black and white paints, to the colours they have observed, which create more realistic work in the style of Harmen Steenwijck. Focus on the white to add light. Children explain their piece and how successful they have been. Children to consider these questions; What would your name your piece? What mood is created? What does your piece show? How did you decide how to place the objects? How did you choose where to place the light source? Do you feel your piece is like Harmen Steenwijck's work? Children can compare their piece to Harmen Steenwijck's pieces.</p>	<p>Lesson 5</p> <p>I understand how to problem solve, evaluate and refine artwork to achieve a chosen outcome. Knowledge: I know how to identify areas of my work to refine. I know how to select appropriate tools and materials to improve my work. I know how to reflect on my work and personal development as an artist. Skills: I can choose materials to create a 3D sculpture with detail to express an idea or emotion. I can make a 3D sculpture using a range of joining methods with more refined details e.g. gluing, stitching, weaving, tying. I can convey, express and articulate a message or emotion through 3D sculpture. I can develop knowledge and understanding of more complex texture and combining textures through practical making activities. I can use knowledge and understanding of patterns, whilst identifying this in others' works, to then create and represent feelings and emotions. I can extend and</p>

	<p>multiple sources to create sophisticated original artwork, whilst relating it to artists' work.</p> <p>Children to recall what they created last lesson. Using coloured pencils, felt tips, a stencil, and paint, children are to create their final piece that represents them. Children can use all the techniques that have been previously used including their 'tag'. For example, charcoal can be used as an additional purposeful effect. Remind the children when using charcoal to add it at the end for purpose, such as a shadow. Get the children to focus on the use of line and precision in their mark making for effect. Remind the children to think about the meaning behind their image and writing, and what it symbolises. Think about the positioning, lines and colours used. Children to firstly create a brick wall effect on brown sugar paper. They will be using this as their background. Once the children have finished their piece, display artwork like Banksy would on the walls for others to share their thoughts and feelings. Evaluate how effective marks, tags, imagery</p>	<p>and events through colour mixing and chosen colours. I can use observational skills to replicate images by well-known artists and explain how their work is similar/different.</p> <p>Children are to recap on the previous lesson. Explain to the children that many artists would go back to their art work and 'work' into them to improve them, and enhance their outcome. They must consider what they would need to do to improve their piece. Just like Turner would have done, the children are going to work into their piece and add finer details using their choice of media e.g. pencils, colour pencils, pens etc. Share the artwork with the rest of the class. Peer and self-evaluate the work. Why did you choose those colours? What time of day does this appear to be? What atmosphere does it create? Is it similar or different to Turner's artworks? Do you think you were successful? What would you do next time? How were the details created? How does the piece make you feel?</p> <p>Assessment: Children are able to use accurate and purposeful brushstrokes to create tone and</p>	<p>Skills: I can sketch the key shapes objects from different angles when drawing still life. I can have an increased awareness of how to use tone to describe light and shade, contrast and shadow. I can create layers of paint by creating tonal paintings and to add detail to background colours. I can develop colour mixing and tonal shading with colour to make accurate skin tones and shades. I can analyse and evaluates an artists' use of tone. Applies chosen techniques within their own work.</p> <p>Assessment: Children create a realistic piece that has meaning and symbolism. Children's piece is in the style of Harmen Steenwijck considering light sources.</p> <p>Vocabulary: Harmen Steenwijck, paint, tones, shade, depth, shadow, realistic, light source, symbolic, compare, similar, different</p>	<p>articulates their knowledge of pattern from multiple sources to create sophisticated original artwork, whilst relating it to artists' work. I can analyse and evaluates an artists' use of tone. Applies chosen techniques within their own work.</p> <p>Assessment: Children are able to identify and make improvements to their work by selecting appropriate tools to do so. Children are able to produce a completed sculpture demonstrating experimentation, originality and technical competence. Children are able to competently reflect on successes and personal development and showing an understanding of progress made.</p> <p>Vocabulary: Evaluation, development, sculpture, experimentation, reflection.</p>
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	<p>and symbols are. Why did you choose that image? What does it represent? Do you think you were successful? What would you do next time? How was the use of line effective? Did the audience understand the meaning? How did affect the audience? Why did you use those techniques?</p> <p>Assessment: Children are able to use the expressive mark making to create meaning. Children are able to create a piece that has meaning by using symbolism.</p> <p>Vocabulary: Banksy, line, precision, mark making, meaning, symbolism, represent, audience.</p>	<p>build and atmosphere. Children are able add details to the background.</p> <p>Vocabulary: Turner, landscape, seascape, brush strokes, atmosphere, details, purposeful, accurate.</p>		
Year 6 Subject Vocabulary (I use)	<p>Composite Vocabulary (I use): Banksy, graffiti, public, street art, anonymous, humour, stencilling, messages, meanings, intentions, appraise, permission, commission, vandalism, tags, bubble writing, colour gradient, composition, shadows, audience, line, precision, mark making, symbolism, represent, audience, stencils, line, curved, wavy, straight, cross-hatched, reflect, shadows, humour, background, dab, flick, charcoal, blend, smudge, define, harder,</p>	<p>Composite Vocabulary (I use): William Turner, Romantic painter, watercolourist, landscapes, expressive, warm colours, cool colours, wash, value, brush strokes, atmosphere, details, purposeful, accurate, describing, responding, relating, evaluating, analysing and interpreting, interpret, extend, reflect, thoughts, feelings, effect, rough, calm, seascapes, watercolour, approach, outcome, brushstrokes, choice.</p>	<p>Composite Vocabulary (I use): Harmen Steenwijck, colour, similarities, differences, create, paint, tones, depth, light, dark, highlight, wealth, shade, dark, grey, realistic, Chiaroscuro, illusion, light source, shadow, symbolic, shadow compare, similar, different.</p>	<p>Composite Vocabulary (I use): Artwork, compare, expression, literal, self, attributes, contrast, identity, memories, symbolic, three-dimensional, composition, manipulate, sculpture, assemblage, juxtaposition, relief, abstract, influence, memory, plan, tradition, embedded, inspiration, object, evaluation, development, experimentation, reflection, in-process, materials, pitfall, reflections, tools.</p>

	lighter, reflect, improvements, techniques.			
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YEAR 5 Art and Design MEDIUM TERM PLAN				
Year 5 skills (I can)	I understand...	I understand...	I understand...	I understand...
<p>Drawing I can use different types of lead pencil and thickness of pencil to use make marks for a purpose such as tone or shading. With pencil, I can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser. With coloured pencil, I can layer colours to create depth of colour and tone.</p>	<p>Frida Kahlo</p> <p><u>Knowledge</u></p> <p>Focus skill: Drawing- Exploring line through proportion, composition and shape Medium: Colouring pencils Outcome piece: Uses proportion, composition and shape to create a self-portrait with meaning.</p> 	<p>Katsushika Hokusai</p> <p><u>Knowledge</u></p> <p>Focus skill: Painting- Using layers of paint to add detail. Medium: Printing ink, drawing ink and watercolour paint Outcome piece: Applies layers of paint to add detail in style of Katsushika Hokusai.</p> 	<p>Paul Cézanne</p> <p><u>Knowledge</u></p> <p>Focus skill: Colour- Exploring colours- tints for purpose Medium: Paint Outcome piece: Apply tints and shade, for purpose, in the style of Paul Cézanne.</p> 	<p>I know that installation art is a medium for communicating a message. I know the features of installation art. I know how to evaluate an artwork. I know about the installation work of artist Cai Guo-Qiang. I know how to consider the display space and scale of an artwork. I know how to create a scaled-down version of an installation similar to Guo-Qiang's gunpowder drawings. I know how to create an installation, considering how ordinary spaces can be transformed and trying alternative solutions as they construct their artwork.</p>
	<p>Lesson 1 I understand who Frida Kahlo was and why she is famous. Knowledge: I know important information about the artist; Who were they? When were they born/died? What style of Art they</p>	<p>Lesson 1 I understand who Katsushika Hokusai was and why he is famous. Knowledge: I know who Katsushika Hokusai was and that he was best known for his wood block print series. He was a Japanese artist</p>	<p>Lesson 1 I understand who Paul Cézanne was and why he is famous. Knowledge: I know that Paul Cézanne is a French painter and he is known as one of the greatest Post-Impressionist painters. I know that his work</p>	<p>Lesson 1 I understand how to identify and compare features of art installations. Knowledge: I know how to give a definition for installation art. I know how to identify similarities and differences between art</p>

<p>I can prepare a surface to create a wax crayon image. e.g. colouring in a solid area; applying a top layer of black paint mixed with washing-up liquid; by scraping into the surface with a sharp tool. With pastel/charcoal, I can use the tip to create detail. With pastel/charcoal, I can use blending and overlaying colours to create soft backgrounds, using fingers to smudge. I can use pens to record minute detail. I can extend and express drawings using a developing</p>	<p>create? What meaning does the pieces have to the artist? I know that she is a painter from Mexico City and contracted polio when she was a child. I know she was the first Mexican artist to have art required by a world-renowned museum.</p> <p>Skills: I can use a sketch book to explore ideas for meeting a design brief and develops and discusses ideas through sketches. Uses sketchbooks to enhance knowledge of skills and techniques using various media. I can develop ideas using the work of artists to explore own ideas. Expressing ideas and feelings about familiar products. I can explore the impact of well-known artists' work on the society at the time.</p> <p>Children are to explore information about the artist's life and work, and understand her work has impacted today's art. Explore some of the artist's pieces and how the composition has been used for effect. Why have they arranged the objects like this? Focus the children's attention to the use of line, shape, proportion and composition used. Look at the differences between her work</p>	<p>that mainly known for painting and being a printmaker. His most famous pieces included 36 views of Mount Fuji, which actually consists of 46 prints. He had a long career but he made his most important work after the age of 60.</p> <p>Skills: I can use a sketch book to explore ideas for meeting a design brief and develops and discusses ideas through sketches. Uses sketchbooks to enhance knowledge of skills and techniques using various media. I can develop ideas using the work of artists to explore own ideas. Expressing ideas and feelings about familiar products. I can explore the impact of well-known artists' work on the society at the time.</p> <p>Children are introduced to the artist: https://www.youtube.com/watch?v=Y9zKMDuhzQs&t=112s&ab_channel=EamonStewart Key facts are highlighted and teachers will inform the children of these. Children are given interesting facts about the artist scattered around the classroom. Children are to present their facts in a creative way to share with the rest of the class. Show the series of prints made: https://www.hokusai-katsushika.org/36-views-of-mt-fuji-seri36.html Children are to compare what are similar and different</p>	<p>influenced many art movements such as Cubism. I know Cézanne used repetitive, exploratory brushstrokes in his works. I know he used small brushstrokes of colour to build up his paintings. I know that Cézanne took drawing and painting lesson, even though his Dad disapproved. He then suffered with self-doubt early on in his career. Children know how to analyse a piece of artwork by answering the following questions. What can you see? What colours have been used and what effect do they give? Why have these colours been chosen? What do you think the artist was feeling when they created it? What mood has been created/why/how?</p> <p>Skills: I can analyse and describes the use of colour within the artists' work and begins to describe why they may have used the colours. I can explore the impact of well-known artists' work on the society at the time.</p> <p>Assessment: Children can talk about Paul Cézanne's life and their artwork. Children can answer questions and apply knowledge of previous artists.</p> <p>Vocabulary: Paul Cézanne, colour, similarities, differences, create, paint, Post-Impressionism, brushstrokes.</p>	<p>installations. I know how to analyse artworks and justify my ideas.</p> <p>Skills: I can explore the impact of well-known artists' work on the society at the time. I can analyse and describes the use of form within artists' work and uses this within their own sculptures. Expressing ideas and feelings about familiar products. I can describe and model form and space in 3D using a range of materials. I can use a sketch book to explore ideas for meeting a design brief and develops and discusses ideas through sketches. Uses sketchbooks to enhance knowledge of skills and techniques using various media.</p> <p>Assessment: Children are able to justify how they grouped images together. Children are able to answer questions about their chosen installations thoughtfully and being able to generate their own questions about the artwork. Children are able to show that they understand what installation art means.</p> <p>Vocabulary: Analyse, annotate, display, evaluate, features, installation art, location, mixed media, scale, special effects, three-dimensional (3D).</p>
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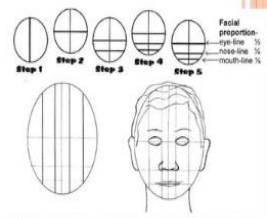




<p>understanding of line.</p> <p>I can create 3D drawings with increasing accuracy considering other formal elements including tone.</p> <p>I can develop an increasing sophistication in the use of tone to describe objects when drawing from observation.</p> <p>Painting</p> <p>I can select the brush size, type depending on the task and becomes more skilful with controlling strokes.</p> <p>I can create layers of paint to add detail to background colours and increasing control.</p>	<p>over time. Children to discuss how the proportion and composition has been used for effect. Are these images real? What do they mean? This should generate a discussion.</p> <p>Compare artist's work with other artists. Children to record their ideas and findings within their sketchbooks. Children to understand how Art helped Frida through her terrible accident and the recovery.</p> <p>Children to share their understandings.</p> <p>Assessment: Children can talk about Frida Kahlo's life and their artwork. Children to document what they have learnt about the artist and present how they want to.</p> <p>Vocabulary: Frida Kahlo, proportion, composition, symbolism, reason.</p>	<p>about each of the prints. Introduce the media of printing ink. Reflect this in the artist's works. Layers of paint and ink were used to create their pieces. Children to explore examples of wood blocks. Children to experiment with layering a wood block to create various prints by using different colours and moving the wood blocks.</p> <p>Assessment: Children can talk about Katsushika Hokusai's life and their artwork. Children to document what they have learnt about the artist and present how they want to.</p> <p>Vocabulary: Katsushika Hokusai, prints, wood block, layers.</p>		
	<p>Lesson 2</p> <p>I understand how to develop a self-portrait.</p> <p>Knowledge: I know how to use various expressions. I know how to use line to create a self-portrait.</p> <p>Skills: I can use different types of lead pencil and thickness of pencil to use make marks for a purpose such as tone or shading.</p> <p>I can extend and express</p>	<p>Lesson 2</p> <p>I understand how to explore layering paint for effect.</p> <p>Knowledge: I know how to create layers using inks. I know how to experiment with various textures to create layers. I know how to create a simple line drawing of key shapes within a landscape.</p> <p>Skills: I can use a sketch book to explore ideas for meeting a design brief and develops and discusses</p>	<p>Lesson 2</p> <p>I understand how to create tints and shades.</p> <p>Knowledge: I know how to analyse paintings using the correct vocabulary. I know how to describe which painting is the odd one out and explain why.</p> <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-painting/lesson-1/</p> <p>Showing the painting 'Mont Saint-Victoire' by Cézanne. I know how to</p>	<p>Lesson 2</p> <p>I understand how to investigate the effect of space and scale when creating 3D art.</p> <p>Knowledge: I know how to justify my opinions of installation artworks. I know how to work safely when creating my model installation space. I know how to create the effect of a large-scale space when photographing my box. I know how to suggest the effect on the viewer</p>


<p>I can create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint.</p> <p>Colour I can mix colours to make own paint from natural pigments that match the purpose. I can mix and match colours for purpose to create tints and shades such as skin tones, backgrounds. I can control paint and water, with the correct amount, to mix paint of different thicknesses.</p>	<p>drawings using a developing understanding of line. I can use a sketch book to explore ideas for meeting a design brief and develops and discusses ideas through sketches. Uses sketchbooks to enhance knowledge of skills and techniques using various media.</p> <p>Children to recall what they did last lesson and recall some facts about Frida Kahlo. Begin by the children taking a 'selfie', and just like Frida, many artists have taken self-portraits. https://video.link/w/qxHjb Children to take three photos of themselves (happy, serious and silly expressions). Children are then to choose which one they would like to draw. Children to create a practice portrait first. Remind the children about their previous learning of proportion, however the children are to create a continuous line drawing. There are no rules as to where they start so they can choose. They need sharp observation and concentration, but they are not allowed to rub anything out. Once they have finished their practice they can move onto their</p> 	<p>ideas through sketches. Uses sketchbooks to enhance knowledge of skills and techniques using various media. I can use observational skills to replicate images by well-known artists and explain how their work is similar/different. I can develop my knowledge and understanding of more complex texture through practical making activities. I can develop ideas using the work of artists to explore own ideas. Expressing ideas and feelings about familiar products.</p> <p>Recap on the artist and his style from the previous lesson. Children are to explore how drawing ink can be used. Explain that water can be added to thin the ink, but it can be mixed easily. Demonstrate how quickly the ink dries, if water isn't added, by leaving a wash of colour. Then layers of ink can be created which can be used to darken areas. Additionally, ink pens can be used to draw lines and features. Children to experiment with layering the inks, wash effects and then experimenting with how it blends on wet paper. Salt and</p> 	<p>identify shades and tints in paintings e.g. light green and dark green, within a painting. Children know how to analyse a piece of artwork by answering the following questions. How would you mix these colours? Children to use the video to create shades and tints using paint. I know how to then create shades and tints using various media, paint and oil pastels.</p> <p>Skills: I can mix colours to make own paint from natural pigments that match the purpose. I can mix and match colours for purpose to create tints and shades such as skin tones, backgrounds. I can control paint and water, with the correct amount, to mix paint of different thicknesses. Assessment: Children are able to identify various tints and shades within art work. Children are able to create tints and shades using various medias.</p> <p>Vocabulary: Paul Cézanne, colour, blending, mix, oil pastels, shades, tints.</p>	<p>of being in my model installation space.</p> <p>Skills: I can choose materials to create a 3D sculpture. I can describe and model form and space in 3D using a range of materials. I can analyse and describes the use of form within artists' work and uses this within their own sculptures. Expressing ideas and feelings about familiar products. I can construct images through various methods to further their knowledge and understanding. I can analyse and describes the use of form within artists' work and uses this within their own sculptures.</p> <p>Assessment: Children are able to justify their opinions of installation artworks and evaluating their own work, considering how the box might appear if it were a full-sized space. Children are able to suggest changes they could make if they repeated the activity to create a different atmosphere in the space.</p> <p>Vocabulary: Installation, location, scale, atmosphere, performance art, props, stencil.</p>
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<p>I can select and mixes colours to depict own thoughts, feelings and intentions.</p> <p>I can define and uses more complex colours.</p> <p>I can analyse and describes the use of colour within the artists' work and begins to describe why they may have used the colours.</p> <p>Materials, craft and sculpture</p> <p>I can choose materials to create a 3D sculpture.</p> <p>I can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying.</p>	<p>real piece. Once finished they can go over them with a black fine-liner. Has this improved from the practice? What was difficult to draw? Can you explain why? What did you enjoy?</p> <p>Children have the opportunity to share their work with the class.</p> <p><i>Take a photo of the child and their piece together to be shared.</i></p> <p><i>Scan and print the line drawings for the next lesson.</i></p> <p>Assessment: Children are able to describe how self-portraits have changed over time. Children are able to capture self-expression and develop their control over line in an observational drawing.</p> <p>Vocabulary: Line, selfie, self-portrait, expression</p>	<p>tissue paper can be added to create texture. Tissue can be used to lighten areas by soaking up excess moisture. Children to create various collage papers ready to be used within the next lesson. More ink can be added to create layers for darker areas, for effect, and define the shapes seen.</p> <p>As the paper dries, children are given images of local landmarks. Discuss what can be seen within each and the composition of the landmarks. Look carefully at what can be seen in the foreground, middle ground and back ground. Demonstrate how to simplify an image and depict the landmarks. Compare these to Hokusai's prints from the previous lesson. Discuss the key shapes that are used within each of the landscapes. Children to sketch in their sketch books a simple line drawing of their design.</p> <p>Assessment: Children are able to experiment and create a variety of paper that has layers of paint. Children are able to add more detail to their experimentation to create various effects.</p> <p>Vocabulary: Drawing ink, was, layers, texture, collage, foreground, middle ground, back ground.</p>		
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<p>I can describe and model form and space in 3D using a range of materials.</p> <p>I can develop my knowledge and understanding of more complex texture through practical making activities.</p> <p>I can compose original designs by adapting and synthesising the work of others.</p> <p>I can explain, creates original outcomes that are more complex using colour, pattern, geometric, repeating and symmetrical patterns.</p> <p>I can construct images through various methods to further their knowledge and understanding.</p>	<p>Lesson 3</p> <p>I understand how to create a realistic self-portrait using observation and proportion.</p> <p>Knowledge: I know how to apply proportion in the style of Frida Kahlo. I know the shape and positioning of their own facial features such as eyes, nose and mouth. I can apply colour to create a realistic piece of art.</p> <p>Skills: I can use different types of lead pencil and thickness of pencil to use make marks for a purpose such as tone or shading. I can mix and match colours for purpose to create tints and shades such as skin tones, backgrounds. I can use a sketch book to explore ideas for meeting a design brief and develops and discusses ideas through sketches. Uses sketchbooks to enhance knowledge of skills and techniques using various media.</p> <p>Prior to the lesson, the children choose one of the three photographs taken last lesson to be printed out. Children to recall what they drew last lesson. Share images of their line drawing. Discuss the Frida Kahlo's portraits and compare to other famous artists self-portraits. Discuss questions: Which do you think is</p>	<p>Lesson 3</p> <p>I understand how to explore how to create layers to add detail.</p> <p>Knowledge: I know how to create layers of paint to then add more detail. I know how to layer collage materials and add to them to improve my piece.</p> <p>Skills: I can create layers of paint to add detail to background colours and increasing control. I can create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint. I can control paint and water, with the correct amount, to mix paint of different thicknesses. I can develop my knowledge and understanding of more complex texture through practical making activities. I can use a sketch book to explore ideas for meeting a design brief and develops and discusses ideas through sketches. Uses sketchbooks to enhance knowledge of skills and techniques using various media.</p>	<p>Lesson 3</p> <p>I understand how to observe and apply tints for purpose.</p> <p>Knowledge: I know how to create tints and shades. Recap the previous lesson so the children explain how they do this. I know how to observe and look closely at an object. I know how objects look 3D due to how the light hits and object and shadows are created from an object blocking the light. Children to observe how the light hits a single-coloured object such as an apple or a cup. Children to grid up the object into squares and begin with a single colour (this colour is the base colour). Children apply tints and shades and observe where the light hits the object. Which side looks darkest? Which side looks lightest? I know how to mix tints and shades before applying it to an observational drawing. I know how tints and shades create a 3D shape.</p> <p>Skills: I can create layers of paint to add detail to background colours and increasing control. I can mix colours to make own paint from natural pigments that match the purpose. I can mix and match colours for purpose to create tints and shades such as skin tones, backgrounds. I can</p>	<p>Lesson 3</p> <p>I understand how to problem-solve when constructing 3D artworks.</p> <p>Knowledge: I know how to adapt everyday objects and make them interesting for the viewer. I know how to make changes and try new ideas if something doesn't work first time. I know how to move my object around within a space and find the best way to display it.</p> <p>Skills: I can choose materials to create a 3D sculpture. I can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying. I can compose original designs by adapting and synthesising the work of others. I can explain, creates original outcomes that are more complex using colour, pattern, geometric, repeating and symmetrical patterns. I can describe and model form and space in 3D using a range of materials. I can analyse and describes the use of form within artists' work and uses this within their own sculptures.</p> <p>Assessment: Children are able to show a consideration of more than one option when working on their installation pieces. They are able to make choices about the materials used and arrangement of the object in the space, giving reasons for their choices and describing a problem they solved whilst working.</p>
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<p>Sketch books (Developing and applying ideas) I can use a sketch book to explore ideas for meeting a design brief and develops and discusses ideas through sketches. Uses sketchbooks to enhance knowledge of skills and techniques using various media.</p> <p>Inspiration of others and ideas I can develop ideas using the work of artists to explore own ideas. Expressing ideas and feelings about familiar products. I can use observational skills to</p>	<p>easier, to draw yourself using a mirror or a photograph? Why? Why do you think people like 'selfies' or painting self-portraits? Who has taken selfies? How often? What do you do with them? Children to recall how to sketch facial features, positioning and how these are proportionally draw on a face. Children to create a realistic portrait using pencils as an outline first. Children are to use their knowledge of creating textures with line. Children to practice building up shade and texture using lines such as hatching and cross-hatching, which will create a 3D effect and make it realistic using coloured pencils. Children will then use their knowledge of shading to add to their portrait by using colours seen in their photograph. Children to evaluate their piece. How did you find sketching yourself? Was it hard to draw in proportion? Do you think</p>   	<p>Children are to recap on the previous lesson and identify what effects they created. Share the images of the local area. Children are to use the image they used in the previous lesson and create a simple line drawing depicting significant shape, but embellish their drawing using the other images to create interesting compositions. Share each other compositions and discuss if these will be successful. How could these be improved or simplified for an improved effect? Children to use the various paper inked from the previous lesson, to create layers of washes and of various tones as background pieces. These pieces can be ripped and shaped to define where building may go etc. Children may make several collaged backgrounds for the next lesson to experiment with printing on. Glue these down into place and reference the areas that their simplified line drawing will sit on. Experiment with how the composition could be created. Explain to the children that like Hokusai's wood block prints, the lines that define the shapes won't</p>  	<p>define and uses more complex colours. Assessment: Children can observe an object and apply tints and shades using a grid method to create a 3D object. Vocabulary: Paul Cézanne, colour, blending, mix, shades, tints, 3-Dimensional, light, shadows.</p>	<p>Vocabulary: Concept, experiences, installation, cultural revolution, influence, revolution.</p>
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<p>replicate images by well-known artists and explain how their work is similar/different .</p> <p>I can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different .</p> <p>I can explore the impact of well-known artists' work on the society at the time.</p> <p>I can analyse and describes the use of form within artists' work and uses this within their own sculptures.</p> <p>I can analyse and describes the use of texture within artists' work.</p> <p>I can analyse and evaluates</p>	<p>you were successful? What would you do next time?</p> <p>Assessment: Children are able to use shading techniques to create a realistic portrait of themselves.</p> <p>Vocabulary: Line, selfie, self-portrait, expression, straight, curved, shading, shape, blend, even tones, smooth, line, form, proportion, facial features, portrait, larger, smaller, below, narrower, in-line, middle, organic, sketch, pressure, lighter, highlight, darker.</p>	<p>be seen until we have printed on top, and explain that this is where our line drawing will help.</p> <p>Reference back to the original photos to layer more paint on top, using water colours, to add more detail. Explain to the children that they will be creating their own printing tile. Show the children an example of an already made tile.</p> <p>Assessment: Children are able to improve on their simplified image by using layers of paint and various materials.</p> <p>Vocabulary: Simple, significant, layers, collaged, composition, printing tile.</p>		
	<p>Lesson 4</p> <p>I understand how to use proportion from observation and add meaning.</p> <p>Knowledge: I know how to use line to create form. I know how to correctly proportion a human face and their facial features.</p> <p>Skills: I can develop ideas using the work of artists to explore own ideas. Expressing ideas and feelings about familiar products. I can use a sketch book for recording ideas for materials and composition, planning and refining ideas. Uses sketchbooks to develop skills and techniques through various media.</p>	<p>Lesson 4</p> <p>I understand how to add detail for purpose.</p> <p>Knowledge: I know how to add more detail for effect and purpose. I know how to layer collage materials and add to them to improve my piece.</p> <p>Skills: I can extend and express drawings using a developing understanding of line. I can create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint. I can control paint and water, with the correct amount, to mix paint of different thicknesses. I can develop my</p>	<p>Lesson 4</p> <p>I understand how to refine and apply tints to create shades.</p> <p>Knowledge: I know how to create tints and shades. I know how to experiment with various tints and shades to create texture. Children to explore using paint and oil pastels to apply tints and shades to create texture and tone, such as dabbling, stippling, dotting (Pointillism), washes, adding sand to change the texture etc. Children then apply these exploitative brushstrokes and textures to a 3D observation of an object. Children to create several versions of</p> 	<p>Lesson 4</p> <p>I understand how to plan an installation that communicates an idea.</p> <p>Knowledge: I know how to choose a clear message for my installation. I know how to identify how my installation idea might make the viewer feel. I know how I have considered space, materials and arrangement in my installation.</p> <p>Skills: I can choose materials to create a 3D sculpture. I can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying. I can compose original designs by adapting and synthesising the work of others. I can explain, creates original outcomes</p>






<p>an artists' use of shape. I can analyse and evaluates an artists' use of tone.</p>	<p>Children to recall what they had learn previously about proportion and creating a realistic sketch. Children to be given a selection of Frida Kahlo's pieces. Discuss that she is a Surrealist artist that uses symbolism within her pieces.</p> <p>Children to work out the meaning behind the painting from the clues given within the images. Children as a group to record their findings ready to share with the rest of the class. Children to identify something significant that has happened within their life and decide on images that could be used to 'symbolise' this within their own piece. Children to plan out their self-portrait. Label what each part symbolises in preparation to the next lesson. Assessment: Children are able to use their knowledge of proportion and tone to create a sketched drawing of a person. Vocabulary: Surrealist, symbolism, symbolise, record.</p>	<p>knowledge and understanding of more complex texture through practical making activities. I can use a sketch book to explore ideas for meeting a design brief and develops and discusses ideas through sketches. Uses sketchbooks to enhance knowledge of skills and techniques using various media. Explain to the children that they will use their simple line drawing to create our own version of a woodblock. Demonstrate how the to transfer their line drawing onto a polystyrene 'printing tile' using sting. Show the children how to take away parts of the polystyrene to create these lines. Remind the children that areas can be taken away, so the ink will not touch this part, but this needs to be built up to avoid ripping the tile. Demonstrate how easy it is to pierce the tile. Using scrap pieces of polystyrene, the children will experiment how to add and take away part of the polystyrene. Demonstrate to the children how to prepare their tiles by rolling the printing ink out onto a tray, and listen for a sticky sound.</p>	<p>the object using various textures. Children to analyse and compare their use of textures and describe the effects they create through questions such as: How is the shade created? How effective is the shades and tints used whilst using texture? What worked more effectively? Which did you prefer and why? Skills: I can create layers of paint to add detail to background colours and increasing control. I can mix colours to make own paint from natural pigments that match the purpose. I can mix and match colours for purpose to create tints and shades such as skin tones, backgrounds. I can define and uses more complex colours. Assessment: Children can explore various textures and how these are applied. Children can create a 3D object using textures considering the shades and tints. Vocabulary: Paul Cézanne, colour, blending, mix, shades, tints, 3-Dimensional, texture, effective.</p>	<p>that are more complex using colour, pattern, geometric, repeating and symmetrical patterns. I can describe and model form and space in 3D using a range of materials. I can analyse and describes the use of form within artists' work and uses this within their own sculptures. I can select and mixes colours to depict own thoughts, feelings and intentions. Assessment: Children are able to create an installation plan, model or space. Children are able to describe how it conveys a particular message or theme, by making and explaining their choices about materials used, arrangements of items in the space and the overall display of the installation. Vocabulary: Atmosphere, elements, issue, scale, concept, installation, location.</p>
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		<p>Children to have a go at preparing their tile with a simple line drawing on it and printing to see what effect comes out. Children can experiment with layering the tile over a previous image/change coloured inks/change paper selection. Children then can experiment how to take out more of the tile to change what is printed and how parts of the line drawing can be enhanced and changed. Share ideas on what went well/what could be improved next time.</p> <p>Assessment: Children are able to experiment with various prints using a printing tile. Children are able to create an image by pressing into a polystyrene tile to add detail.</p> <p>Vocabulary: Woodblock, printing tile, polystyrene, printing ink.</p>		
	<p>Lesson 5</p> <p>I understand how to use proportion, composition and shape in the style of Frida Kahlo.</p> <p>Knowledge: I know the shape and positioning of their own facial features. I know how to apply proportion to create a realistic self-portrait in the style of Frida Kahlo.</p> <p>Skills: With coloured pencil, I can layer colours to create depth of colour and tone. I can extend and express drawings using a</p>	<p>Lesson 5</p> <p>I understand how to apply layers of paint in the style of Katsushika Hokusai.</p> <p>Knowledge: I know how to apply layer of paint in the style of Katsushika Hokusai. I know how to use layers of paint for a purpose. I know how to use various media for a purpose.</p> <p>Skills: I can use a paint brush apply different strokes and different thicknesses of paint for different purposes. I can mix colours to</p>	<p>Lesson 5</p> <p>I understand how to apply tints and shade in the style of Paul Cézanne.</p> <p>Knowledge: I know how to apply tints and shades. Children recap how to create textures using various brushstrokes and oil pastels. I know how to draw and paint from observations.</p>  <p>Children to apply their previous knowledge of form and shape to create a 3D shape when applying tints and shades. Children to observe</p>	<p>Lesson 5</p> <p>I understand how to apply knowledge of installation art and develop ideas into a finished piece.</p> <p>Knowledge: I know how to describe how installations can be interactive. I know how to show what I have learned about installation art in my final idea. I know how to explain my choices when displaying my installation art.</p> <p>Skills: I can choose materials to create a 3D sculpture. I can make a 3D sculpture using a range of joining</p>

	<p>developing understanding of line. I can create 3D drawings with increasing accuracy considering other formal elements including tone. I can develop an increasing sophistication in the use of tone to describe objects when drawing from observation.</p> <p>Children to recall what they created last lesson. Using coloured pencils, children are to practice blending colours together, including hatching and cross-hatching which will prepare them when shading their self-portrait.</p> <p>Children to create their final piece using coloured pencils. Get the children to focus on the use of the correct proportions.</p> <p>Share the artwork with the rest of the class. Peer and self-evaluate the work.</p> <p>How did you find sketching yourself? Was it hard to draw in proportion? Do you think you were successful? What would you do next time? Was it obvious what your self-portrait symbolised?</p> <p>Assessment: Children are able to use the correct proportion to create a self-portrait. Children are able to use the composition and</p>	<p>make own paint from natural pigments that match the purpose. I can control paint and water, with the correct amount, to mix paint of different thicknesses. I can describe and uses a range of materials to express more complex textures. I can develop ideas using the work of artists to explore my own ideas. Expressing ideas and feelings about familiar products. I can create images in the style of an artist from history whilst developing the correct style.</p> <p>Recap what was created last lesson. Discuss what we discovered when using printing ink and what effects were created. Children will use the previous lessons and identify which line drawing of a landscape and landmarks they will use in their final piece. The children will use the mixed media, already premade from previous lessons, as a background to their pieces. Photographs of Katsushika Hokusai prints will be displayed as a reference to the children the colours and style. The children will be able to choose their brush sizes, brush strokes and the thickness of the paint to add to their background for details. They will be printing their landscapes and landmarks portrait on top of this</p>	<p>apples, pears and oranges in the style of Cézanne. Children can decide how they want to place objects and where the light source would be. Children to consider the application of paint and oil pastels and choose how to create texture seen in Cézanne's artwork. Skills: I can create layers of paint to add detail to background colours and increasing control. I can mix colours to make own paint from natural pigments that match the purpose. I can mix and match colours for purpose to create tints and shades such as skin tones, backgrounds. I can define and uses more complex colours. I can use observational skills to replicate images by well-known artists and explain how their work is similar/different. I can use stylistic features of well-known artist in their 3D work and explain how their work is similar/different.</p> <p>Assessment: Children can use textures and techniques to create a 3D form from an observation. Children can use shades and tints for purpose in the style of Cézanne.</p> <p>Vocabulary: Paul Cézanne, colour, blending, mix, shades, tints, 3-Dimensional, texture, apply.</p>	<p>methods e.g. gluing, stitching, weaving, tying. I can explain, creates original outcomes that are more complex using colour, pattern, geometric, repeating and symmetrical patterns. I can describe and model form and space in 3D using a range of materials. I can analyse and describes the use of form within artists' work and uses this within their own sculptures. I can use stylistic features of well-known architects in their 3D work and explain how their work is similar/different.</p> <p>Assessment: Children are able to show they have considered option for how to display their installation best e.g. lighting effects. Children are able to present information about their installation clearly. They are able to justify their choices, explain how they could then improve viewer experience or make it more interactive.</p> <p>Vocabulary: Concept, installation art, senses, evaluation, interactive.</p>
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	<p>shape necessary to reflect themselves.</p> <p>Vocabulary: Surrealist, symbolism, symbolise, record, line, shape, selfie, self- portrait, expression, composition.</p>	<p>background. They will draw on a larger printing tile their chosen line drawing. Children will take their time printing using their tile to create layers for effect. They will take parts away from the tile to apply various layers to add more detail. The children will both peer-evaluate and self-evaluate their final portraits.</p> <p>Assessment: Children are able to create a landscape in the style of Katsushika Hokusai by using layers to add more detail. Children are able to use printing tiles and printing inks to layer and create a landscape with a landmark.</p> <p>Vocabulary: Layers, printing tile, printing ink, landscape, landmark, background, detail, evaluate, self-evaluate.</p>		
Year 5 Subject Vocabulary (I use)	<p>Composite Vocabulary (I use): Frida Kahlo, proportion, composition, symbolism, reason, line, selfie, self- portrait, expression, straight, curved, shading, shape, blend, even tones, smooth, line, form, proportion, facial features, portrait, larger, smaller, below, narrower, in-line, middle, organic, sketch, pressure, lighter, highlight, darker, Surrealist, symbolism, symbolise, record, self- portrait, expression, composition.</p>	<p>Composite Vocabulary (I use): Katsushika Hokusai, prints, wood block, layers, drawing ink, was, layers, texture, collage, foreground, middle ground, back ground, simple, significant, composition, printing tile, Woodblock, polystyrene, printing ink, landscape, landmark, detail, evaluate, self-evaluate.</p>	<p>Composite Vocabulary (I use): Paul Cézanne, colour, similarities, differences, create, paint, Post-Impressionism, brushstrokes, blending, mix, oil pastels, shades, tints, 3-Dimensional, light, shadows, texture, effective, apply.</p>	<p>Composite Vocabulary (I use): Analyse, annotate, display, evaluate, features, installation art, location, mixed media, scale, special effects, three-dimensional (3D), Installation, atmosphere, performance art, props, stencil, concept, experiences, cultural revolution, influence, revolution, elements, issue, concept, senses, evaluation, interactive.</p>

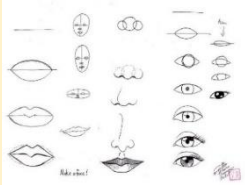




YEAR 4 Art and Design MEDIUM TERM PLAN

Year 4 skills (I can)	I understand...	I understand...	I understand...	I understand...
<p>Drawing I can use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral to begin to create tone. With pencil, I can use pressure to create hard and soft lines and use soft lines for a planned effect.</p> <p>With coloured pencil, I can block colour by applying pencil strokes in the same direction,</p>	<p>Leonardo DaVinci</p>  <p><u>Knowledge</u></p> <p>Focus skill: Drawing- Exploring line through proportion Medium: Pencil (HB, 2B, 4B and 6B) and charcoal Outcome piece: Applies various line to begin to create the correct proportion of a human face.</p>	<p>Lucian Freud</p>   <p><u>Knowledge</u></p> <p>Focus skill: Painting- Using different thicknesses of paint for purpose. Medium: Oil pastels and acrylic paint Outcome piece: Applies various thicknesses of paint to create people in the style of Lucian Floyd.</p>	<p>Wayne Thiebaud</p>   <p><u>Knowledge</u></p> <p>Focus skill: Colour- Exploring colours tints and pigments. Medium: Paint Outcome piece: Apply tints and pigments/colour in the style of Wayne Thiebaud.</p>	<p>I know that art can be part of our identity. I know how to explore art which can be used to express memories and self. I know how to develop memories of primary school into abstract relief cardboard sculptures inspired by Louise Nevelson. I know how to develop ideas for a memory box sculpture. I know how to draw upon artist inspiration and personal memories. I know to demonstrate experimentation, originality, technical competence, and craftsmanship.</p>
	<p>Lesson 1 I understand who Leonardo DaVinci was and why he is famous. Knowledge: I know important information about the artist; Who were they? When were</p>	<p>Lesson 1 I understand who Lucian Freud was and why he is famous. Knowledge: I know who Lucian Freud is and why he is famous. I know that was a British painter who specialised in figurative art and he is known as</p>	<p>Lesson 1 I understand who Wayne Thiebaud was and why he is famous. Knowledge: I know that Wayne Thiebaud was an American painter who works were colourful and focused on objects such as pies, lip sticks, paint</p>	<p>Lesson 1 I understand how to analyse how art can explore the concept of self. Knowledge: I know how to define 'sculpture'. I can try different ways to join card shapes. I can build a 3D structure that stands up on its own. I</p>

<p>applying different pressures to begin controlling depth. With wax crayon, I can plan and use different pressure to produce a picture working from light to dark with increased accuracy. With pastel/charcoal, I can vary the thickness of lines for a chosen effect. With pastel/charcoal, I can use the side to build up layers of colour. With pastel/charcoal, I can work on a soft paper to create an image with a set-coloured background.</p>	<p>they born/died? What type of materials do they use? Etc. I know that he was an Italian painter and engineer who was renowned for his sketches. I know he has been identified as one of the greatest painters in the history of Art. Skills: I can use a sketch book for recording ideas for materials and composition, planning and refining ideas. Uses sketchbooks to develop skills and techniques through various media. Art in Context/History I can discuss and describe well known artists' work and explain how their work is similar and/or different to their own and other artists. I can analyse and describes the use of form within artists' work.</p> <p>Children are to explore information about the artist's life and work, and understand how he has influenced today's artists. Explore some of the artist's pieces and understand how this is in the past beyond living memory. How has the work been created? What do you notice about the use of materials? Why have they arranged the objects like this? Focus the children's attention to the use of line, shape and</p>	<p>one of the foremost 20th century English portrait artists. His work is influenced by the movement called Surrealism. I know that the sitters for his paintings often committed a lot of time to be painted. Skills: I can use a sketch book for recording ideas for materials and composition, planning and refining ideas. Uses sketchbooks to develop skills and techniques through various media. Art in Context/History I can discuss and describe well known artists' work and explain how their work is similar and/or different to their own and other artists. I can analyse and describes the use of texture within artists' work. I can analyse and describe the use of colour within artists' work.</p> <p>Children explore information about the artist's life and artworks. Children are given various paintings from Lucian Freud. Children are able to look closely at Freud's early work and compare to his later work, and identify the differences, particularly in the application of the paint, the brush strokes and the positioning of the people. What is similar in his earlier work to his most recent work? What is different in his earlier work to his most recent work? What brushstrokes can you see? Why might these be used? How does the</p>	<p>cans, ice cream cones etc. I know he was associated with the Pop Art movement. I know he used heavy pigments and exaggerated colours to paint his subjects and create well-defined shadows. Children know how to analyse a piece of artwork by answering the following questions. What can you see? What has the artist created and why? Why have these colours been chosen? How does it make you feel and why? Skills: I can develop ideas from other artists' work and sources relating to other artists previously studied. Using literary sources to convey ideas through art. I can discuss and describe well known artists' work and explain how their work is similar and/or different to their own and other artists. I can analyse and describes the use of pattern within artists' work and begins to construct their own in relation to the artists' work. Assessment: Children can talk about Wayne Thiebaud's life and their artwork. Vocabulary: Wayne Thiebaud, colour, similarities, differences, create, paint, Pop Art, shadows, exaggerated, pigments.</p>	<p>can build a 3D structure that stands up on its own. Skills: I can explain, creates original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns. These can relate to natural and/or manmade patterns. I can develop ideas from other artists' work and sources relating to other artists previously studied. Using literary sources to convey ideas through art. I can create images in the style of an artist from history whilst developing the correct style. I can discuss and describe well known architects work and explain how their work is similar/different. Assessment: Children are able to identify common themes between different artworks. Children are able to create sculptures that shows expression of themselves that may be more literal than symbolic, with a willingness to have a go and experiment. Children are able to reflect either verbally or as a written response to show understanding of creative decisions. Vocabulary: Artwork, attributes, compare, contrast, expression, identity, literal, memories, self, symbolic.</p>
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<p>With pastel/charcoal, I can work on top of a background to create detail.</p> <p>With pen, I can make a variety of lines free-flowing, sweeping, broken, faint & hard with a variety of pen types with increasing control.</p> <p>I can use my knowledge of line and symmetry to draw accurate shapes.</p> <p>I can analyse and describe the use of line within artists' work.</p> <p>I can create 3D drawings with increasing accuracy by using tone.</p> <p>I can develop the application</p>	<p>proportion. Look at the differences between his paintings and his sketches.</p> <p>Children to discuss how line is used to create the proportion and how the initial lines have been used. How has the artist made it look realistic? Why has he used these lines? Why has he used these shapes to create proportion? How do you think he has created them? This should generate a discussion about how line has been used learnt within in their previous year. Compare artist's work with other artists. Children to record their ideas and findings within their sketchbooks.</p> <p>Children to have quick 5-minute sketch of a partner's face. They will have a go at sketching out what they see by considering the shapes.</p> <p>Children to share their observations.</p> <p>Assessment: Children can talk about Leonardo DaVinci's life and their artwork. Children can annotate Leonardo DaVinci's work; identifying how the correct proportion has been created. Children can say what they like and dislike, and describe the paintings. Children</p>	<p>artwork make you feel? What influenced the artist at the time?</p> <p>Children to sort images of the artworks into earlier work and more recent artwork. They must decide the reasons why they have grouped the paintings. Children work as a group and use the questions from earlier to help them. Present these how they want to and then share these with the rest of the class.</p> <p>Children are then given Freud's self-portraits and they must think of five words or sentences which they think describe how Freud viewed himself. Present the children's ideas to the rest of the class.</p> <p>Assessment: Children are able to identify important aspects of Lucian Freud's life. Children are able to identify how these influenced his artworks at different points of his life. Children are able to describe how he viewed himself within his self-portraits.</p> <p>Vocabulary: Lucian Freud, figurative, portraits, Surrealism.</p>		
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<p>and blends of pencil and/or charcoal creating a variety of tones to achieve different effects. I can understand how to develop tone to create a 3D effect.</p> <p>Painting I can select the brush size, type depending on the task and becomes more skilful with controlling strokes. I can use a paint brush apply different strokes and different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at</p>	<p>begin to document what see within their observations. Vocabulary: Leonardo DaVinci, still life, line, shape, proportion</p>			
	<p>Lesson 2 I understand how to explore line and proportion. Knowledge: I know how to create recognisable facial features. I know how to use various lines to create different shapes of human facial features. Skills: With pencil, I can use pressure to create hard and soft lines and use soft lines for a planned effect. I can use my knowledge of line and symmetry to draw accurate shapes. I can analyse and describe the use of line within artists' work. I can explain, creates original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns. These can relate to natural and/or manmade patterns.</p>	<p>Lesson 2 I understand how to explore colour mixing and tints to create skin tone. Knowledge: I know that skin comes in various tones. I know how to create brown as a base to use to create various skin tones. I know how to layer materials to create different effects. Skills: With pastel, I can use the side to build up layers of colour. With pastel, I can work on a soft paper to create an image with a set-coloured background. With pastel, I can work on top of a background to create detail. I can use a paint brush apply different strokes and different thicknesses of paint for different purposes. I can mix colours to make own paint from natural pigments that match the purpose.</p> <p>Children to recall what they learnt about Lucian Freud. Children to explore images of people with various skin tones, on various parts of their bodies. Look closely and hone in on the various tints and tones within the skin. Is skin realistically made up of one colour or tone? Children to discuss the colours they may see, which may depend on</p>	<p>Lesson 2 I understand how to explore colour mixing and tints.</p>	<p>Lesson 2 I understand how to explore sculptural techniques. Knowledge: I know how to generate a selection of memories from primary school. I know how to represent ideas within a composition of shapes. I know how to create a cardboard relief sculpture. Skills: I can explain how I am making my sculpture and why I have used materials. I can further extend their ability to describe and model form and space in 3D using a range of materials. I can describe and uses a range of materials to express more complex textures. I can express geometric compositions using mathematical shapes and 3D materials. I can explain, creates original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns. These can relate to natural and/or manmade patterns. I can use a sketch book for recording ideas for materials and composition, planning and refining ideas. Uses sketchbooks to develop skills and techniques through various media. Assessment: Children are able to suggest ways to represent memories</p>

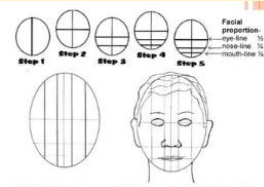

<p>in the background and foreground.</p> <p>Colour I can mix colours to make own paint from natural pigments that match the purpose. I can control paint and water, with the correct amount, to mix paint of different thicknesses. I can describe how great artists mixed and applied paint when looking at various medias. I can manipulate colour and pattern to create prints. I can analyse and describe the use of colour within artists' work.</p>	<p>Children to recall what they did last lesson. Children are able to recall some facts about Leonardo DaVinci. Introduce the word proportion and what this means in regards to a human face. Children to identify features of a face. How are these created? Are they straight lines, curved lines and wavy lines? Children to be taught how to create the correct lines and shapes to draw eyes and eyebrows, nose and mouth. Children to divide their page up practice each one. Children to begin with an outline and add in shading to create a 3D form. Discuss how the hard and soft lines are used for different purposes. Children to think about adding more pressure for darker areas. Children to explore using the various types of pencils. Has this improved from the previous lesson? What was difficult to draw? Can you explain why? Children have the opportunity to share their work with the class.</p> 	<p>how the light hits it. Then discuss how they think they create different skin tones. This will create a discussion and base the rest of the lesson on the children's understandings. Teacher to demonstrate how to mix red, yellow and blue acrylic paint to create skin tones, which these are primary colours and we will be mixing them altogether. Mix them together to create brown. Discuss whether this is close to your skin tone. Children are going to explore how to make different skin tones by adding more of each colour e.g. adding more red. https://www.youtube.com/watch?v=cffHwXYjgC4&ab_channel=BooksAndBrushesFORKIDS%21 Demonstrate how to make a lighter tone by adding white. Children are then going to use acrylic paints to experiment and create various skin tones. Then, using oil pastels the children are to experiment to create various skin tones. Children to use the images of people from earlier to focus on an aspect of their skin, such as their hands. Various colours of sugar paper will be used for children</p>  	<p>Knowledge: I know what it means by mixing colours. I know what primary and secondary colours are. I know how these are made. I know what it means by tints and shades. I know how to make various tints and shades (https://www.google.co.uk/search?q=how+to+experiment+with+making+various+tints+in+art&ei=tuu9Y4fILpCU8gKm1Lf4Dg&ved=0ahUKEwiH-9Wvi778AhUQilwKHSbqDe8Q4dUDCA8&uact=5&oq=how+to+experiment+with+making+various+tints+in+art&gs_lcp=Cgxn3Mtd2l6LXNlcnAQAzIFCCEQoAEyBQghEKABOgoIABBHENYEELADogUilRCSA0oECEYAEoECEYAFDEA1jZCmDkD2gBcAF4AIABkAGIAcAFkgEDNS4ymAEAoAEByAEIwAEB&sclient=gws-wiz-serp&safe=active&ssui=on#fpstate=ive&vld=cid:c777f4d8,vid:2-KuUXP4hql) by using white to make a tint and using black to make a shade. I know that the whiter the paint is it then creates a lighter tint, and the blacker the paint creates a darker shade. I know how to create tints and shades with various colours. I can explain how I created these using the correct vocabulary. Children to apply the tints to an outline drawing of a cake, and mix the tints on the paper (add more white each time). Children to then draw the outline of an ice cream and mix shades to the paper (add more black each time). Skills: I can use a paint brush apply different strokes and different</p>  	<p>through imagery, shapes and colours, which may be primarily literal rather than symbolic. Children are able to draw a composition of shapes developed from initial ideas to form a plan for a sculpture. Children are able to competently using scissors to cut shapes accurately, following to create a three-dimensional sculpture. Vocabulary: Three-dimensional, assemblage, composition, juxtaposition, manipulate, relief, sculpture.</p>
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<p>Materials, craft and sculpture</p> <p>I can make a 3D sculpture using clay or a range of materials with increasing control e.g. modroc, papier mache.</p> <p>I can explain how I am making my sculpture and why I have used materials.</p> <p>I can further extend my ability to describe and model form and space in 3D using a range of materials.</p>	<p>Assessment: Children are able to demonstrate a good knowledge of creating various lines. Children are able to know how to sketch recognisable facial features.</p> <p>Vocabulary: Line, shape, form, proportion, facial features, organic, shape, sketch, pressure, lighter, darker, composition.</p>	<p>to add a base of acrylic paint.</p> <p>Children to use various sized brushes and their previous knowledge of brush strokes to add finer details to their piece. Oil pastels will be added on top to block colours or to add details. More water can be added to experiment with how the base acrylic paint looks against the various coloured sugar paper.</p> <p>Children to discuss how the base colour can change the look of the skin. What worked well? How would you do it differently? Why do you think it made it this way? Was it effective? Did it look realistic?</p> <p>Assessment: Children are able to demonstrate a good knowledge of how to create a base skin tone of brown. Children are able to experiment and create various skin tones.</p> <p>Vocabulary: Skin tones, brown, primary colours, base, realistic, acrylic, oil pastels.</p>	<p>thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground. I can mix colours to make own paint from natural pigments that match the purpose. I can control paint and water, with the correct amount, to mix paint of different thicknesses.</p> <p>Assessment: Children can create a gradient by mixing white and black to different colours.</p> <p>Vocabulary: Wayne Thiebaud, hue, tint, shade, white, black, outline.</p>	
<p>I can describe and use a range of materials to express more complex textures.</p> <p>I can express geometric compositions using mathematical</p>	<p>Lesson 3</p> <p>I understand how to explore line and proportion.</p> <p>Knowledge: I know how to create recognisable facial features on a face. I know how to use various lines and shades to create face in proportion.</p> <p>Skills: I can create 3D drawings with increasing accuracy by using tone. I can develop the</p>	<p>Lesson 3</p> <p>I understand how to create tints and lines within a portrait.</p> <p>Knowledge: I know how to create various tones and lines within a portrait. I know how to create a background to create a mix-media piece to reflect skin texture.</p> <p>Skills: I can use a paint brush apply different strokes and different thicknesses of paint for different</p>	<p>Lesson 3</p> <p>I understand how to apply tints to add a wash of colour (consider application of more water).</p>	<p>Lesson 3</p> <p>I understand how to use creative experience to develop ideas and plan a sculpture.</p> <p>Knowledge: I know how to discuss the approach of different artists and consider how this may influence my own work. I know how to use a sketchbook to test and develop ideas into a plan. I know how to explain</p>

<p>shapes and 3D materials. I can explain, create original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns. These can relate to natural and/or manmade patterns.</p> <p>Sketch books (Developing and applying ideas) I can use a sketch book for recording ideas for materials and composition, planning and refining ideas. Uses sketchbooks to develop skills and techniques through various media. I can develop ideas from</p>	<p>application and blends of pencil and/or charcoal creating a variety of tones to achieve different effects. I can understand how to develop tone to create a 3D effect. I can use a sketch book for recording ideas for materials and composition, planning and refining ideas. Uses sketchbooks to develop skills and techniques through various media.</p> <p>Recap on the previous lesson about how different lines can be used to create shape; curved and organic lines. Recap how each facial feature was drawn so that it looks more realistic. Look at DaVinci's work and identify how this was also created in his work, which should lead to a discussion. Children will be given a face where half is missing. They are to complete the face to mirror its features and be in proportion. Children to use a mirror to identify the sizing of the features, and then use their prior knowledge to draw facial features in the correct</p>	<p>purposes. I can mix colours to make own paint from natural pigments that match the purpose. I can control paint and water, with the correct amount, to mix paint of different thicknesses. I can describe and uses a range of materials to express more complex textures.</p> <p>Children will be given a selection of realistic painted portraits of people with various skin tones. A selection of Lucian Freud's work will be given for the children to compare how the portraits look. Question stems will be given to the children to use to compare realistic images to Freud's portraits. Is the skin tone even? Do the portraits look realistic? Why do you think the portraits look like this? What is their purpose? The children will select one of the portraits they will use to recreate. Children to select various materials to create a base then add texture to create a mix-media piece. The children will split their paper into 3 and they will be experimenting with the background first. They can decide on thinning their paint with water to make a wash of colour. The children will tear and stick a variety of paper to make a collaged background, they will use fabrics to</p>	<p>Knowledge: I know that tints are made by adding white. I know that shades are made by adding black. I know that a wash of colour is used to create a semi-transparent layer of colour. I know that a wash of colour can be used to create a background. I know that a wash can be created by adding more water to paint. Children to create a wash of colour using poster paint by adding water. Children to experiment with their paint and water to create the three different types of washes. Children to focus on controlling the brush strokes ensuring they stick to one direction.</p> <p>Skills: I can control paint and water, with the correct amount, to mix paint of different thicknesses. I can use a paint brush apply different strokes and different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.</p> <p>Assessment: Children can use the appropriate mix of water and paint to create a wash of colour.</p> <p>Vocabulary: Wayne Thiebaud, hue, tint, shade, white, black, outline.</p>	<p>what I need and how I will make my sculpture.</p> <p>Skills: I can explain, creates original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns. These can relate to natural and/or manmade patterns. I can develop ideas from other artists' work and sources relating to other artists previously studied. Using literary sources to convey ideas through art. I can explain how I am making my sculpture and why I have used materials. I can further extend my ability to describe and model form and space in 3D using a range of materials. I can express geometric compositions using mathematical shapes and 3D materials. These can relate to natural and/or manmade patterns. I can use a sketch book for recording ideas for materials and composition, planning and refining ideas. Uses sketchbooks to develop skills and techniques through various media.</p> <p>Assessment: Children are able to talk about artists' work and explain what they might use in their own work. Children are able to produce a clear idea for a sculpture that includes written notes and drawings to show what they will need and how they intend to make it.</p>
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<p>other artists' work and sources relating to other artists previously studied. Using literary sources to convey ideas through art. I can create images in the style of an artist from history whilst developing the correct style.</p> <p>Art in Context/History I can discuss and describe well known artists' work and explain how their work is similar and/or different to their own and other artists. I can discuss and describe well known architects work and explain how their work is</p>	<p>proportion. Children to think carefully about the lines used. Children to practice how to shade and blend by concentrating on pressure; more pressure to add more shade, less pressure to make a lighter tone.</p>  <p>Children should be reminded of how to add shade: Shade in one direction, not to leave gaps, work neatly to the edges, smooth even tones. Apply shape to the half of a face using these techniques. Children then to finish off the other half of a face using charcoal. They use white chalk to highlight and light reflected. Children to then compare the results and identify what went well and what they could do differently next time. Also, they will identify whether they preferred to use pencils or charcoal. Assessment: Children are able to line and tone to create facial features of half of a face using both pencils then charcoals. Vocabulary: Straight, curved, shading, light source, dark, light, shape, blend, even tones, smooth, line, form, proportion,</p>	<p>add texture, and they will use cardboard to cut out to shape parts of the face. Children to then use acrylic paints to add over the top. They will use their chosen portrait and begin creating their portrait. They may not finish completely, but they will see which material they enjoyed adding the acrylic to. The children will evaluate which material/materials they preferred to use as a background, and explain why. They must consider how their brushstrokes appear on each and whether it complements the skin tone and texture. They must consider how the lines of skin can be captured. How could the background make certain areas of the face stand out? How will the texture of the collage materials you choose affect your finished piece?</p> <p>Assessment: Children are able to compare the portraits by Freud and other portraits. Children are to experiment with various materials to create a background full of texture. Children are able to use various lines and tints to create the skin tone.</p> <p>Vocabulary: Realistic, Lucian Freud, skin tone, purpose, texture, collage, mix-media, background, material, compliments.</p>	<p>Vocabulary: Abstract, embedded, influence, inspiration, memory, object, plan, sculpture, tradition.</p>
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<p>similar/different .</p> <p>I can analyse and describes the use of form within artists' work.</p> <p>I can analyse and describes the use of texture within artists' work.</p> <p>I can analyse and describes the use of shape within artists' work.</p> <p>I can analyse and describes the use of tone within artists' work.</p> <p>I can analyse and describes the use of pattern within artists' work and begins to construct their own in relation to the artists' work.</p>	<p>facial features, organic, sketch, pressure, lighter, highlight, darker.</p> <p>Lesson 4</p> <p>I understand how to apply line from observation.</p> <p>Knowledge: I know how to use line to create form. I know how to correctly proportion a human face and their facial features.</p> <p>Skills: I can create 3D drawings with increasing accuracy by using tone. I can develop the application and blends of pencil and/or charcoal creating a variety of tones to achieve different effects. I can understand how to develop tone to create a 3D effect. I can use a sketch book for</p>  <p>recording ideas for materials and composition, planning and refining ideas. Uses sketchbooks to develop skills and techniques through various media. Children to recall what they had learn previously about line, proportion and tone to sketch half of a face. Children to be taught how to sketch a face using the correct proportions. Children to sketch their friend's</p>	<p>Lesson 4</p> <p>I understand how to use previous knowledge of portraits to apply tints and tones from observation.</p> <p>Knowledge: I know how to use my knowledge of creating skin tones that are similar to my observations. I know how to apply various tints and tones to create realistic skin tone from observations. I know that different angles can differ the skin tone.</p> <p>Skills: With pencil, I can use pressure to create hard and soft lines and use soft lines for a planned effect. I can use a paint brush apply different strokes and different thicknesses of paint for different purposes. I can mix colours to make own paint from natural pigments that match the purpose.</p> <p>Children recap on the previous lesson. Discuss the use of various materials and which the children preferred, and why.</p>  <p>Children to look at various portraits at different angles. Discussion on the different angles these have been</p>	<p>Lesson 4</p> <p>I understand how to apply tints and tones from observation. (Apply background wash from previous lesson).</p> <p>Knowledge: I know that a wash is a thin layer of colour usually to create a background. I know that tints are made by adding white. I know that shades are made by adding black. I know that tints and tones are used to show light and dark. Children to bring in an object (or use something from the classroom) to draw from observation. Children to create a background wash first of the colour they see.</p> <p>Skills: I can create images in the style of an artist from history whilst developing the correct style. I can mix colours to make own paint from natural pigments that match the purpose. I can control paint and water, with the correct amount, to mix paint of different thicknesses. I can use a paint brush apply different strokes and different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.</p> <p>Assessment: Children can add black and white to colours to create different shades and tints to match the object in front of them.</p>	<p>Lesson 4</p> <p>I understand how to apply an understanding of materials and techniques to work in 3D.</p> <p>Knowledge: I know how to use my plans to construct 3D forms. I know how to combine materials and techniques to fit my ideas. I know how to independently ad experiment with tools and materials.</p> <p>Skills: I can develop techniques, including control and use of materials, with creativity, experimentation and an awareness of different kinds of art, craft and design. I can use a sketch book to record observations and use it to review and revisit ideas. I can improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencils, charcoal, paint, clay]. I can identify great artists, architects and designers in history.</p> <p>Assessment: Children are able to successfully translate plans to a 3D sculpture, by selecting and combining appropriate materials. Children are able to work independently most of the time. Children are able to show a</p>
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	<p>face using these lines. Children to select which pencils to use to create shading. Share the children's sketches. Evaluate what was effective and whether the facial features are in proportion. Does the drawing look like their friend? Why was it successful? What would you do differently next time to improve their sketch?</p> <p>Assessment: Children are able to use their knowledge of proportion and tone to create a sketched drawing of a person.</p> <p>Vocabulary: Straight, curved, shading, light source, dark, light, shape, blend, even tones, smooth, line, form, proportion, facial features, organic, sketch, pressure, lighter, highlight, darker.</p>	<p>taken at, and which portrait they prefer and why. What effect do the angle and the composition have on the image? Children to recall how they drew a portrait from last term, whilst considering the proportions used. The angle of the photograph the sitter is taken at will change how the sitter's proportions will look like to the viewer. Children will sketch the outline of their partner's face from a more profile viewpoint. They use their drawing skills to sketch an outline first. They will then use the skills from previous lessons to create various skin tones to match their partner's skin tones from observations. Share success and what could be improved next time. The children must think about why it was different to sketch and paint their partner from observations rather than a photograph. What do they notice about painting someone they know? What did they notice about their brushstrokes? Did they have to change how quickly they applied paint? How did they feel about being the sitter/artist?</p> <p>Children to consider how Lucian Freud's sitters may have felt. Each partner will ask their friend to take a photograph of them. They must listen to what the sitter would like for their self-portrait, so that they will end up with a photo they want.</p>	<p>Vocabulary: Wayne Thiebaud, hue, tint, shade, white, black, outline.</p>	<p>willingness to experiment and try new things.</p> <p>Vocabulary: In-process, manipulate, materials, pitfall, reflections, sculpture, tools.</p>
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		<p>They need to consider what angle they will choose.</p> <p>Assessment: Children are able to create a portrait of a partner from an observation. Children are able to consider how there are variations in skin tones and capture some of these within their observations.</p> <p>Vocabulary: Angles, composition, proportions, sketch, sitter, observations, variations.</p>		
	<p>Lesson 5</p> <p>I understand how to use proportion in the style of Leonardo DaVinci.</p> <p>Knowledge: I know how to apply proportion in the style of Leonardo DaVinci. I know the shape and positioning of their own facial features. I know that eyes are usually positioned in the middle of a face. I know that the bridge of a nose begins in the middle of the eyes. I know that the mouth is below the nose and the ears are in line with your eyes.</p> <p>Skills: I can create 3D drawings with increasing accuracy by using tone. I can develop the application and blends of pencil and/or charcoal creating a variety of tones to achieve different effects. I can understand how to develop tone to create a 3D effect. I can</p>	<p>Lesson 5</p> <p>I know how to apply various thickness of paint in the style of Lucian Freud.</p> <p>Knowledge: I know how to apply paint in the style of Lucian Freud. I know how to create various skin tones. I know how to use various media for a purpose.</p> <p>Skills: I can use a paint brush apply different strokes and different thicknesses of paint for different purposes. I can mix colours to make own paint from natural pigments that match the purpose. I can control paint and water, with the correct amount, to mix paint of different thicknesses. I can describe and uses a range of materials to express more complex textures. I can create images in the style of an artist from history whilst developing the correct style.</p>	<p>Lesson 5</p> <p>I understand how to apply tints in the style of Wayne Thiebaud.</p> <p>Knowledge: I know how to select tints and shades to create a painting. I know how to apply tints and shades for a particular purpose. I know how to layer colours like Wayne Thiebaud's style. I know how to evaluate my work.</p> <p>Children to add colour to their drawn object from the previous lesson applying tint and tone appropriately to match the colours they see. Children to recognise lighter and darker areas to apply tint and tones to. Children to reflect on their thoughts and feelings about comparing their piece to Wayne Thiebaud.</p>	<p>Lesson 5</p> <p>I understand how to problem solve, evaluate and refine artwork to achieve a chosen outcome.</p> <p>Knowledge: I know how to identify areas of my work to refine. I know how to select appropriate tools and materials to improve my work. I know how to reflect on my work and personal development as an artist.</p> <p>Skills: I can develop techniques, including control and use of materials, with creativity, experimentation and an awareness of different kinds of art, craft and design. I can use a sketch book to record observations and use it to review and revisit ideas. I can improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencils, charcoal, paint, clay]. I can identify great artists, architects and designers in history.</p>

	<p>develop ideas from other artists' work and sources relating to other artists previously studied. Using literary sources to convey ideas through art. I can create images in the style of an artist from history whilst developing the correct style.</p> <p>Children to recall what they created last lesson. Share images of Leonardo DaVinci's artwork. Children to recall how to sketch facial features proportionally and explain where these should be positioned. Children to have a selection of pencils (HB, 2B, 4B and 6B) and charcoal on their tables for them to decide on using. Children to use a mirror to begin sketching out the outline of their own features. Then the children use their knowledge of shading to add to their sketch using pencils or charcoal and white chalk. Children to evaluate their piece. How did you find sketching yourself? Was it hard to draw in proportion? Do you think you were successful? What would you do next time?</p> <p>Assessment: Children are able to use sketching techniques</p>	<p>Recap what was created last lesson. The photograph of the children taken last lesson will be given as a reference. The children will have an option of media to create a mix-media background. They will decide which media/medias they will use and create their background. The children are then to create their portrait on top of this background. They are to use tracing paper, as a guide, to draw an outline of their portrait from their photograph onto their background. Photographs of Lucian Freud's portraits will be displayed as a reference to the children for applying their acrylic paints and various skin tones. The children are to use their photograph and mirrors as a guide to create their own skin tone. The children will be able to choose their brush sizes, brush strokes and the thickness of the paint applied in the style of Lucian Freud. The children will both peer-evaluate and self-evaluate their final portraits.</p> <p>Assessment: Children are able to create a self-portrait in the style of Lucian Freud by applying various thicknesses of paint. Children are able to create a mixed-media background to enhance the textures within their portrait.</p>	<p>Skills: I can control paint and water, with the correct amount, to mix paint of different thicknesses. I can describe how great artists mixed and applied paint when looking at various medias. I can analyse and describe the use of colour within artists' work. I can select the brush size, type depending on the task and becomes more skilful with controlling strokes. I can develop ideas from other artists' work and sources relating to other artists previously studied. I can create images in the style of an artist from history whilst developing the correct style.</p>  <p>Assessment: Children are able to apply tints to their own piece and explain their reasons for their choice.</p> <p>Vocabulary: Wayne Thiebaud, hue, tint, shade, white, black, strokes.</p>	<p>Assessment: Children are able to identify and make improvements to their work. Children are able to select appropriate tools to produce a sculpture by demonstrating experimentation, originality and technical competence. Children are able to reflect on successes and progress.</p> <p>Vocabulary: Evaluation, experimentation, development, reflection, sculpture.</p>
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	with the focus of line to create a piece inspired by Leonardo DaVinci. Vocabulary: Straight, curved, shading, dark, light, shape, blend, even tones, smooth, line, form, proportion, facial features, portrait, larger, smaller, below, narrower, in-line, middle, organic, sketch, pressure, lighter, highlight, darker.	Vocabulary: Media, mix-media, background, portrait, thicknesses, peer-evaluate, self-evaluate.		
Year 4 Subject Vocabulary (I use)	Composite Vocabulary (I use): Leonardo DaVinci, still life, line, shape, proportion, form, facial features, organic, shape, sketch, pressure, lighter, darker, composition, straight, curved, shading, light source, dark, light, blend, even tones, smooth, highlight, portrait, larger, smaller, below, narrower, in-line, middle, highlight.	Composite Vocabulary (I use): Lucian Freud, figurative, portraits, Surrealism, skin tones, brown, primary colours, base, realistic, acrylic, oil pastels, purpose, texture, collage, background, material, mix-media, compliments, angles, composition, proportions, sketch, sitter, observations, variations, peer-evaluate, self-evaluate.	Composite Vocabulary (I use): Wayne Thiebaud, colour, similarities, differences, create, paint, Pop Art, shadows, exaggerated, pigments, hue, tint, shade, white, black, outline, strokes.	Composite Vocabulary (I use): Artwork, attributes, compare, contrast, expression, identity, literal, memories, self, symbolic, three-dimensional, assemblage, composition, juxtaposition, manipulate, relief, sculpture, abstract, embedded, influence, inspiration, memory, object, plan, tradition, in-process, materials, pitfall, reflections, tools, evaluation, experimentation, development, reflection, sculpture.

YEAR 3 Art and Design MEDIUM TERM PLAN				
Year 3 skills (I can)	I understand...	I understand...	I understand...	I understand...
Drawing I can experiment and use different types of lead pencil to scribble, shade	Giorgio Morandi <u>Knowledge</u> Focus skill: Drawing- Exploring line through shading 	David Hockney <u>Knowledge</u> Focus skill: Painting- Using paint brushes to create different marks for purpose 	Andy Warhol <u>Knowledge</u> Focus skill: Colour- Exploring more sophisticated colours Medium: Paint 	I know the definition of 'sculpture'. I know simple techniques to turn 2D shapes into 3D structures. I know about the sculpture Sir Anthony Caro. I know that art can be abstract and on a larger scale.





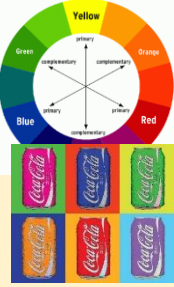
<p>(hatch & cross hatch), dot, dash, circle, spiral.</p> <p>With pencil, I can use pressure to create hard and soft lines and use soft lines.</p>	<p>Medium: Pencil (HB, 2B, 4B and 6B)</p> <p>Outcome piece: Applies various line to create sketch 3D objects in the style of Giorgio Morandi.</p>	<p>Medium: Water colours and poster paint</p> <p>Outcome piece: Applies various brush strokes to create a landscape in the style of David Hockney.</p>	<p>Outcome piece: Apply contrasting colour in the style of Andy Warhol.</p>	<p>I know how to manipulate shapes to create abstract forms.</p> <p>I know how to develop drawings to plan a sculpture.</p> <p>I know how to apply techniques to create abstract sculptures.</p> <p>I know how to compare sculpture made by different artists.</p> <p>I know how to evaluate a sculpture.</p>
<p>With coloured pencil, I can block colour, by applying pencil strokes in the same direction, with increasing control of pressure.</p> <p>With wax crayon, I can plan and use different pressure to produce a picture working from light to dark.</p> <p>With pastel/charcoal, I can vary the thickness of lines.</p> <p>With pastel/charcoal, I can use the</p>	<p>Lesson 1</p> <p>I understand who Giorgio Morandi was and why he is famous.</p> <p>Knowledge: I know important information about the artist; Who were they? Where are they from? When were they born/died? Etc. I know that he was an Italian painter and printmaker who focuses on still life. I know he mainly focused on bottles and vases within his work.</p> <p>Skills: I can describe differences and similarities between well-known artists and designers. I can describe how their own work is similar and/or different to the work of well-known artists and designers. Children can use a sketchbook to record thoughts and ideas about the artist and their work.</p> <p>Children are to explore information about the artist's life and work. Explore some of the artist's pieces.</p>	<p>Lesson 1</p> <p>I understand who David Hockney was and why he is famous.</p> <p>Knowledge: I know important information about the artist; Who were they? Where are they from? When were they born/died? etc. I know that he is an English painter who is an important contributor to the Pop Art movement. I know he mainly focused on landscapes that used texture, pattern, shape and colour.</p> <p>Skills: I can describe differences and similarities between well-known artists and designers. I can describe how their own work is similar and/or different to the work of well-known artists and designers they have studied previously. Children can use a sketchbook to record thoughts and ideas about the artist and their work.</p> <p>Children are to explore information about the artist's life and work. Explore some of the artist's pieces and information about his life. Discuss</p>	<p>Lesson 1</p> <p>I understand who Andy Warhol was and why he is famous.</p> <p>Knowledge: I know that Andy Warhol was an American (originally from Austria) visual artist who was a leading figure in the visual art movement- Pop Art. I know his works explore the relationship with artistic expression and its audience- advertising. I know his work includes painting, silk screening, photography, film and sculpture. I know he often changes the colour of his paintings and creates repeated images to make patterns. Children know how to analyse a piece of artwork by answering the following questions.</p> <p>Skills: I can develop ideas from other artists' work and sources with increasing understanding. Expressing original thoughts and ideas about the art of others. I can discuss and describe well known artists' work and explain how their</p>	<p>Lesson 1</p> <p>I understand how to join 2D shapes to make 3D structures.</p> <p>Knowledge: I know how to define 'sculpture'. I can try different ways to join card shapes. I can build a 3D structure that stands up on its own. I can build a 3D structure that stands up on its own.</p> <p>Skills: I can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache. I can explain how I am making my sculpture and why they have used materials. I can develop my ability to describe and model form in 3D using a range of materials. I can discuss and describe well known architects work and explain how their work is similar/different. I can analyse and describes the use of texture within artists' work. I can create and forms shapes from 3D materials. I can construct patterns through craft methods to further</p>

<p>side to build up layers of colour. With pastel/charcoal, I can work on a soft paper to create an image with a set-coloured background. With pastel/charcoal, I can work on top of a background to create detail. With pen, I can make a variety of lines free-flowing, sweeping, broken, faint & hard with a variety of pen types. I can express myself using line in different ways to express geometric and organic forms. I can create 3D drawings with increasing accuracy by using tone.</p>	<p>Children will be shown the video about Giorgio Morandi's life: https://www.youtube.com/watch?v=uETkXnxABV4&ab_channel=LouBeeABC</p> <p>Discuss what can be seen. What has the artist created? Why do you think they have created these pieces? Why do you think they chose these objects? Why have they arranged the objects like this? Focus the children's attention to the use of line and shape. Look at the differences between his paintings and his etches. Children to explore the artist's work/paintings and the children to discuss how line is used to create shading to create shape. How has the artist made it look realistic? Why has he used these lines? Why has he used these shapes? How do you think he has created them? This should generate a discussion about some of the lines they have learnt about in their previous year. Children to think about other artists they have seen previously. Compare other artist's work with the use of line. Children to record their ideas and findings within their sketchbooks.</p> <p>An arrangement of a still life will be given to the children. They will have a go at sketching out what they see by considering the shapes.</p>	<p>what can be seen in his artwork. What has the artist created? What do you think they have used to create this? Why do you think they have chosen those colours? Focus the children's attention to the use of paint and the differences between the brushstrokes used. Children to explore the artist's work/paintings and how effects have been created. This should generate a discussion. Children to think about other artists they have seen previously. Compare other artist's work with. Children to record their ideas and findings within their sketchbooks. Children to share their observations.</p> <p>Assessment: Children can talk about Anthony Hockney's life and their artwork. Children can annotate Anthony Hockney's work. Children can say what style of art the artist has created, and describe, and describe what they like/dislike. Children begin to document what see within their observations.</p> <p>Vocabulary: David Hockney, painting, Pop Art, texture, pattern, shape, colour, landscapes.</p>	<p>work is similar and/or different to their own and other artists. I can articulate my understanding of application of colour to paint sculptural forms.</p> <p>Assessment: Children can talk about Andy Warhol's life and their artwork. Children can annotate Andy Warhol's work; identifying the colours used and for what purpose. Children can say what they like and dislike, and describe the paintings i.e. reason for choice of colour that has been chosen and how it makes them feel about the artwork.</p> <p>Vocabulary: Andy Warhol, American, Pop Art, visual, colour, similarities, differences, create, paint, silk screening, photography, film, sculpture.</p>	<p>their knowledge and understanding.</p> <p>Assessment: Children are able to try different ways to make card shapes three-dimensional. For example, children can fold, and curve card or join flat shapes to create a three-dimensional shape. Children are able to explain the difference between 2D and 3D art.</p> <p>Vocabulary: Sculpture, structure, three-dimensional.</p>
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<p>I can identify 2D shapes within images and objects, whilst identifying, drawing and labelling simple shapes found in everyday objects.</p> <p>I can apply and blends pencil and/or charcoal to create more sophisticated areas of tone.</p> <p>I can apply four simple rules of shading, and develops skill and control when using tone.</p> <p>Painting</p> <p>I can hold a brush correctly, use different types and sizes of brush with increasing control.</p> <p>I can mix different thicknesses of</p>	<p>Children to share their observations.</p> <p>Assessment: Children can talk about Giorgio Morandi's life and their artwork. Children can annotate Giorgio Morandi's work; identifying the lines used. Children can say what they like and dislike, and describe the paintings.</p> <p>Children begin to document what see within their observations.</p> <p>Vocabulary: Giorgio Morandi, still life, line, shape, printmaker.</p>			
	<p>Lesson 2</p> <p>I understand how to explore line to create shape (curved lines and applying pressure).</p> <p>Knowledge: I know how to identify straight lines, geometric shapes and organic shapes. I know how to draw these lines and shapes from a still life observation.</p> <p>Skills: With pencil, I can use pressure to create hard and soft lines and use soft lines. I can identify 2D shapes within images and objects, whilst identifying, drawing and labelling simple shapes found in everyday objects. I can create 3D drawings with increasing accuracy by using tone.</p>	<p>Lesson 2</p> <p>I understand how explore how to create various brushstrokes.</p> <p>Knowledge: I know how to use various brushstrokes using various sizes of paintbrushes. I know to describe various types of brushstrokes.</p> <p>Skills: I can hold a brush correctly, use different types and sizes of brush with increasing control. I can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground. I can develop ideas from other artists' work and sources with increasing understanding. Expressing original thoughts and ideas about the art of others.</p>	<p>Lesson 2</p> <p>I understand how to observe and sketch an object with accuracy.</p> <p>Knowledge: I know how to experiment with various thickness, shape and length in line. This is to be applied in their observational sketch. I know how to sketch an observational drawing (For example sweets, drinks bottle/cans, flowers etc). I know how to sketch with accuracy and consider the proportion. I know how to create an outline drawing of an object. Children think about the shape and the use of line. (Teacher to photocopy the pencil outline to use for next lesson. Photocopy pencil outline, so there are 2 to a page, then 4 to a page). <i>Teacher to take a photo of an object to be used in the next lesson.</i></p>	<p>Lesson 2</p> <p>I understand how to join materials in different ways when working in 3D.</p> <p>Knowledge: I know how join various materials in different ways without using glue or tape. I know how to create a 3D form from using only 2D materials.</p> <p>Skills: I can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache. I can explain how I am making my sculpture and why they have used materials. I can develop my ability to describe and model form in 3D using a range of materials. I can create and forms shapes from 3D materials. I can construct patterns through craft methods to further their knowledge and understanding.</p>


<p>paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.</p> <p>Colour I can mix colours to make own paint from natural pigments. I can mix and match colours for purpose to create tints and shades such as skin tones, backgrounds. I can experiment with and discusses the pigments in natural products to make different coloured paints and effects. I can have awareness of manipulating</p>	<p>Children to recall what they did last lesson. Children are able to recall some facts about Giorgio Morandi. Share the idea of observation from the previous lesson. Children to look carefully at the pre-prepared still life</p> <p>Before we can learn to draw we must learn to see like an artist</p> <p>Everything in our world is made from simple shapes. These are the building blocks of our world. If you can learn to identify these shapes when you draw it will help you to be able to exactly draw different objects.</p> <p>Square & Rectangles Circle & Oval Triangle Straight Lines Wavy Lines</p> <p>arrangements for each table, made up of 3 objects. Children to do a quick 5-minute sketch of the still life. Has this improved from the previous lesson? What was difficult to draw? Can you explain why?</p> <p>Demonstrate how you would use simplified shapes which are curved and straight to create their sketch. Identify how you need to think carefully about the composition and proportion of this sketch. Children to look around the classroom for objects; Identify what objects are made up of; straight lines, rectangles and squares. What other shapes did you find? What objects are not made up of straight lines, rectangles and squares? Looking outside; are things made up of straight lines or geometric shapes? Why do you think this is? Children</p> 	<p>Children to recall what they did last lesson and some facts about David Hockney. Children to focus on the various brush strokes that can be seen within his paintings, and vary due to the location e.g. foreground, midground and background. Discuss what is meant by foreground, mid ground and background and how details look different depending on where it is being viewed. Children to focus on brushstrokes they have previously and learnt about last year. Children to be given time to experiment with paint and various brush sizes to see how many different marks they can create within their sketch books similar to what they can see within David Hockney's piece. The children identify and create brush strokes that a smaller in the background and larger in the foreground. Does the size of the brush change the precision of the brushstrokes made? How can the same brushstrokes be made? Can you try using shorter/longer brushstrokes to create a similar effect. What happens if you add more/less paint? A view finder is used to highlight a piece of David Hockney's painting. Children select their paint brushes to re-create what they see within the viewfinder.</p> 	<p>Skills: With pencil, I can use pressure to create hard and soft lines and use soft lines. I can make a variety of lines free-flowing, sweeping, broken, faint & hard with a variety of pen types. I can express themself using line in different ways to express geometric and organic forms.</p> <p>Assessment: Children can experiment and create various thickness, length and shape of lines. I can sketch an observational drawing using simple lines.</p> <p>Vocabulary: Andy Warhol, visual, sketch, observational, line, outline.</p>	<p>Assessment: Children are able to try different ways to make card shapes three-dimensional. For example, children can fold, and curve card or join flat shapes to create a three-dimensional shape.</p> <p>Vocabulary: Abstract, found objects, sculptor, sculpture.</p>
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<p>paint increases to achieve more accurate colours and shades. I can articulate my understanding of application of colour to paint sculptural forms.</p> <p>Materials, craft and sculpture I can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache. I can explain how I am making my sculpture and why I have used materials. I can develop my ability to describe and model form in 3D using a range of materials. I can identify and describes different</p>	<p>to add objects to their previous still life arrangements with different shapes than already found. Children to sketch out their new still life using HB, 2B, 4B and 6B pencils. Work lightly first to create simple shapes, then add more pressure to make the lines darker. Children have the opportunity to share their work with the class through a class gallery. Assessment: Children are able to demonstrate a good knowledge of different shapes. Children are able to know the difference between organic and geometric shapes. Vocabulary: Still life, arrangement, geometric, line, objects, organic, shape, sketch, pressure, lighter, darker, composition, proportion.</p>	<p>Children to evaluate whether they were successful and how they could improve their piece. Assessment: Children are able to create marks similar to those that they have observed within David Hockney's work. Children can suggest how various brush strokes can be made to explore foreground, midground and background depending on the size. Vocabulary: David Hockney, painting, Pop Art, texture, pattern, shape, colour, landscapes, layers, vertical, horizontal, curved.</p>		
	<p>Lesson 3 I understand how to explore line to create shape. Knowledge: I know how to shade from light to dark. I know how to create a 3D shape using shading. Skills: I can experiment and use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral. I can create 3D drawings with increasing accuracy by using tone. I can apply and blends pencil and/or charcoal to create more sophisticated areas of tone. I can apply four simple rules of shading,</p>	<p>Lesson 3 I understand how to use brushstrokes depending on a purpose. Knowledge: I know how different sized paint brushes can affect the brushstrokes made. Skills: I can hold a brush correctly, use different types and sizes of brush with increasing control. I can have awareness of manipulating paint increases to achieve more accurate colours and shades. I can develop ideas from other artists' work and sources with increasing understanding. Expressing original</p>	<p>Lesson 3 I understand how to use contrasting colours for effect. Knowledge: I know what it means by contrasting colours. I know why contrasting colours are used for effect in advertising. I know how to contrasting colours by discovering its pair. Children can identify the pattern and contrasting colours used in Andy Warhol's artwork. Children to sketch one of Warhol's art pieces and apply contrasting colours using colouring pencils.</p>	<p>Lesson 3 I understand how to develop ideas for 3D artwork. Knowledge: I know how to identify 2D shapes in photos of 3D objects. I can identify shapes in the background space between objects (negative space). I know how to use drawings to plan a sculpture. Skills: I can discuss and describe well known architects work and explain how their work is similar/different. I can use a sketch book to generate ideas, expressing thoughts and observations. Uses sketch books to record</p>

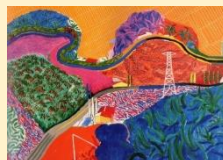
<p>textures with increasing range of adjectives. Select and uses appropriate materials to create textures. I can analyse and describes the use of texture within artists' work. I can compose geometric designs by adapting and synthesising the work of others, which I can describe the use of shape with increased accuracy. I can create and forms shapes from 3D materials. I can identify and explains how the manmade and natural repeating patterns relate. I can construct patterns</p>	<p>and develops skill and control when using tone.</p> <p>Children to recap on the previous lesson about how different lines can be used to create shape; straight and curved. Some shapes such as rectangles and squares can be used as a base. Introduce the technique of shading to create a 3Dimensional shape. Show the children this image: Ask the children questions such as: What do you like about the drawing? What do you think the artist has done well? What makes the drawing look realistic? Can you tell where the light source would be? How do you know? Compare this image to the tea pot. Children to create a list of what would create effective shading. Shade in one direction, not to leave gaps, work neatly to the edges, smooth even tones. Demonstrate how to hold the pencil correctly in a shading grip. Task 1: Children to practice shading techniques on 2D shapes. Extension: 3D shapes. Task 2: Children to blend from light to dark. Children to apply the shading</p> <div data-bbox="645 228 770 435">  </div> <div data-bbox="656 523 770 671">  </div>	<p>thoughts and ideas about the art of others.</p> <p>Children to be reminded of the marks made within Term 1 for drawing. These lines can be used but with paint and developed using various size of paintbrushes and how it is applied. Show the children David Hockney's swimming pool</p> <div data-bbox="1064 403 1263 515">  </div> <p>paintings. Children to be given a quick 5-minute time limit to create strokes that can be seen within the water using watercolour paints. Repeat this with David Hockney's A Bigger Splash. Children to compare the different types of brush strokes created and their application. How does the application change due to purpose? How did you create them? What does it make you feel? Why have these brush strokes been used? What effect does it have? Show the children how to create brushstrokes to create water that is rippling, by dragging the brush and using more/less paint when needed. Recap what they learnt about line within Term 1 for drawing (Scribble, shade (hatch & cross hatch), dot, dash, circle, spiral). Depending on size of brush- dab, smooth, wash, sponge, stipple, stroke with a purpose. Children to create a</p> <div data-bbox="1137 683 1263 810">  </div>	<p>Skills: With coloured pencil, I can block colour, by applying pencil strokes in the same direction, with increasing control of pressure. I can apply and blends pencil and/or charcoal to create more sophisticated areas of tone. Assessment: Children are able to identify contrasting colours. Children are able to look at an artist's work, create the correct pattern and use contrasting colours. Vocabulary: Andy Warhol, colour, contrasting, pattern, pencils.</p> <div data-bbox="1541 100 1713 387">  </div>	<p>experimentation with various materials. Inspiration of others and ideas. I can develop ideas from other artists' work and sources with increasing understanding. Expressing original thoughts and ideas about the art of others. I can create images in the style of an artist from history. Assessment: Children are able to familiar 2D shapes in photographs. Children are able to identify negative space. Children are able to draw models from different angles focusing on the positive and negative space. Vocabulary: Abstract, negative space, positive space, sculptor.</p>
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<p>through craft methods to further their knowledge and understanding.</p> <p>Sketch books (Developing and applying ideas)</p> <p>I can use a sketch book to generate ideas, expressing thoughts and observations.</p> <p>Uses sketch books to record experimentation with various materials.</p> <p>Inspiration of others and ideas.</p> <p>I can develop ideas from other artists' work and sources with increasing understanding.</p> <p>Expressing original thoughts and ideas about the art of others.</p>	<p>technique to shade an outline of a leaf to create a 3D shape.</p> <p>Emphasise how to shade effectively.</p> <p>Assessment: Children are able to use shading to create a 3D shape.</p> <p>Vocabulary: Straight, curved, shading, light source, dark, light, shape, blend, even tones, smooth.</p>	<p>splash of water (the children can use a pebble in water as a real-life reference). Does this water look calm? Does it look like an action shot? How has that effect been created? How was this different to the first painting? Children now to use their knowledge of how to create various brush strokes and from the beginning of the lesson, as to what was successful, to have another go. Children may use poster paint to add in more detail and strokes over the top of the watercolour paint. Discuss whether they have improved, or how they will do it differently next time? How are different brush strokes used to create an effect?</p> <p>Assessment: Children are able to use various brush strokes depending on brush size. Children are able to change the brush strokes for an effect and purpose.</p> <p>Vocabulary: Splash, dragging, application, purpose, dab, smooth, wash, sponge, stipple, stroke.</p>		
	<p>Lesson 4</p> <p>I understand how to apply line from observation.</p> <p>Knowledge: I know how to use line to sketch and create shading. I know how to create a 3D drawing by using observational skills.</p> <p>Skills: I can experiment and use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral. I</p>	<p>Lesson 4</p> <p>I understand how to choose and use various brush size. I understand how to observe and apply brush strokes for purpose.</p> <p>Knowledge: I know how to choose brush sizes and create brush strokes that emphasise foreground, middle ground and background. I know how to observe and use various brush</p>	<p>Lesson 4</p> <p>I understand how to use contrasting colours for effect.</p>	<p>Lesson 4</p> <p>I understand how to apply knowledge of sculpture when working in 3D.</p> <p>Knowledge: I know how to follow a plan. I know how to make choices about how to join materials. I know how to adapt ideas.</p> <p>Skills: I can make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache. I can</p>




<p>I can create images in the style of an artist from history.</p> <p>Art in Context/History</p> <p>I can discuss and describe well known artists' work and explain how my work is similar and/or different to my own and other artists.</p> <p>I can discuss and describe well known architects work and explain how their work is similar/different .</p>	<p>can create 3D drawings with increasing accuracy by using tone. I can apply and blends pencil and/or charcoal to create more sophisticated areas of tone. I can apply four simple rules of shading, and develops skill and control when using tone.</p> <p>Children to recall what they had learn previously about sketching and shading.</p> <p>Children to have a selection of objects (fruit, cups, natural objects etc) in the middle of their table.</p> <p>Children to use what they know about sketching, proportion and shape to begin with an outline of their objects.</p> <p>Can the children remember the rules of how to shade effectively? Go over these. Children to add to their drawings with shading to create 3D shapes. Remind children to carefully think about where the light source is and where the shading should be in relation to this. Share the children's observational sketches. Evaluate what was effective. How do they successfully create shading? How did you create a 3D object? Why was it successful? What would you do differently next time?</p> <p><i>Children to bring in x3 objects that mean something to them/ Teacher</i></p>	<p>stroke techniques to paint a landscape.</p> <p>Skills: I can hold a brush correctly, use different types and sizes of brush with increasing control. I can use a sketch book to generate ideas, expressing thoughts and observations. I can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.</p> <p>Children can recall the various brushstrokes they have already learnt about and used. Children will be taught about the foreground, middle ground and background and identify how they are created, such as the objects in the foreground appear larger because they are closer to the observer. Children will use a view finder to select a piece of landscape from their local area, which includes objects seen in the foreground, middle ground and background. A photograph of the selected landscape, from the viewfinder will be taken as a reference. An initial sketched outline will be created to ensure these have been considered. Children will be reminded of the brush strokes used from the previous lessons but now</p> 	<p>Knowledge: I know what it means by contrasting colours. I know why contrasting colours are used for effect in advertising. I know how to make and choose contrasting colours with paint. Children can identify contrasting colours used in Andy Warhol's artwork and apply these unusual colours to a black and white photo of the object from previous lesson (x4 printed for each child).</p>  <p>Skills: I can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground. I can have awareness of manipulating paint increases to achieve more accurate colours and shades.</p> <p>Assessment: Children are able to identify contrasting colours. Children are able to look at an artist's work and identify some of the contrasting colours used. Children are able to apply contrasting colours for effect to make a bold impact.</p> <p>Vocabulary: Andy Warhol, colour, contrasting, paint, observation, unusual.</p>	<p>explain how I am making my sculpture and why they have used materials. I can develop my ability to describe and model form in 3D using a range of materials. I can develop ideas from other artists' work and sources with increasing understanding. Expressing original thoughts and ideas about the art of others. I can create and forms shapes from 3D materials. I can construct patterns through craft methods to further their knowledge and understanding.</p> <p>Assessment: Children are able to shape materials in more than one way. Children choose appropriate methods to join elements in their sculptures to create an interesting free-standing sculpture.</p> <p>Vocabulary: Abstract, sculpture, three-dimensional.</p>
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	<p><i>to have x3 objects that mean something to the class (Ready for Lesson 5).</i></p> <p>Assessment: Children are able to use their knowledge and skill of sketching and shading to draw objects from observation.</p> <p>Vocabulary: Straight, curved, shading, light source, dark, light, shape, blend, even tones, smooth, sketching, observe, observational, 3-Dimensional.</p>	<p>with the purpose of creating the three parts of the painting. Teacher to demonstrate larger strokes within the foreground and smaller strokes within the background. Children to then add their brushstrokes to their landscape painting.</p> <p>Assessment: Children are able to use various brush strokes and brush sizes to represent what is seen in the foreground, middle ground and background. Children are able to change the brush strokes for an effect and purpose.</p> <p>Vocabulary: Splash, dragging, application, purpose, dab, smooth, wash, sponge, stipple, stroke, landscape, foreground, middle ground, background, sketch.</p>		
	<p>Lesson 5</p> <p>I understand how to add shade in the style of Giorgio Morandi.</p> <p>Knowledge: I know how to apply line and shade in the style of Giorgio Morandi.</p> <p>Skills: I can experiment and use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral. I can create 3D drawings with increasing accuracy by using tone. I can apply and blends pencil and/or charcoal to create more sophisticated areas of tone. I can apply four simple rules of shading, and develops skill and control</p>	<p>Lesson 5</p> <p>I understand how to apply various brushstroke shapes in the style of David Hockney.</p> <p>Knowledge: I know how to create a piece in the style of David Hockney by using various brush strokes.</p> <p>Skills: I can use a sketch book to generate ideas, expressing thoughts and observations. I can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground. I can create images in the style of an artist from history. I can discuss and describe well known artists' work and</p>	<p>Lesson 5</p> <p>I understand how to apply contrasting colour in the style of Andy Warhol.</p> <p>Knowledge: I know what it means by contrasting colours. I know how to choose contrasting colours to create a particular effect. Children can identify contrasting colours used in Andy Warhol's artwork and apply these to their own sketch of the object from previous lesson (x2 and x4 printed for each child). I know how to evaluate the effect of the contrasting colours</p> 	<p>Lesson 5</p> <p>I understand how to evaluate and improve an artwork.</p> <p>Knowledge: I know how to compare two sculptor's work. I know how to explain what I like and what I could change about my sculpture. I know how to choose, add texture and colour to the surface of my sculpture.</p> <p>Skills: I can explain how I am making my sculpture and why they have used materials. I can develop my ability to describe and model form in 3D using a range of materials. I can identify and describes different textures with</p>


	<p>when using tone. I can create images in the style of an artist from history. I can discuss and describe well known artists' work and explain how my work is similar and/or different to my own and other artists.</p> <p>Children to recall what they created last lesson. Share images of Giorgio Morandi's artwork. Depending on objects used, children arrange objects how Giorgio Morandi would have had the objects.</p> <p>Remind the children of what makes effective shading. Children to have a selection of pencils on their tables for them to decide on using (HB, 2B, 4B and 6B). Lamps used to show a light source and shows the area of shade.</p> <p>Children to begin with just an outline of their objects and remind them of proportion and the shapes they can see. Then the children use their knowledge of shading to add to their sketch to create 3D objects. Children to evaluate their piece. What was similar to the artist? What was different to the artist? What did you think went well? What would you have done differently next time? How have you use line effectively in your piece? How does it make you feel?</p>	<p>explain how my work is similar and/or different to my own and other artists.</p> <p>Children to recall what they created last lesson. Share images of Hockney's work to identify what brush strokes have been used, which may be similarly used in previous lessons. Children to use the painting they created in the last lesson, including the photo for references to create a landscape in the style of Hockney. Children to identify various colours they would like to use. Remind the children that the colours they use do not have to be realistic, like the ones found in the artist's pieces.</p> <p>Initially the children will use watercolours to create a wash of colour to 'block' parts of the painting. Children to then use poster paints to layer their brush strokes and decide what brush sizes to use.</p> <p>Children to evaluate their piece. What was similar to the artist? What was different to the artist? Can they decide why like or dislike parts of their piece and others. How did they use the brush strokes for a purpose? Why did they choose the brush sizes for the different parts of their painting?</p> <p>Assessment: Children are able to create a landscape that uses various</p>	<p>and record my thoughts and feelings.</p> <p>Skills: I can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground. I can have awareness of manipulating paint increases to achieve more accurate colours and shades. I can discuss and describe well known artists' work and explain how my work is similar and/or different to my own and other artists.</p> <p>Assessment: Children are able to use contrasting colours in a similar style to the artist. Children are able to evaluate their work and compare it to the artist's works.</p> <p>Vocabulary: Andy Warhol, colour, contrasting, paint, observational, sketch.</p>	<p>increasing range of adjectives. Select and uses appropriate materials to create textures. I can analyse and describes the use of texture within artists' work.</p> <p>Assessment: Children are able to think about how to improve their sculpture and makes choices about what to add. Children are able to work cooperatively in pairs to add detail to their artwork.</p> <p>Vocabulary: Detail, negative space.</p>
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	<p>Assessment: Children are able to use sketching techniques with the focus of line to create a piece inspired by Giorgio Morandi.</p> <p>Vocabulary: Giorgio Morandi, line, shading, outline, 3D objects, evaluate.</p>	<p>brush strokes for a purpose. Children demonstrate their knowledge and skill when using various brushes and brush strokes to paint a landscape in the style of David Hockney.</p> <p>Vocabulary: Brush strokes, dab, smooth, wash, sponge, stipple, stroke, marks, landscape, layers, similar, different, purpose.</p>		
Year 3 Subject Vocabulary (I use)	<p>Composite Vocabulary (I use): Giorgio Morandi, still life, line, shape, printmaker, arrangement, geometric, organic, shape, sketch, pressure, lighter, darker, composition, proportion, straight, curved, shading, light source, dark, light, shape, blend, even tones, smooth, sketching, observe, observational, 3-Dimensional, outline, 3D objects, evaluate.</p>	<p>Composite Vocabulary (I use): David Hockney, painting, Pop Art, texture, pattern, shape, colour, landscapes, layers, vertical, horizontal, curved, splash, dragging, application, purpose, dab, smooth, wash, sponge, stipple, stroke, landscape, foreground, middle ground, background, sketch, marks, landscape, layers, similar, different, purpose.</p>	<p>Composite Vocabulary (I use): Andy Warhol, American, Pop Art, visual, colour, similarities, differences, create, paint, silk screening, photography, film, sculpture, visual, sketch, observational, line, outline, contrasting, pattern, pencils, unusual.</p>	<p>Composite Vocabulary (I use): Sculpture, structure, three-dimensional, abstract, found objects, sculptor, negative space, positive space, detail.</p>

YEAR 2 Art and Design MEDIUM TERM PLAN				
Year 2 skills (I can)	I understand...	I understand...	I understand...	I understand...
<p>Drawing</p> <p>With pencil, I can make different marks with increasing control: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines.</p>	<p>Georgia O'Keeffe</p>  <p><u>Knowledge</u></p> <p>Focus skill: Drawing- Exploring line and adding texture</p> <p>Medium: Charcoal, chalk, pencil, oil pastels</p>	<p>Claude Monet</p>  <p><u>Knowledge</u></p> <p>Focus skill: Painting- Using paint brushes to create different marks</p> <p>Medium: Acrylic paint</p>	<p>Henri Matisse</p>  <p><u>Knowledge</u></p> <p>Focus skill: Colour- Exploring colours</p> <p>Medium: Paint</p> <p>Outcome piece: Apply colour and shape in the style of Henri Matisse.</p>	<p>I know that clay can be shaped by hand.</p> <p>I know how to create different marks in clay using my hands and equipment.</p> <p>I know how to shape clay in a variety of ways to make a model.</p> <p>I know how to roll clay to make a flat, even surface to work with.</p> <p>I know how to 'score and slip' clay to join clay.</p>



<p>With coloured pencil, I can keep within the lines of a picture when adding colour and colours in the same direction with increased accuracy. With wax crayon, I can push down to make bold and strong lines and apply less pressure to make soft lines. I can use charcoal pieces to create: different lines, large sweeping movements. With pastel/charcoal, I can make faint, soft lines and apply more pressure to make stronger lines. With pastel/charcoal,</p>	<p>Outcome piece: Applies various line to create texture on a flower in the style of Georgia O’Keeffe.</p>	<p>Outcome piece: Applies various brush strokes to create various marks in the style of Claude Monet</p>		<p>I know how to decorate clay by joining various shapes of clay. I know how to use an artist as inspiration. I know how to work positively and negatively into a clay surface.</p>
	<p>Lesson 1 I understand who Georgia O’Keeffe was and why she is famous. Knowledge: I know important information about the artist; Who were they? Where are they from? When were they born/died? Etc. I know that she was one of the significant artists of 20th century and she was renowned for her contribution to modern art. I know she painted nature in the way it made her feel. I know that she is best known for her paintings of magnified flowers and of landscapes. Skills: I can describe differences and similarities between well-known artists and designers. I can describe how their own work is similar and/or different to the work of well-known artists and designers. Children can use a sketchbook to record thoughts and ideas about the artist and their work. Children are to explore information about the artist’s life and work.</p>	<p>Lesson 1 I understand who Claude Monet was and why he is famous. Knowledge: I know important information about the artist. I know how Claude Monet used brush strokes for an effect. I know whether I like or dislike his artwork. Skills: I can describe differences and similarities between well-known artists and designers. I can describe how their own work is similar and/or different to the work of well-known artists and designers. Children can use a sketchbook to record thoughts and ideas about the artist and their work. Focus the children’s attention to the use of brush strokes and how close up you can see the strokes, but when moving further away the strokes seem to blend in together. Children to explore the artist’s work/paintings and the children to discuss how the brushstrokes are used. What can they see? What brushstrokes can</p>	<p>Lesson 1 I understand who Henri Matisse was and why he is famous. Knowledge: I know that Henri Matisse is a French visual artist, who focuses on colour. I know he is regarded as the greatest colourist of the 20th Century. I know he was also regarded, as well as Pablo Picasso as an artist who helped define the revolutionary developments in art during the 20th Century. I know that when he was younger, he created lots of paintings, but as he grew older he began to make striking collages. Skills: I can describe their use of colour to begin to achieve a specified intention. I can describe differences and similarities between well-known artists and designers, and previously studied artists’ work. I can describe how their own work is similar and/or different to the work of well-known artists and designers with particular focus of the formal elements. Children can use a sketchbook to record thoughts and ideas about the artist and their work.</p>	<p>Lesson 1 I understand how to use my hands as a tool to shape clay. Knowledge: I know how to flatten clay to make a smooth surface. I know how to shape clay using my hands. I know how to make different marks in clay by pressing into it. I know how to shape clay to make a model. Skills: I can make a model using natural and man-made materials to show a simple idea or using their imagination. I can identify and describe different textures. Assessment: Children are able to flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. Vocabulary: Cut, flatten, roll, shape, smooth.</p>


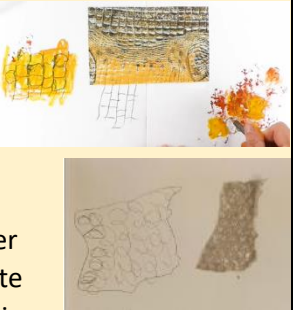


<p>I can blend and smudge.</p> <p>I can use charcoal pieces to create: different lines, large sweeping movements.</p> <p>I can use different types of pen including felt tip & ball point pen to make different types of marks and fine lines.</p> <p>I can create portraits by controlling and defining I their use of line for expression.</p> <p>I can draw lines with increased skill, awareness and control.</p> <p>I can extend my ability to articulate 3D form and space through practical activities.</p> <p>I can begin to create 3D</p>	<p>https://www.tate.org.uk/kids/explore/who-is/who-georgia-okeeffe</p> <p>Children will be shown the video about Georgia O’Keeffe’s life: https://www.youtube.com/watch?v=C3iKpM0H6Ek&ab_channel=WatchAndLearn</p>  <p>Focus the children’s attention to the use of line within her early work when using chalk, then on her flowers and landscape paintings. Children to explore the artist’s work/paintings and the children to discuss how line is used (how they are the same or different), how does it make them feel? Why has she used these lines? How do you think she has created them? This should generate a discussion. Children to think about other artists her work is similar to. Have they seen this use of line previously? Children to work as a pair to record their ideas and findings within their sketchbooks. Children to be given word cards to describe the lines e.g powerful, slow, soft. Children to share these ideas with the class.</p>	<p>they identify? How do you think these are made? How does this piece make them feel? Do you like/dislike the pieces? Why? This should generate a discussion. Children to think about other artists his work is similar to. Have they seen this use of line previously? Children to work as a pair to record their ideas and findings within their sketchbooks.</p> <p>Assessment: Children can talk about Claude Monet’s life and their artwork. Children can annotate Claude Monet’s work; begin to identify the brushstrokes used. Children can say what they like and dislike, and describe the paintings. Children begin to document what they know and see.</p> <p>Vocabulary: Claude Monet, French, Impressionist, expressive, brush strokes.</p>	<p>Assessment: Children can talk about Henri Matisse’s life and their artwork. Children can annotate Henri Matisse’s work; identifying the colours used. Children can say what they like and dislike, and describe the paintings i.e. reason for choice of colour that has been chosen and how it makes them feel about the artwork.</p> <p>Vocabulary: Henri Matisse, French, visual, colour, revolutionary, similarities, differences, create, paint, detail.</p>	
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<p>drawings by using tone. I understand what tone means. I can experiment with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created.</p>	<p>Assessment: Children can talk about Georgia O’Keeffe’s life and their artwork. Children can annotate Georgia O’Keeffe’s work; identifying the lines used. Children can say what they like and dislike, and describe the paintings. Children begin to document what they know and see.</p> <p>Vocabulary: Georgia O’Keeffe, abstract, line, tiny, enormous, powerful, gentle, soft, smooth, slow, fast.</p>			
<p>Painting I can hold a brush correctly, use different types and sizes of brush with increasing control. I can use a paint brush to make different marks with increasing control: dab, smooth, wash, sponge, stipple, stroke with a purpose.</p> <p>Colour I can mix and refines colours</p>	<p>Lesson 2 I understand how to explore line and create different types of lines (Straight, curved, thick, thin). Knowledge: I know how charcoal creates different marks. I know how to express the meaning of words using charcoal mark making techniques. Skills: I can use charcoal pieces to create: different lines, large sweeping movements. With pastel/charcoal, I can make faint, soft lines and apply more pressure to make stronger lines. I can use a sketch book to record thoughts, ideas and develop skills and experiment with materials.</p>	<p>Lesson 2 I understand how to create various brushstrokes. Knowledge: I know how to use various brushstrokes. I know to describe various types of brushstrokes. I know how to experiment with various brush strokes. Skills: I can hold a brush correctly, use different types and sizes of brush with increasing control. I can use a paint brush to make different marks with increasing control: dab, smooth, wash, sponge, stipple, stroke with a purpose.</p>	<p>Lesson 2 I understand how to mix and explore secondary colours to create different tones. Knowledge: I know that red, yellow and blue are the primary colours, and that secondary colours are orange, purple and green. I know what these colours look like in my environment. I know that when using damp paper (not soaking) I can mix paints together. I know, and I can mix, two primary colours to make secondary colours. I know I can make different tones when mixing two secondary colours. I know that if I add black or white paint to an existing colour, it changes the tone.</p>	<p>Lesson 2 I understand how to shape a pinch pot and join clay shapes as decoration. Knowledge: I know how to use the pinching technique to shape a pot. I know how to use my fingers and thumbs to make the sides of the pot even. I know how to join clay to decorate my pot. Skills: I can make a model using natural and man-made materials to show a simple idea or using their imagination. I can explain how they are making their sculpture and why they have used materials. I can identify and describe different textures. Selects and uses appropriate materials to create textures. I can create a pattern of my choosing and learns a range of techniques to express their knowledge of repeating and nonrepeating pattern. I can</p>






<p>to create more sophisticated colours.</p> <p>I can develop my knowledge of mixing primary colours to create secondary colours (paint and pastels).</p> <p>I can describe their use of colour to begin to achieve a specified intention.</p> <p>I can choose and justify why appropriate colours to reflect a theme and purpose.</p> <p>Materials, craft and sculpture</p> <p>I can make a model using natural and man-made materials to show a simple idea or using their imagination.</p>	<p>Children to recall what they did last lesson. Children are able to recall some facts about Georgia O’Keeffe. Share the charcoal images from the previous lesson. Children to be given time to experiment with charcoal to see how many different marks they can create within their sketch books. Does the way you hold the charcoal affect the marks you make? How many different ways can you hold the charcoal?</p> <p>Extension: Use white chalk.</p> <p>Words will be displayed: wrinkles, tiny, enormous, powerful, gentle, soft, smooth, slow, fast. Children to discuss each word displayed individually. Children to create marks/lines they associate with these words.</p> <p>Assessment: Children are able to create marks that are varied and reflect the words associated with them. Children understand and suggest ways to draw the word through marks.</p> <p>Vocabulary: Charcoal, lines, marks, mark-making, thick, thin.</p>	<p>Children to recall what they did last lesson. Children are able to recall some facts about Monet. Share paintings by the artist. Discuss how not all the detail can be seen and a silhouette has been used. Children to be given time to experiment with paint to see how many different marks they can create within their sketch books similar to what they can see. Does the way you hold the paintbrush affect the marks you make? Can you try using shorter/longer brushstrokes to create a similar effect. Extension: Once the acrylic has dried work into the painting to add layers.</p> <p>Words will be displayed: Vertical, horizontal, curved. Children to discuss each word displayed individually. Children to create marks they associate with these words using what they have already experimented with and practiced. Are there different ways to represent these?</p> <p>Discuss what they found easy/hard and why?</p> <p>Assessment: Children are able to create marks similar to those that they have observed. Children can suggest how various brush strokes can be made to associate with each word.</p>	<p>Skills: I can mix and refines colours to create more sophisticated colours. I can develop my knowledge of mixing primary colours to create secondary colours (paint and pastels). I can understand what tone means. I can experiment with pencils to create more complex tones.</p> <p>Assessment: Children are able to identify which are primary and secondary colours. Children are able to mix primary colours together to create secondary colours, then mix secondary colours to create other colours.</p> <p>Children can add black and white paint to create different tones of colour.</p> <p>Vocabulary: Henri Matisse, colour, primary, secondary, paint, mix, tone, explore.</p>	<p>develop ideas from other artists' work and sources.</p> <p>Assessment: Children are able to make a basic pinch pot and joins at least one clay shape onto the side using the scoring and slipping technique.</p> <p>Vocabulary: Ceramic, glaze, pinch pot, score, slip, thumb pot.</p>
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<p>I can explain how they are making their sculpture and why they have used materials. I can identify and describe different textures. Selects and uses appropriate materials to create textures. I can compose geometric designs by adapting and synthesising the work of others, which I can describe the use of shape. I can identify and relate manmade and natural repeating patterns. I can create a pattern of my choosing and learns a range of techniques to express their knowledge of</p>	<p>Lesson 3</p> <p>I understand how to create and explore experimental mark-making to replicate textures. Knowledge: I know how to create various textures from observation. I know how to use various line to create the shapes seen within each texture. I know how to create various marks to recreate texture. Skills: With pencil, I can make different marks with increasing control: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines. I can draw lines with increased skill, awareness and control. I can identify and describe different textures. Selects and uses appropriate materials to create textures. I can use a sketch book to record thoughts, ideas and develop skills and experiment with materials.</p> <p>Children to be given various objects with various textures. Children to feel and describe the object. How could you draw what the object feels like? What tools could you use to draw it? What marks would you make to draw how it feels?</p> 	<p>Vocabulary: Layers, vertical, horizontal, curved.</p> <p>Lesson 3</p> <p>I understand how to use brushstrokes depending on brush. Knowledge: I know how different sized paint brushes can affect the brushstrokes made. Skills: I can hold a brush correctly, use different types and sizes of brush with increasing control. I can use a paint brush to make different marks with increasing control: dab, smooth, wash, sponge, stipple, stroke with a purpose.</p>	<p>Lesson 3</p> <p>I understand how to explore using various colours to make a wash. Knowledge: I know what primary and secondary colours are and how to create tones (Children to recap on previous lesson). I know that I can add more water to a colour to create a wash (See example). I know how to experiment with a variety of colour and size of paint brush to create various washes. I know how to create various washes on various materials to create different colours, textures and sizes of paper. (These are to be used in the next lesson). Skills: I can mix and refines colours to create more sophisticated colours. I can develop my knowledge of mixing primary colours to create secondary colours (paint and pastels). I can understand what tone means. I can experiment with pencils to create more complex tones. I can identify and describe different textures. Selects and uses appropriate materials to create textures.</p> 	<p>Lesson 3</p> <p>I understand how to use impressing and joining techniques to decorate a clay tile. Knowledge: I know how to describe my ideas about the work of artist Rachael Whiteread. I know how to roll a smooth clay tile. I know how to create a pattern by pressing into and joining pieces onto my tile. Skills: I can make a model using natural and man-made materials to show a simple idea or using their imagination. I can explain how they are making their sculpture and why they have used materials. I can identify and describe different textures. Selects and uses appropriate materials to create textures. I can compose geometric designs by adapting and synthesising the work of others, which I can describe the use of shape. I can identify and relate manmade and natural repeating patterns. I can create a pattern of my choosing and learns a range of techniques to express their knowledge of repeating and nonrepeating pattern. I can develop ideas from other artists' work and sources. Studies natural forms around them and relating it to their own art work. Assessment: Children are able to roll a smooth tile with a clear pattern made</p>
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<p>repeating and nonrepeating pattern.</p> <p>Sketch books (Developing and applying ideas) I can use a sketch book to record thoughts, ideas and develop skills and experiment with materials.</p> <p>Inspiration of others and ideas I can develop ideas from other artists' work and sources. Studies natural forms around them and relating it to their own art work. I can describe differences and similarities between well-known artists and designers,</p>	<p>Show the children various marks used within the previous lesson. Children to recreate each mark in the sketchbook; cross-hatching, squiggling, stippling, scribbling, circular scribbling.</p>  <p>Demonstrate how to create various textures such as; snake skin, crocodile skin bark, various fur, woollen scarf etc. Children to use object or photos to create texture with. A photo of the texture can be stuck in the middle of the page. Children can use a variety of media such as; pencils, oil pastel, tissue paper etc to create an impression of what they see, within their sketch books. They can use various tools too such as; sticks, feathers, sponges. On scrap paper, children are then challenged to recreate the marks made earlier to test if they know what this look like.</p> 	<p>Children to be reminded of how to hold and use their paint brushes correctly to support them in creating their brushstrokes. Give the children various sized paint brushes. Show the children how to create brushstrokes depending on size of brush- dab, smooth, wash, sponge, stipple, stroke with a purpose. Does this change? Compare each other's experimentation. Discuss what has been successful from a pupil's point of view and what they could do next time. Recap what they learnt about line within Term 1 (cross-hatching, squiggling, stippling, scribbling, circular scribbling). Can the children use any of these, with paint, to create similar lines/strokes? Share how these strokes can be made and the children to try using these. Children now to use their knowledge of this and from the beginning of the lesson, as to what was successful, to have another go. Will large brush make the same brush stroke as a small brush or a flat head brush?</p>  	<p>Assessment: Children are able to mix colours to create various colours, and they can create different tones of colour. Children can understand how, and are able to create, various washes of colour.</p> <p>Vocabulary: Henri Matisse, colour, primary, secondary, paint, mix, tone, experiment, size, wash, materials, textures.</p>	<p>by both clay shapes being joined effectively and interesting use of marks in the surface.</p> <p>Vocabulary: Three-dimensional, casting, in relief, negative space, plaster, sculpture.</p>
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<p>and previously studied artists' work.</p> <p>I can describe how their own work is similar and/or different to the work of well-known artists and designers with particular focus of the formal elements.</p>	<p>Assessment: Children are able to use their observational skills to create texture through the use of line. Children are able to create the marks; cross-hatching, squiggling, stippling, scribbling, circular scribbling.</p> <p>Vocabulary: Textures, feel, touch, cross-hatching, squiggling, stippling, scribbling, circular scribbling, impression, observational.</p>	<p>Discuss whether they have improved.</p> <p>Look at Monet's <i>Water Lilies</i>.</p> <p>Children to apply this to painting water.</p> <p>Assessment: Children are able to use various brush strokes depending on brush size.</p> <p>their observational skills to create texture through the use of line.</p> <p>Children are able to create the marks; cross-hatching, squiggling, stippling, scribbling, circular scribbling.</p> <p>Children are able to create marks that are varied and reflect the words associated with them.</p> <p>Children understand and suggest ways to draw the word through marks.</p> <p>Vocabulary: Cross-hatching, squiggling, stippling, scribbling, circular scribbling, dab, smooth, wash, sponge, stroke.</p>		
	<p>Lesson 4</p> <p>I understand how to apply line from observation (Flowers-creating texture).</p> <p>Knowledge: I know how to draw basic shapes. I know how to draw from an observation. I know how to add texture to an observation.</p> <p>Skills: With pencil, I can make different marks with increasing control: dots, dashes, scribbles, sweeping lines, wavy lines,</p>	<p>Lesson 4</p> <p>I understand how to observe and create accurate brush strokes.</p> <p>Knowledge: I know how to create brush strokes that compares to those observed.</p> <p>Skills: I can use a paint brush to make different marks with increasing control: dab, smooth, wash, sponge, stipple, stroke with a purpose. I can identify and describe different textures. Selects</p>	<p>Lesson 4</p> <p>I understand how to use contrasting colours for effect.</p> <p>Knowledge: I know what collage is. I know how to explore and add texture using a variety of materials I created previously (These are to be used in the next lesson). I know who Jasper Johns is and how he uses collage in his artwork. I know what it means by contrasting colours. I know why contrasting colours are used for</p>	<p>Lesson 4</p> <p>I understand how to use drawing to plan the features of a 3D model.</p> <p>Knowledge: I know how to draw a house that will be made into a clay tile. I know decide how to create features like a door, windows and roof in clay. I know how to label my drawing accurately.</p> <p>Skills: With pencil, I can make different marks with increasing control: dots, dashes, scribbles, sweeping lines,</p>

	<p>straight lines. I can draw lines with increased skill, awareness and control. I can use a sketch book to record thoughts, ideas and develop skills and experiment with materials.</p> <p>Recap on the focused artist. Children to identify what Georgia O’Keeffe focused on within her artwork. Share some real flowers. What shapes can you see within these flowers? Demonstrate how to ‘air draw’ what shapes can be seen. Children to do this with various flowers. Demonstrate how to draw these flowers, by using an HB pencil, by only using simple shapes. Then use marks from the previous lesson to add more detail including texture. Children to draw their own flowers, with an HB pencil, from their observations. Children to begin by using only simple shapes first, then add more details afterwards. Children to carefully think about the tone created. <i>Close up photos to be taken of the flowers to be used within the following lesson.</i> Share drawings through a ‘gallery walk’. Children to evaluate other’s work and explain why they like the observational sketch.</p>	<p>and uses appropriate materials to create textures. I can develop ideas from other artists' work and sources. Studies natural forms around them and relating it to their own art work.</p> <p>Recap on the previous lesson. Show the children Monet’s art work <i>Pathway in Monet’s Garden</i>. Introduce the idea of creating a landscape.  Children begin by using large brushes to create the path. Encourage children to think about the direction and strokes need to be used. Use photos to support this. Compare this how to create the flowers on the borders and hanging down. Observe how to create small brush strokes like those observed for the tress and to create the flowers. Describe how this differs depending on the size of the brush. Use photos of paths and gardens, and apply what they have found from their explorations to create their own pieces. Evaluate their pieces/peer evaluate. <i>Children to take photos of their garden or a landscape that means something to them (To be used in the next lesson).</i> Assessment: Children are able to use their observational skills and</p>	<p>effect. I know how to use contrasting colours when exploring using various textures.</p> <p>Skills: I can use a paint brush to make different marks with increasing control: dab, smooth, wash, sponge, stipple, stroke with a purpose. I can develop my knowledge of mixing primary colours to create secondary colours (paint and pastels). I can describe their use of colour to begin to achieve a specified intention. I can identify and describe different textures. Selects and uses appropriate materials to create textures. I can develop ideas from other artists' work and sources. Studies natural forms around them and relating it to their own art work.</p> <p>Assessment: Children are able to identify what a collage is. Children are able to identify contrasting colours. Children are able to look at an artist’s work and identify some of the contrasting colours used. Children are able to explore materials to create various textures.</p>    	<p>wavy lines, straight lines. I can extend my ability to articulate 3D form and space through practical activities. I can identify and describe different textures. Selects and uses appropriate materials to create textures. I can compose geometric designs by adapting and synthesising the work of others, which I can describe the use of shape. I can describe how their own work is similar and/or different to the work of well-known artists and designers with particular focus of the formal elements.</p> <p>Assessment: Children are able to draw a house design and identify how they plan to create the key features in clay. Vocabulary: Casting, detail, impressing, in relief, negative space, sculpture, surface.</p>
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	<p>Assessment: Children are able to sketch a flower with increasing detail by using various lines.</p> <p>Vocabulary: Shape, mark-making, observation, outline, sketch, texture, tone.</p>	<p>their ability to create various brush strokes to paint elements of a landscape.</p> <p>Vocabulary: Compare, observe, accurate, dab, smooth, wash, sponge, stipple, stroke, brush.</p>	<p>Vocabulary: Henri Matisse, colour, collage, experiment, materials, textures, contrasting.</p>	
	<p>Lesson 5</p> <p>I understand how to add pattern, texture and tone in the style of Georgia O’Keeffe.</p> <p>Knowledge: I know to apply line to create pattern, texture and tone of a close up of a flower in the style of Georgie O’Keeffe.</p> <p>Skills: With pencil, I can make different marks with increasing control: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines. I can draw lines with increased skill, awareness and control. I can develop ideas from other artists' work and sources. Studies natural forms around them and relating it to their own art work. I can describe how their own work is similar and/or different to the work of well-known artists and designers with particular focus of the formal elements.</p>	<p>Lesson 5</p> <p>I understand how to apply various brushstroke shapes in the style of Claude Monet.</p> <p>Knowledge: I know how to create a landscape in the style of Claude Monet by using various brush strokes.</p> <p>Skills: I can hold a brush correctly, use different types and sizes of brush with increasing control. I can use a paint brush to make different marks with increasing control: dab, smooth, wash, sponge, stipple, stroke with a purpose. Selects and uses appropriate materials to create textures. I can describe how their own work is similar and/or different to the work of well-known artists and designers with particular focus of the formal elements.</p> <p>Children to recall what they created last lesson. Share images of Monet’s work to identify what brush strokes have been used in previous lessons.</p> <p>Children to use the photos taken of a landscape that means something</p>	<p>Lesson 5</p> <p>I understand how to apply colour and shape in the style of Henri Matisse.</p> <p>Knowledge: I know how to select materials and textures to create a collage. I know how to apply materials with contrasting colours for a particular purpose (Children to use the papers created in previous lessons). I know how to add fine details for effect. I know how to layer colour and shapes like Henri Matisse’s style. I know how to evaluate my work.</p>	<p>Lesson 5</p> <p>I understand how to make a 3D clay tile from a drawn design.</p> <p>Knowledge: I know how to use my design to guide my clay work. I know how to use both pressing in and joining clay techniques on my tile. I know how to evaluate my finished tile and say how it reflects my design.</p> <p>Skills:</p> <p>I can extend my ability to articulate 3D form and space through practical activities. I can make a model using natural and man-made materials to show a simple idea or using their imagination. I can explain how they are making their sculpture and why they have used materials. I can identify and describe different textures. Selects and uses appropriate materials to create textures. I can develop ideas from other artists' work and sources. Studies natural forms around them and relating it to their own art work. I can describe how their own work is similar and/or different to the work of well-known artists and designers with particular focus of the formal elements.</p>

	<p>Children to recall what they created last lesson. Share images of Georgia O'Keeffe's work to identify how close up flowers look like. Share images taken from the previous lesson of close-up flowers. Use a view finder to identify areas of the flower photos to be drawn using quick sketches. Children to decide on which of these sketches to use to create a larger version of their flower, using HB pencil first, on A3 paper. Remind the children to look closely at the shapes and patterns seen within the flowers and draw these simple shapes first. Children to use colouring pencils then chalks to add more detail and texture seen within the images. Children to think about the types of lines used from previous lessons that can be used within their piece. Children to evaluate their piece. What was similar to the artist? What was different to the artist? What did you think went well? What would you have done differently next time?</p> 	<p>to them and use the brush strokes explored within previous lessons to create their landscape. This could include a building, so remind the children that they can create a silhouette of this and what this means. Remind the children to use various size of paint brush and brush strokes such as dab, smooth, wash, sponge, stipple, stroke. They choose how they want to create this piece by using acrylic paint. Children to evaluate their piece. What was similar to the artist? What was different to the artist? What did you think went well? What would you have done differently next time? Can they decide why like or dislike parts of their piece and others. Assessment: Children are able to create a piece that uses various brush strokes to create different marks. Children demonstrate their knowledge and skill when using brushes to paint a piece in the style of Claude Monet. Vocabulary: Brush strokes, silhouettes, dab, smooth, wash, sponge, stipple, stroke, marks.</p>	<p>Skills: I can describe their use of colour to begin to achieve a specified intention. I can choose and justify why appropriate colours to reflect a theme and purpose. I can identify and describe different textures. Selects and uses appropriate materials to create textures. I can compose geometric designs by adapting and synthesising the work of others, which I can describe the use of shape. I can develop ideas from other artists' work and sources. Studies natural forms around them and relating it to their own art work. I can describe how their own work is similar and/or different to the work of well-known artists and designers with particular focus of the formal elements. Assessment: Children are able to use contrasting colours, textures and techniques in a similar style to the artist. Children are able to evaluate their work and compare it to the artist's works. Vocabulary: Henri Matisse, colour, collage, experiment, materials, textures, contrasting, shape.</p> 	<p>Assessment: Children are able to create a clay house tile that has recognisable features made by both impressing objects into the surface and joining simple shapes. Vocabulary: Impressing, in relief, score, slip, surface.</p>
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	<p>Assessment: Children are able to create a piece that uses various lines similar to those used by Georgia O’Keeffe. Children demonstrate their use of their observational skills to then recreate texture, tone and pattern seen within photographs.</p> <p>Vocabulary: Georgia O’Keeffe, line, shape, thickness, pattern, texture, tone, marks, close-up, detail.</p>			
Year 2 Subject Vocabulary (I use)	<p>Composite Vocabulary (I use): Georgia O’Keeffe, abstract, line, tiny, enormous, powerful, gentle, soft, smooth, slow, fast, charcoal, marks, mark-making, thick, thin, textures, feel, touch, cross-hatching, squiggling, stippling, scribbling, circular scribbling, impression, observational, shape, observation, outline, sketch, texture, shape, pattern, texture, tone, marks, close-up, detail.</p>	<p>Composite Vocabulary (I use): Claude Monet, French, Impressionist, expressive, layers, vertical, horizontal, curved, cross-hatching, squiggling, stippling, scribbling, circular scribbling, compare, observe, accurate, dab, smooth, wash, sponge, stipple, stroke, brush, brush strokes, silhouettes, marks.</p>	<p>Composite Vocabulary (I use): Henri Matisse, French, visual, colour, revolutionary, similarities, differences, create, paint, detail, primary, secondary, mix, tone, explore, experiment, size, wash, materials, textures, collage, contrasting, shape.</p>	<p>Composite Vocabulary (I use): Cut, flatten, roll, shape, smooth, ceramic, glaze, pinch pot, score, slip, thumb pot, three-dimensional, casting, in relief, negative space, plaster, sculpture, detail, impressing, surface.</p>

YEAR 1 Art and Design MEDIUM TERM PLAN

<p>Year 1 skills (I can)</p> <p>Drawing</p> <p>With pencil, I can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines.</p> <p>With coloured pencil, I can keep within the lines of a picture when adding colour and colours in the same direction.</p> <p>With wax crayon, I can push down to make bold and strong lines and begin to apply less pressure to make soft lines.</p> <p>With pastel/charcoal, I make faint, soft lines and apply more</p>	<p>I understand</p> <p>I know important information about the artist; Who were they? Where are they from? When were they born/died? Etc. I know that he was one of the pioneers of abstract modern art.</p> <p>I know his art was created to explore sight, sound, and emotions.</p> <p>I know that his artwork loosely related to the outside world, but mainly focused on expressing Wassily Kandinsky's inner emotions</p> <p>I know how to describe different types of lines.</p> <p>I know how to arrange and create different shapes using a variety of lines from observation.</p> <p>I know how to explore lines more expressively when listening to music.</p> <p>I know how to create various lines to create a piece.</p> <p>I know how to overlap 2D shapes to create various forms.</p> <p>I know how to use a variety of colours and mediums for effect.</p> <p>I know how to apply line by using horizontal, vertical, diagonal, wavy, cross hatched and broken</p>	<p>I understand</p> <p>I know important information about the artist.</p> <p>I know how Van Gogh used brush strokes for an effect.</p> <p>I know whether I like or dislike his artwork.</p> <p>I know to describe various types of brushstrokes.</p> <p>I know how to experiment with various brush strokes.</p> <p>I know how to choose a variety of brush strokes with increasing control.</p> <p>I know how to choose brushes to create an effect.</p> <p>I know how to create accurate brush strokes.</p> <p>I know how to build up layers using one stroke to create a piece inspired by Van Gogh.</p>	<p>I understand</p> <p>I know important information about the artist.</p> <p>I know how Yayoi Kusama used colours and dots for an effect.</p> <p>I know whether I like or dislike his artwork.</p> <p>I know what primary colours are and I know that red, yellow and blue are the primary colours.</p> <p>I know how to make secondary colours using a colour wheel.</p> <p>I know that when I mix primary colours, I make secondary colours; orange, purple and green.</p> <p>I know what two primary colours are needed to mix and make the secondary colours.</p> <p>I know which colours are warm and which colours are cold colours.</p> <p>I know what primary colours are and I know that red, yellow and blue are the primary colours.</p> <p>I know how to make secondary colours; orange, purple and green.</p> <p>I know how to mix colours using various materials such as; pastels, oil pastels, colouring pencils.</p> <p>I know that when using a variety of materials secondary colours will be made using primary colours.</p> <p>I know that observation is creating what I can see.</p>	<p>I understand</p> <p>I know how to roll paper to make a cylinder.</p> <p>I know how to combine paper cylinders to make a sculpture.</p> <p>I know how to adapt my ideas as I work.</p> <p>I know how to fold paper to create 3D forms.</p> <p>I know how to arrange paper shapes to make a 3D drawing.</p> <p>I know how to overlap paper strips on my 3D drawing.</p> <p>I know how to plan a sculpture by drawing my ideas first.</p> <p>I know how to use at least three different techniques for shaping paper.</p> <p>I know how to add detail to my tree.</p> <p>I know how to work collaboratively.</p> <p>I know how to create different parts of a sculpture.</p> <p>I know how to secure parts of a sculpture together.</p> <p>I know that 3D sculpture can be created from a range of materials.</p> <p>I know how to use different tools to paint with.</p> <p>I know how to work as part of a collaborative project.</p> <p>I can paint onto 3D surfaces using appropriate methods.</p>
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<p>pressure to make stronger lines.</p> <p>I can use different types of pen to make different types of marks and lines.</p> <p>I can use, experiment and express themselves using line to represent a landscape and water.</p> <p>I can use vocabulary to describe</p>	<p>to create a piece inspired by Wassily Kandinsky.</p> <p>I know how to express my feelings through line.</p>		<p>I know that I can mix colours to create the colour observed. Children can use their previous knowledge of proportion to draw the still life object with more accuracy. I know that colour is used to capture an object.</p> <p>I know how to mix colours to create the appropriate colour.</p> <p>I know how to apply colour using sweeps of bold, bright colours (Children to use the previous lesson's observation).</p> <p>I know how to paint using dots.</p> <p>I know how to choose bright bold colours like that used in Pop Art and in Yayoi Kusama's work.</p> <p>I know how to paint an object and background in the style of Yayoi Kusama.</p> <p>I know how to evaluate my work.</p>	
<p>different types of lines: vertical, horizontal, crosshatched, wavy.</p> <p>I can begin to understand that tone refers to the lightness or darkness of something.</p> <p>I can develop an understanding of use of different tints and shades to create simple</p>	<p>Wassily Kandinsky</p>  <p><u>Knowledge</u></p> <p>Focus skill: Drawing- Exploring line</p> <p>Medium: Pencil, colouring pencils, chalk, oil pastels, chalks</p> <p>Outcome piece: Applies various expressive lines in the style of Wassily Kandinsky.</p> <p>Lesson 1</p>	<p>Vincent Van Gogh</p>  <p><u>Knowledge</u></p> <p>Focus skill: Painting- Exploring brush strokes</p> <p>Medium: Poster paint, crayons, acrylic paint.</p> <p>Outcome piece: Applies various explorative brush strokes in the style of Vincent Van Gogh.</p> <p>Lesson 1</p>	<p>Yayoi Kusama</p>  <p><u>Knowledge</u></p> <p>Focus skill: Colour- Mixing colours</p> <p>Medium: Paint</p> <p>Outcome piece: Applies the colours in the style of Yayoi Kusama.</p>  <p>Lesson 1</p>	<p>I know how to investigate how rolling paper can create 3D structures, then designing a simple sculpture using paper cylinders.</p> <p>I know how folding and rolling can make a 3D drawing.</p> <p>I know how to consolidate skills by manipulating paper to create 3D forms.</p> <p>I know how to evaluate artwork inspired by Tree of life mythology.</p> <p>I know how to apply paper-shaping skills to making an imaginative sculpture.</p> <p>I know how to finish and decorate a sculpture to create a finish.</p> <p>Lesson 1</p>

<p>tone in their work.</p> <p>Painting I can hold a brush correctly and use different types and sizes of brush. I can use a paint brush to make different marks: dab, smooth, wash, sponge, stipple, stroke.</p> <p>Colour I can mix primary colours to create secondary colours. I can name the primary colours and that they can be mixed to make secondary colours. I can create and describes different shades of one colour using paint. I can choose and begin to justify why appropriate</p>	<p>I understand who Wassily Kandinsky was and why he is famous.</p> <p>Knowledge: I know important information about the artist; Who were they? Where are they from? When were they born/died? Etc. I know that he was one of the pioneers of abstract modern art. I know his art was created to explore sight, sound, and emotions. I know that his artwork loosely related to the outside world, but mainly focused on expressing Wassily Kandinsky's inner emotions.</p> <p>Skills: I can describe differences and similarities between well-known artists and designers. I can describe how their own work is similar and/or different to the work of well-known artists and designers. Children can use a sketchbook to record thoughts and ideas about the artist and their work.</p> <p>Children are to explore information about the artist's life and work. Children will be shown the video about Van Gogh's life: https://www.youtube.com/watch?v=qt89fWM9ex4&ab_channel=LouBeeABC Focus the children's attention to the use of line within the work and how these are</p>	<p>I understand who Vincent Van Gogh was and why he is famous.</p> <p>Knowledge: I know important information about the artist. I know how Van Gogh used brush strokes for an effect. I know whether I like or dislike his artwork.</p> <p>Skills: I can describe differences and similarities between well-known artists and designers. I can describe how their own work is similar and/or different to the work of well-known artists and designers. Children can use a sketchbook to record thoughts and ideas about the artist and their work.</p> <p>Children are to explore information about the artist's life and work. Children will be shown the video about Van Gogh's life: https://www.youtube.com/watch?v=qv8TANh8djl&ab_channel=FreeSchool</p> <p>Focus the children's attention to the use of brush strokes within the work and how these create shape. Children to explore the artist's work/paintings and the children to discuss how Van Gogh uses the paint and the way the paint is applied. How has he created these brush strokes? How does this make you feel? What would you do</p>	<p>I understand who Yayoi Kusama was and why she is famous.</p> <p>Knowledge: I know important information about the artist. I know how Yayoi Kusama used colours and dots for an effect. I know whether I like or dislike his artwork.</p> <p>Skills: I can describe differences and similarities between well-known artists and designers. I can describe how their own work is similar and/or different to the work of well-known artists and designers. I can choose and begin to justify why appropriate colours to reflect a theme and purpose. Children can use a sketchbook to record thoughts and ideas about the artist and their work.</p> <p>Assessment: Children can talk about Yayoi Kusama's life and their artwork. Children can annotate Yayoi Kusama's work; identifying the colours used. Children can say what they like and dislike, and describe the paintings.</p> <p>Vocabulary: Yayoi Kusama, colour, similarities, differences, mixing, paint, dots.</p>	<p>I understand how to roll paper to make 3D structures.</p> <p>Knowledge: I know how to roll paper to make a cylinder. I know how to combine paper cylinders to make a sculpture. I know how to adapt my ideas as I work.</p> <p>Skills: I can use drawing, painting and sculptures to develop and share ideas, experiences and imagination. I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. I can describe the differences and similarities between different work from a range of artists, craft makers and designers, practices and disciplines, and making links to their own work.</p> <p>Assessment: Children persevere to roll paper tubes and attach them to the base securely. Children show that they are making choices about their sculptures, e.g. how they arrange the tubes on the base or the colours they place next to each other.</p> <p>Vocabulary: Sculpture, three-dimensional, cylinder.</p>
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colours to reflect a theme and purpose.

Materials, craft and sculpture
I can make a model using natural and man-made materials to show a simple idea or using their imagination.

I can explain how they are making their sculpture.
I can practically learn about form and shape by creating 3D sculptures inspired by nature and animals.

Develops language and understanding of form and space through whole class sculptures.
I can select, describe and use appropriate

shaped. Children to explore the artist's work/paintings and the children to discuss how line is used (how they are the same or different), how does it make them feel? How could they make lines like these? This should generate a discussion.
Share the types of lines that may be seen within the paintings.

Horizontal lines	
Vertical lines	
Diagonal lines	
Wavy lines	
Cross-hatched lines	
Broken lines	

Children to record some ideas within their sketchbooks to share with the class. Children to be given photographs and question prompts to write around.

Children to have a go at drawing what they see in the artist's work, to then be added to their artist research page.

Assessment: Children can talk about Wassily Kandinsky's life and their artwork. Children can annotate Wassily Kandinsky's work; identifying the lines used. Children can say what they like and dislike, and describe the paintings. Children begin to document what they know and see.


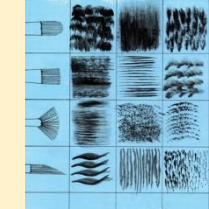

differently? This should generate a discussion and children to create an artist research page.


Recap on the type of lines used in Term 1. Share the types of lines that may be seen within the paintings and compare how the brush strokes use these lines depending on the brush.

Children to explore and record some ideas within their sketchbooks to share with the class. Children to be given photographs of the artist's work to support.



Assessment: Children can talk about Van Gogh's life and their artwork. Children can annotate Van Gogh's work; identifying the brushstrokes used. Children can say what they like and dislike, and describe the paintings. Children begin to document what they know and see.


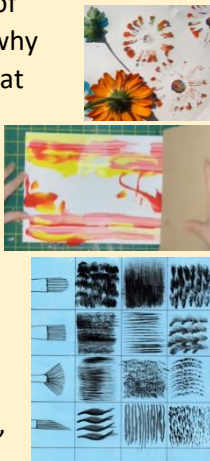
Vocabulary: Vincent Van Gogh, Dutch, Post- expressionism, expressive, brush strokes.

<p>materials to create different textures. I can create abstract compositions using various shapes, which they identify, make and describe their use of shape for print. I can develop an understanding of patterns in nature from observation. I can design and make patterns in a range of materials to develop their understanding.</p> <p>Sketch books (Developing and applying ideas) I use a sketch book to record ideas and experiment with some materials.</p> <p>Inspiration of others and ideas</p>	<p>Vocabulary: Wassily Kandinsky, abstract, Expressionism, line, horizontal, vertical, diagonal, wavy, cross-hatched, broken, shorter, longer.</p> <p>Lesson 2 I understand how to explore and create different types of lines. Knowledge: I know how to describe different types of lines. I know how to arrange and create different shapes using a variety of lines from observation. Skills: With pencil, I can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines. With pastel/charcoal, I make faint, soft lines and apply more pressure to make stronger lines. I can use vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy. Children to recall what they did last lesson. Children are able to recall some facts about Wassily Kandinsky. Recap on the types of lines focused on within the previous lesson. Share two images of</p>  <p>Wassily Kandinsky's paintings. Children to</p>	<p>Lesson 2 I understand how to experiment with various brushstrokes and create different types of lines. Knowledge: I know to describe various types of brushstrokes. I know how to experiment with various brush strokes. Skills: I can use, experiment and express themselves using line to represent a landscape and water. I can hold a brush correctly and use different types and sizes of brush. I can use a paint brush to make different marks: dab, smooth, wash, sponge, stipple, stroke. Children to explore the origins of painting through photographs of cave paintings. Share these with the children and what the subjects are (mainly animals) and where these paintings are found. Explore what colours do they use? Why have they used these colours? <i>Red and black.</i></p> 	<p>Lesson 2 I understand how to mix colours to create secondary colours. Knowledge: I know what primary colours are and I know that red, yellow and blue are the primary colours. I know how to make secondary colours using a colour wheel. I know that when I mix primary colours, I make secondary colours; orange, purple and green. I know what two primary colours are needed to mix and make the secondary colours. I know which colours are warm and which colours are cold colours. Skills: I can mix primary colours to create secondary colours. I can name the primary colours and that they can be mixed to make secondary colours. Children can use a sketchbook to record colour mixing. (Children to practise mixing colours after being modelled by the teacher.) Assessment: Children are able to identify which are primary and</p> 	<p>Lesson 2 I understand how to shape paper to make a 3D drawing Knowledge: I know how to fold paper to create 3D forms. I know how to arrange paper shapes to make a 3D drawing. I know how to overlap paper strips on my 3D drawing. Skills: I can use drawing, painting and sculptures to develop and share ideas, experiences and imagination. I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Assessment: Children are able to shape paper strips in a variety of ways to make their 3D drawings. Children can glue their strips to the base in an interesting arrangement with some overlapping. Vocabulary: Cylinder, concertina, overlap, spiral, three-dimensional, zig-zag.</p>
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<p>I can generate original ideas by looking at other artists' works. I can describe differences and similarities between well-known artists and designers. I can describe how their own work is similar and/or different to the work of well-known artists and designers.</p>	<p>identify the types of lines within these paintings. Demonstrate how to create various line drawings using string to create different lines on a square black card/paper. Share how to make: horizontal, vertical, diagonal, wavy, cross-hatched, broken lines, and each time draw these onto 2x3 grid using a pencil then move their string. Task 1: Children to create their grid by exploring lines using string (Use longer and shorter pieces of string if needed).</p>  <p>Task 2: Children to choose their favourite square. Using colours chalks, children draw their design onto their black square. Demonstrate how to create stronger lines. Assessment: Children to explore various lines; whilst considering the shape and thickness of each line. Vocabulary: Wassily Kandinsky, line, horizontal, vertical, diagonal, wavy, cross-hatched, broken, shorter, longer, explore, shape, thickness.</p>	<p>Describe the use of pigment, and the use of crushed charcoal. Task 1: Children to explore how to make various surfaces e.g. tree rubbings, concrete rubbings, bubble wrap etc (Natural and man-made). Compare these to the surfaces in the past. Surfaces to be used later in the lesson. Task 2: Children are to be given a variety of paint brushes- size, width etc. Children to explore brushstrokes within a grid (dab, smooth, wash, sponge, stipple, stroke). Children to use the surfaces from previous activity to use the brushstrokes from their explorations. Assessment: Children to explore various brushstrokes; whilst considering the shape brushstrokes used and then the thickness of the paint. Vocabulary: Pigment, liquid, crushing, mixing, dab, smooth, wash, sponge, stipple, stroke.</p>	<p>secondary colours. Children are able to mix primary colours together to create secondary colours. Children can identify warm and cold colours. Vocabulary: Yayoi Kusama, colour, primary, secondary, mixing, blend, paint, warm colours, cold colours.</p>	<p></p>
	<p>Lesson 3 I understand how to explore lines more expressively by using music.</p>	<p>Lesson 3 I understand how to use various sized brushes.</p>	<p>Lesson 3 I understand how to explore using various colours.</p>	<p>Lesson 3</p>

	<p>Knowledge: I know how to explore lines more expressively when listening to music. I know how to create various lines to create a piece.</p> <p>Skills: With pencil, I can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines. With pastel/charcoal, I make faint, soft lines and apply more pressure to make stronger lines. I can use vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy. I can use, experiment and express themselves using line to represent a landscape and water. Children to recall what they created last lesson. What did we learn about lines in the previous lesson?</p> <p>Children to listen to Claude Debussy's 'La Mer': https://www.youtube.com/watch?v=FOCucJw7iT8&ab_channel=IlaRyRhineKlange</p> <p>Ask the children what colours they are imagining to whilst listening to the music. This piece has been inspired by water. What kind of lines would be best to represent the water? Children to then 'draw' the lines they see in the air. Share images of Zaria Forman's photos-Maldives'.</p>	<p>Knowledge: I know how to choose a variety of brush strokes with increasing control.</p> <p>Skills: I can use, experiment and express themselves using line to represent a landscape and water. I can hold a brush correctly and use different types and sizes of brush. I can use a paint brush to make different marks: dab, smooth, wash, sponge, stipple, stroke.</p> <p>Introduce the children to Van Gogh's famous Starry Night.</p>  <p>Explore and identify any of the brush strokes from the previous lesson. What can you see? How have these been created? What size of brush do you think he used? Why?</p> <p>Task 1: Children to be taught how to correctly hold a paint brush and how we stroke the page when we paint. Demonstrate how the paint brush is controlled to move in various directions. Children to be given a variety of paint brushes of varying sizes and shapes. A variety of media will be used: watercolour, acrylic, chalk paint, block paints. Children to explore how to create 'one stroke' and build up layers of different colours. This should be repeated with each media.</p>	<p>Knowledge: I know what primary colours are and I know that red, yellow and blue are the primary colours. I know how to make secondary colours; orange, purple and green. I know how to mix colours using various materials such as; pastels, oil pastels, colouring pencils. I know that when using a variety of materials secondary colours will be made using primary colours.</p> <p>Skills: With coloured pencil, I can keep within the lines of a picture when adding colour and colours in the same direction. I can mix primary colours to create secondary colours. I can name the primary colours and that they can be mixed to make secondary colours. I can create and describes different shades of one colour using paint. I can choose and begin to justify why appropriate colours to reflect a theme and purpose. Children can use a sketchbook to record colour mixing explorations. (Children to explore colour mixing using other materials).</p> 	<p>I understand how to apply paper-shaping skills to make an imaginative sculpture.</p> <p>Knowledge: I know how to plan a sculpture by drawing my ideas first. I know how to use at least three different techniques for shaping paper. I know how to add detail to my tree.</p> <p>Skills: I can use a range of materials creatively to design and make products. I can use drawing, painting and sculptures to develop and share ideas, experiences and imagination. I can describe the differences and similarities between different work from a range of artists, craft makers and designers, practices and disciplines, and making links to their own work.</p> <p>Assessment: Children are able to apply skills in shaping paper to create a 3D sculpture of a tree of life, which includes several different techniques for shaping paper.</p> <p>Vocabulary: Carving, mosaic, sculpture, three-dimensional.</p>
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	<p>Children to collaboratively in pairs to create big lines, in pencil, to create water. These can overlap whilst listening to the music. Next, children to then work into their piece using oil pastels (using greens and blues). Children can go over lines and between lines. Children to <u>only</u> draw when the music plays. Each time the music stops, give the children a new type of line to use. Children to go around and view what others have created. Assessment: Children to explore various lines; whilst considering the shape and movement used when listening to the music. Children are able to use various types of lines to work into a piece to create water. Vocabulary: Line, wavy, shorter, longer, explore, shape, thickness, water, express</p>	<p>Task 2: A focus square is used to identify an area of <i>Starry Night</i> the children will focus on. Children to use a view finder and decide what brushstrokes to use to create this focused area. Emphasis on layering will be made. Children are able to identify what went well and why. Children to evaluate which media was best to use create the same textures found within Van Gogh's work. Assessment: Children are able to use one stroke to build up layers using various sized brushes and strokes, of a part of <i>Starry Night</i>. Vocabulary: Texture, technique, splashing, scraping, pouring, dab, smooth, wash, sponge, stipple, stroke.</p> 	<p>Assessment: Children are able to identify which are primary and secondary colours. Children are able to mix primary colours together to create secondary colours. Children identify that secondary colours can be made using primary colours when using various materials. Vocabulary: Yayoi Kusama, colour, primary, secondary, mixing, blend, exploring, experimenting, pencils, pastels, oil pastels, dots, dabs, sweep.</p> 	
	<p>Lesson 4 I understand how to experiment with line by using various media to create shape. Knowledge: I know how to overlap 2D shapes to create various forms. I know how to use a variety of colours and mediums for effect. Skills: I can create abstract compositions using various shapes, which they identify, make</p>	<p>Lesson 4 I understand how to use various marks and different sized brushes to create marks from observations. Knowledge: I know how to choose brushes to create an effect. Skills: I can hold a brush correctly and use different types and sizes of brush. I can use a paint brush to make different marks: dab, smooth, wash, sponge, stipple, stroke. I can select, describe and</p>	<p>Lesson 4 I understand how to experiment with colour from an observation. Knowledge: I know that observation is creating what I can see. I know that I can mix colours to create the colour observed. Children can use their previous knowledge of proportion to draw the still life object with more accuracy. I know that colour is used to capture an object. I know how to mix</p>	<p>Lesson 4 I understand how to work collaboratively to plan and create a sculpture. Knowledge: I know how to work collaboratively. I know how to create different parts of a sculpture. I know how to secure parts of a sculpture together. I know that 3D sculpture can be created from a range of materials.</p>

	<p>and describe their use of shape for print. I can design and make patterns in a range of materials to develop their understanding. I use a sketch book to record ideas and experiment with some materials.</p> <p>Children to recall what they created last lesson. What did we learn about lines in the previous lesson?</p>  <p>Share the image of 'Colour Study: Squares with Concentric Circles'. Discuss: What colours has the artist used? What shapes do you see? What do media do you think was used? Etc.</p> <p>Children to use a selection of 2D shapes to create various compositions (show how they can overlap the shapes). Children to use various media to colour in their shapes e.g. colouring pencils, oil pastels, chalks. Where two shapes overlap, colour the overlap using a different medium/colour.</p> <p>Assessment: Children are able to explore shape and overlap them to create various forms. A variety of colours and mediums have been used when over lapping shapes.</p>	<p>use appropriate materials to create different textures. I can develop an understanding of patterns in nature from observation. Introduce the use of paintbrushes and why we have them. What would it be like if we did not have them? Explore Van Gogh's paintings and identify areas that have used the technique of: splashing, scraping, pouring. How would you create these techniques without paint brushes? Use every day natural materials which create these techniques such as carboard, plants etc (these should focus on smooth, rough, fluffy, spikey). Create a page of explorations. <i>Images of forest school to be taken prior.</i> Recap the brush strokes from previous lessons. Discuss the differences between natural brushes made and brushes used previously. Chosen images from forest school are used with a particular focus on bark, to apply brush strokes. Children to continue to choose and explore the use brushes of various sizes with increasing accuracy. A combination</p> 	<p>colours to create the appropriate colour.</p> <p>Skills: I can mix primary colours to create secondary colours. I can create and describes different shades of one colour using paint. I can begin to understand that tone refers to the lightness or darkness of something. I can choose and begin to justify why appropriate colours to reflect a theme and purpose. Children can use a sketchbook to record their observations.</p> <p>Assessment: Children are able to draw an object from observation. Children are able to mix primary colours together to create secondary colours to appropriate reflect the colours observed.</p> <p>Vocabulary: Yayoi Kusama, colour, primary, secondary, mixing, blend, observation, appropriate, still life, proportion.</p>	<p>Skills: I can use a range of materials creatively to design and make products. I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. I can describe the differences and similarities between different work from a range of artists, craft makers and designers, practices and disciplines, and making links to their own work.</p> <p>Assessment: Children are able to work successfully with others, whilst sustaining effort over a time.</p> <p>Vocabulary: Three-dimensional, sculpture.</p>
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	<p>Vocabulary: Wassily Kandinsky, line, horizontal, vertical, diagonal, shorter, longer, explore, 2D shape, media, medium.</p>	<p>of natural and man-made brushes used to paint a landscape and children to use equipment they deem suitable.</p> <p>Assessment: Children to explore various brushstrokes; using man-made and natural brushes.</p> <p>Children are able to use various types of brush strokes to create a landscape.</p> <p>Vocabulary: Texture, technique, splashing, scraping, pouring, dab, smooth, wash, sponge, stipple, stroke.</p>		
	<p>Lesson 5</p> <p>I understand how to apply line in the style of Wassily Kandinsky.</p> <p>Knowledge: I know how to apply line by using horizontal, vertical, diagonal, wavy, cross hatched and broken to create a piece inspired by Wassily Kandinsky. I know how to express my feelings through line.</p> <p>Skills: I can generate original ideas by looking at other artists' works. I can describe how their own work is similar and/or different to the work of well-known artists and designers.</p> <p>Children to recall what they created last lesson. What did we learn about lines and media in the previous lessons? Share images of Wassily Kandinsky's work. Children will create pieces</p>	<p>Lesson 5</p> <p>I understand how to apply various brushstrokes in the style of Van Gogh.</p> <p>Knowledge: I know how to create accurate brush strokes. I know how to build up layers using one stroke to create a piece inspired by Van Gogh.</p> <p>Skills: I can generate original ideas by looking at other artists' works. I can describe how their own work is similar and/or different to the work of well-known artists and designers.</p> <p>Children to recall what they created in previous lessons and what techniques they have learnt. What did we learnt about when using one stroke and how we use media in the previous lessons? Share images of Van Gogh's work.</p>	<p>Lesson 5</p> <p>I understand how to apply colour in the style of Yayoi Kusama.</p> <p>Knowledge: I know how to apply colour using sweeps of bold, bright colours (Children to use the previous lesson's observation). I know how to paint using dots. I know how to choose bright bold colours like that used in Pop Art and in Yayoi Kusama's work. I know how to paint an object and background in the style of Yayoi Kusama. I know how to evaluate my work.</p> <p>Skills: I can mix primary colours to create secondary colours. I can choose and begin to justify why appropriate colours to reflect a theme and purpose. I can generate original ideas by looking at other artists' works. I can describe how their own work is similar</p>	<p>Lesson 5</p> <p>I understand how to apply painting skills when working in 3D.</p> <p>Knowledge: I know how to use different tools to paint with. I know how to work as part of a collaborative project. I can paint onto 3D surfaces using appropriate methods.</p> <p>Skills: I can use a range of materials creatively to design and make products. I can use drawing, painting and sculptures to develop and share ideas, experiences and imagination. I can describe the differences and similarities between different work from a range of artists, craft makers and designers, practices and disciplines, and making links to their own work.</p>

	<p>using various media from listening to a variety of music. Children to think about the types of lines used, colours, media, overlapping shapes. Children to think about how the music makes them feel. Children to be given a variety of media to choose from when creating their pieces. Children to listen to a happy piece of music:</p> <p>https://www.youtube.com/watch?v=xEWy02U9yU4&ab_channel=RickyMusic</p> <p>Extension: Children to create another artwork using music with drama:</p> <p>https://www.youtube.com/watch?v=GGU1P6IBW6Q&ab_channel=TheWickedNorth</p> <p>Assessment: Children are able to create pieces that reflect their mood. They can demonstrate various types of lines similar to those used Wassily Kandinsky. Vocabulary: Wassily Kandinsky, line, horizontal, vertical, diagonal, wavy, cross-hatched, broken, shorter, longer, explore, shape, thickness, explore, 2D shape, media, medium, emotion.</p>	<p>Children to be given the choice of local landscapes, which focus on the sky and trees. Children will use acrylic and various brush sizes to create their own piece in the style of Van Gogh. Children to evaluate what went well, what they like/dislike about their piece and what they would do differently next time.</p> <p>Assessment: Children are able to create a piece that demonstrates various brushstrokes and layering similar to those used Van Gogh's works.</p> <p>Vocabulary: Vincent Van Gogh, brush, strokes, media, technique, layering, direction, acrylic.</p>	<p>and/or different to the work of well-known artists and designers.</p> <p>Assessment: Children are able to use colours and techniques in a similar style to the artist. Children are able to evaluate their work and compare it to the artist's works.</p> <p>Vocabulary: Yayoi Kusama, colour, primary, secondary, mixing, blend, observation, appropriate, dots, similarities, differences, sweep, bold, Pop Art</p> 	<p>Assessment: Children are able to paint with good technique, ensuring there is good coverage.</p> <p>Vocabulary: Three-dimensional, sculpture.</p>
Year 1 Subject Vocabulary (I use)	<p>Composite Vocabulary (I use): Wassily Kandinsky, abstract, Expressionism, line, horizontal, vertical, diagonal, wavy, cross-hatched, broken, shorter, longer,</p>	<p>Composite Vocabulary (I use): Vincent Van Gogh, Dutch, Post-expressionism, expressive, brush, strokes, media, technique, layering, direction, acrylic, texture,</p>	<p>Composite Vocabulary (I use): Yayoi Kusama, colour, primary, secondary, mixing, blend, observation, appropriate, dots, similarities, differences, sweep, bold, Pop Art, still</p>	<p>Composite Vocabulary (I use): Sculpture, three-dimensional, cylinder, concertina, overlap, spiral, zig-zag, carving, mosaic.</p>

	explore, shape, 2D shape, thickness, water, express, media, medium.	splashing, scraping, pouring, dab, smooth, wash, sponge, stipple, pigment, liquid, crushing, mixing.	life, proportion, exploring, pencils, pastels, oil pastels, dots, dabs, paint, warm colours, cold colours.	
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Design Technology

Rationale for how Art is organised (including the practical, theoretical and disciplinary scope progressing knowledge and skills and conceptual understanding):

At Swingate Primary Design Technology (DT) is a vital and integral part of our curriculum that develops real life opportunities and results in the acquisition of knowledge and skills.

We have designed our DT curriculum, with the intent to promote the child's physical, mental, cultural and moral development to become a creative, curious, confident and independent young people who has a passion for learning and achieving new ideas. Children will leave Swingate with a passion for learning and achieving in various creative ways, and with an understanding of a variety of techniques within DT to express real life opportunities and solutions.

The DT curriculum is taught progressively throughout the school so fundamental skills and techniques are developed and built upon every year, whilst providing our children with necessary skills to use in every-day life.

The curriculum is designed to: fulfil the National Curriculum, provide a broad and balanced curriculum which ensures the progressive development of skills and knowledge in DT. This is achieved by recognising the children's prior learning, allowing the children to express their individual creativity through observing, then recording through first-hand experiences, applying techniques, from imagination and through applying real-life circumstances. The children develop competency in controlling a variety of materials and tools, developing self-reflection skills, building resilience and become creative, critical thinkers in a meaningful way. Therefore, our curriculum has been designed to link strongly with our concept of innovation by observing and exploring existing materials and products, to then create their own versions. Additionally, through our DT curriculum the children develop life-long skills such as; experimenting and exploring, practicing, perseverance, resilience and evaluating and developing pride in all of their learning.

At Swingate our focus is in developing proficiency in various techniques and processes, and to develop an awareness of the visual, auditory, physical and tactile elements whilst fostering enjoyment and appreciation of the pre-existing products. We therefore link this to current products and artists in DT.

Every child is recognised as a unique individual and we celebrate and welcome these similarities or differences. All children have an opportunity to express themselves in a variety of ways and demonstrations of the children's work is valued, discussed and displayed. We believe that all children are creative and

they can plan practically innovations to improve the current world. We deem it essential to foster creativity and practicality to become expressive, cohesive and successful adults to take opportunities to extend their horizons in their futures.

Medium Term Plans (knowledge, skills, vocabulary and formative assessment):

Below is the overview of knowledge and skills associated with each composite. *Full planning on Kapow*

YEAR 6 Design Technology (DT) MEDIUM TERM PLAN		
Year 6 skills (I can)	I understand...	I understand...
Design I can evaluate the brief and state how it informs my ideas. I can select own existing products to evaluate and give ideas for my own work. I can explain what I am making and the materials I am using according to their functional properties and aesthetic qualities and how this will affect my make and appeal. I can describe and annotate	I know that 'flavour' is how a food or drink tastes. I know that many countries have 'national dishes' which are recipes associated with that country. I know that 'processed food' means food that has been put through multiple changes in a factory. I know and understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. I know and understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).	I know and understand that it is important to design clothing with the client/ target customer in mind. I know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. I know and understand the importance of consistently sized stitches.
	<p>Lesson 1</p> <p>I understand how to research and design a three-course meal.</p> <p>Knowledge: I know how to research a recipe by ingredient. I know that not all courses complement one another. I know how to create a create of ingredients I need for my chosen recipe. I know how to read the method and make a list of all the equipment I need for my chosen recipe.</p> <p>Skills: I can identify and actively choose healthy food groups and a varied diet when making my products. I can select a variety of fruit/vegetables that are grown above and underground, when creating a recipe. I can select own existing products to evaluate and give ideas for my own work.</p> <p>I can explain what I am making and the materials I am using according to their functional properties and aesthetic qualities and how this will affect my make and appeal.</p> <p>Assessment: Children are able to find a suitable recipe for their course and ingredients. Children are able to record relevant ingredients and</p>	<p>Lesson 1</p> <p>I understand how to design a waistcoat.</p> <p>Knowledge: I know how to annotate my designs. I know how to design clothing to a set of design criteria.</p> <p>Skills: I can evaluate the brief and state how it informs my ideas. I can select own existing products to evaluate and give ideas for my own work. I can explain what I am making and the materials I am using according to their functional properties and aesthetic qualities and how this will affect my make and appeal. I can describe and annotate products function, appeal, and target market. I can create a range of labelled initial ideas that will inform the development. I can create a detailed plan of making to explain how to make my product. I can think about user's wants/needs and aesthetics when choosing textiles. I can understand that a single 3D textiles project can be made from a combination of fabric shapes.</p> <p>Assessment: Children are able to consider a range of factors in their design criteria and create a waistcoat design based on this.</p>

<p>products function, appeal, and target market.</p> <p>I can create a range of labelled initial ideas that will inform the development.</p> <p>I can develop ideas through final design.</p> <p>I can create a prototype of my design.</p> <p>Make</p> <p>I can create a detailed plan of making to explain how to make my product.</p> <p>I can work with a range of tools and equipment safely and accurately.</p> <p>Explain their use; identify any hazards and preventions.</p> <p>I can describe key features of different materials and</p>	<p>equipment needed. Children are able to understand the combinations of food that will complement one another.</p> <p>Vocabulary: Equipment, flavours, ingredients, method, research, recipe.</p>	<p>Vocabulary: Annotate, design criteria, properties, target customer, waterproof, decorate, fabric, target audience, waistcoat.</p>
	<p>Lesson 2</p> <p>I understand how to prepare a meal using a recipe. I understand where food comes from. I understand how to write up a recipe.</p> <p>Knowledge: I know how to prepare ingredients and follow a recipe safely and sensibly. I know how to describe the process of 'Farm to Fork' for a given ingredient using a storyboard. I know how to contribute a well-written recipe page to a class cookbook using imperative verbs, adjective and illustrations.</p> <p>Skills: I can identify and actively choose healthy food groups and a varied diet when making my products. I can understand the importance of fruit and veg and how it gives us vitamins and minerals. I can look at the eat well guide to make good food choices. I can select a variety of fruit/vegetables that are grown above and underground, when creating a recipe. I can explain what I am making and the materials I am using according to their functional properties and aesthetic qualities and how this will affect my make and appeal. I can describe and annotate products function, appeal, and target market. I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. I can work with a range of tools and equipment safely and accurately. Explain their use; identify any hazards and preventions. I can create and reflect on my skills of making while creating my outcome with precision.</p> <p>Assessment: Children are able to follow a recipe, including the correct quantities of each ingredient. Children are able to write a recipe, explaining the process taken and explaining where certain key foods come from before they appear on the supermarket shelf.</p> <p>Vocabulary: Bridge method, cookbook, cross-contamination, farm to fork, flavour, ingredients, method, preparation, recipe, storyboard.</p>	<p>Lesson 2</p> <p>I understand how to mark and cut fabric according to a design.</p> <p>Knowledge: I know how to explain the differences between my design and the template. I know how to accurately mark out the outline of the panels for my waistcoat. I know how to cut neatly and accurately.</p> <p>Skills: I can develop ideas through final design. I can work with a range of tools and equipment safely and accurately. Explain their use; identify any hazards and preventions. I can describe key features of different materials and mechanisms. Describe their aesthetic qualities and how they are used for purpose. I can create and reflect on my skills of making while creating my outcome with precision. I can think about user's wants/needs and aesthetics when choosing textiles. I can make a product attractive and strong. I can understand that a single 3D textiles project can be made from a combination of fabric shapes. I can make a prototype.</p> <p>Assessment: Children are able to mark and cut out a design using a template.</p> <p>Vocabulary: Adapt, fastening, template, fabric, shape, waistcoat.</p>
	<p>Lesson 3</p> <p>I understand how to prepare a meal using a recipe. I understand where food comes from. I understand how to write up a recipe.</p> <p>Knowledge: I know how to prepare ingredients and follow a recipe safely and sensibly. I know how to describe the process of 'Farm to Fork' for a given ingredient using a storyboard. I know how to contribute a well-</p>	<p>Lesson 3</p> <p>I understand how to assemble a waistcoat.</p> <p>Knowledge: I know how to sew a strong running stitch. I know how to ensure my stitches are small, neat and follow the edge. I know how to tie strong knots to secure the thread in place.</p>

<p>mechanisms. Describe their aesthetic qualities and how they are used for purpose. I can create and reflect on my skills of making while creating my outcome with precision. Evaluate I can evaluate the brief and state how it informs my ideas. I can understand how</p>	<p>written recipe page to a class cookbook using imperative verbs, adjective and illustrations.</p> <p>Skills: I can identify and actively choose healthy food groups and a varied diet when making my products. I can understand the importance of fruit and veg and how it gives us vitamins and minerals. I can look at the eat well guide to make good food choices. I can select a variety of fruit/vegetables that are grown above and underground, when creating a recipe. I can explain what I am making and the materials I am using according to their functional properties and aesthetic qualities and how this will affect my make and appeal. I can describe and annotate products function, appeal, and target market. I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. I can work with a range of tools and equipment safely and accurately. Explain their use; identify any hazards and preventions. I can create and reflect on my skills of making while creating my outcome with precision.</p> <p>Assessment: Children are able to follow a recipe, including the correct quantities of each ingredient. Children are able to write a recipe, explaining the process taken and explaining where certain key foods come from before they appear on the supermarket shelf.</p> <p>Vocabulary: Bridge method, cookbook, cross-contamination, farm to fork, flavour, ingredients, method, preparation, recipe, storyboard.</p>	<p>Skills: I can work with a range of tools and equipment safely and accurately. Explain their use; identify any hazards and preventions. I can create and reflect on my skills of making while creating my outcome with precision. I can think about user's wants/needs and aesthetics when choosing textiles. I can make a product attractive and strong. I can use a range of joining techniques. I can think carefully about what would improve product.</p> <p>Assessment: Children are able to use a running stitch to join fabric to make a functional waistcoat.</p> <p>Vocabulary: Fabric, running-stitch, sew, knot, seam, thread.</p>
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<p>key events and individuals in design technology have helped shaped the world.</p> <p>I can independently select a range of existing products to evaluate and give ideas for my own work.</p> <p>I can consider views of others to inform and improve work so it is fit for purpose.</p> <p>I can use my plans to inform my making and evaluate whilst I work.</p> <p>I can test and assess my product against the design criteria.</p> <p>PRODUCT AREAS</p> <p>Materials/structures</p> <p>I can select materials</p>	<p>Lesson 4</p> <p>I understand how to prepare a meal using a recipe. I understand where food comes from. I understand how to write up a recipe.</p> <p>Knowledge: I know how to prepare ingredients and follow a recipe safely and sensibly. I know how to describe the process of 'Farm to Fork' for a given ingredient using a storyboard. I know how to contribute a well-written recipe page to a class cookbook using imperative verbs, adjective and illustrations.</p> <p>Skills: I can identify and actively choose healthy food groups and a varied diet when making my products. I can understand the importance of fruit and veg and how it gives us vitamins and minerals. I can look at the eat well guide to make good food choices. I can select a variety of fruit/vegetables that are grown above and underground, when creating a recipe. I can explain what I am making and the materials I am using according to their functional properties and aesthetic qualities and how this will affect my make and appeal. I can describe and annotate products function, appeal, and target market. I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. I can work with a range of tools and equipment safely and accurately. Explain their use; identify any hazards and preventions. I can create and reflect on my skills of making while creating my outcome with precision.</p> <p>Assessment: Children are able to follow a recipe, including the correct quantities of each ingredient. Children are able to write a recipe, explaining the process taken and explaining where certain key foods come from before they appear on the supermarket shelf.</p> <p>Vocabulary: Bridge method, cookbook, cross-contamination, farm to fork, flavour, ingredients, method, preparation, recipe, storyboard.</p>	<p>Lesson 4</p> <p>I understand how to decorate my waistcoat.</p> <p>Knowledge: I know how to secure a fastening; I know how to attach objects for decoration using thread. I know how to evaluate my work according to the design criteria.</p> <p>Skills: I can work with a range of tools and equipment safely and accurately. Explain their use; identify any hazards and preventions. I can create and reflect on my skills of making while creating my outcome with precision. I can think about user's wants/needs and aesthetics when choosing textiles. I can make a product attractive and strong. I can use a range of joining techniques. I can understand that a single 3D textiles project can be made from a combination of fabric shapes. I can think about how a product might be sold. I can think carefully about what would improve product. I can evaluate the brief and state how it informs my ideas. I can consider views of others to inform and improve work so it is fit for purpose. I can use my plans to inform my making and evaluate whilst I work. I can test and assess my product against the design criteria.</p> <p>Assessment: Children are able to attach secure fastenings and decorative objects. Children are able to evaluate their final product.</p> <p>Vocabulary: Adapt, decorate, design criteria, annotate, detail.</p>
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<p>carefully, considering intended use of the product, the aesthetics and functionality. I can explain how product meets design criteria. I can reinforce and strengthen a 3D frame.</p> <p>Mechanisms I can refine product after testing, considering aesthetics, functionality and purpose. I can incorporate hydraulics and pneumatics. I can confidently try new/ different ideas. I can use cams, pulleys and gears to create movement.</p> <p>Textiles</p>		
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<p>I can think about user's wants/needs and aesthetics when choosing textiles.</p> <p>I can make a product attractive and strong.</p> <p>I can make a prototype.</p> <p>I can use a range of joining techniques.</p> <p>I can think about how a product might be sold.</p> <p>I can think carefully about what would improve product.</p> <p>I can understand that a single 3D textiles project can be made from a combination of fabric shapes.</p> <p>Cooking and nutrition</p> <p>I can identify and actively choose healthy</p>		
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<p>food groups and a varied diet when making my products.</p> <p>I can understand the importance of fruit and veg and how it gives us vitamins and minerals.</p> <p>I can look at the eat well guide to make good food choices.</p> <p>I can select a variety of fruit/vegetables that are grown above and underground, when creating a recipe.</p> <p>I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>I can understand how some food is reared, caught and processed.</p>		
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<p>Technical knowledge I can apply my understanding of computing to program, monitor and control my products.</p>		
<p>Year 6 Subject Vocabulary (I use)</p>	<p>Composite Vocabulary (I use): Equipment, flavours, ingredients, method, research, recipe, bridge method, cookbook, cross-contamination, farm to fork, preparation, storyboard.</p>	<p>Composite Vocabulary (I use): Annotate, design criteria, properties, target customer, waterproof, decorate, fabric, target audience, waistcoat, adapt, fastening, template, shape, running-stitch, sew, knot, seam, thread, detail.</p>

Year 5 skills (I can)	I understand...	I understand...
<p>Design</p> <p>I can show and understand the design criteria and uses this to inform ideas to meet a range of requirements.</p> <p>I can plan and create a range of initial ideas and begin to decide if it is fit for purpose.</p> <p>I can explain what I am making and the materials I am using according to their functional properties and aesthetic qualities.</p> <p>I can describe and annotate products against specification, considering purpose and appearance.</p> <p>I can select appropriate</p>	<p>I know how to decide on a simple shape to base a stuffed toy on.</p> <p>I know how to record the materials that I will use to create it.</p> <p>I know how to create a blanket stitch.</p> <p>I know how to add any extra items, appendages.</p> <p>I know how to add decorative stitches before assembling their stuffed toys.</p> <p>I know how to use a blanket stitch to support stuffing and sewing a toy to complete their toy.</p>	<p>I know how beef, the main ingredient of bolognese sauce, is farmed</p> <p>I know the key welfare issues surrounding the rearing of cattle.</p> <p>I know how to taste test two bolognese sauces and compare their nutritional values.</p> <p>I know how to create variations of a recipe after researching.</p> <p>I know how to decide on the ingredients for a healthier alternative.</p> <p>I know how to work as a team to decide on ingredients for a healthier alternative to the bolognese recipe.</p> <p>I know how to make my own bolognese sauces.</p> <p>I know how to follow recipe methods.</p> <p>I know how to design packaging that promotes it as a healthy and ethical choice.</p>
	<p>Lesson 1</p> <p>I understand how to design a stuffed toy.</p> <p>Knowledge: I know how to ensure that my template is proportional. I know how to make a paper template.</p> <p>Skills: I can investigate similar existing products and uses these to support my ideas, whilst beginning to use these ideas to fit the design brief. I can show and understand the design criteria and uses this to inform ideas to meet a range of requirements. I can plan and create a range of initial ideas and begin to decide if it is fit for purpose. I can explain what I am making and the materials I am using according to their functional properties and aesthetic qualities. I can describe and annotate products against specification, considering purpose and appearance. I can think about user and aesthetics when choosing textiles. I can use own template.</p> <p>Assessment: Children are able to design a stuffed toy considering the main component shapes required and creating an appropriate template.</p> <p>Vocabulary: Design, template, model, stuffed toy, fabric, running stitch, cross-stitch, appliqué.</p>	<p>Lesson 1</p> <p>I understand where food comes from.</p> <p>Knowledge: I know that beef is the name of meat from cattle (cows). I know how beef is reared and processed. I know some of the ethical issues around the way in which cattle should be farmed.</p> <p>Skills: I can understand that fruit doesn't grow all year around and it grows at certain times depending on the countries it is grown in. I can increasingly understand how food is grown, reared, caught and processed.</p> <p>Assessment: Children are able to have and understanding of how beef gets from the farm to our plates. Children are able to present the subject of their poster with clear information in an easy-to-read format.</p> <p>Vocabulary: Beef, reared, processed, ethical, diet, ingredients, supermarket, farm.</p>
	<p>Lesson 2</p> <p>I understand how to sew a blanket stitch.</p> <p>Knowledge: I know how to cut neatly and accurately. I know how to thread a needle. I know how to use a blanket stitch to join two pieces of fabric.</p> <p>Skills: I can think of a range of ways to join things. I can begin to understand that a single 3D textiles project can be made from a</p>	<p>Lesson 2</p> <p>I understand the term 'healthy'.</p> <p>Knowledge: I know what foods make up a balanced diet. I know how a recipe can be adapted to make it healthier. I know how to use key words to research for alternative ingredients for a well-known dish. I know how</p>

<p>tools and equipment whilst explaining and annotating choices in relation to techniques for a product to create a final design.</p> <p>I can model and refines ideas using a prototype.</p>	<p>combination of fabric shapes. I can work with a range of tools with increasing accuracy safely. Explain their use and why they are fit for purpose, whilst identifying any hazards. I can create and reflect on my skills of making and use increasing precision.</p> <p>Assessment: Children are able to join two pieces of fabric using a blanket stitch and neatly cutting out their fabric.</p> <p>Vocabulary: Design, template, model, stuffed toy, fabric, running stitch, cross-stitch, appliqué.</p>	<p>to suggest healthy substitutions and additions to a recipe based on my research.</p> <p>Skills: I can identify healthy food, whilst understanding the importance of fruit and veg. I can understand and apply the principles of a healthy and varied diet. I can understand that fruit doesn't grow all year around and it grows at certain times depending on the countries it is grown in. I can select and increasing variety of fruit/vegetables that are grown above and underground, so I consider these when creating a recipe. I can increasingly understand how food is grown, reared, caught and processed.</p> <p>Assessment: Children are able to contribute ideas as to what a 'healthy meal' means. Children are able to notice nutritional differences between different products and recipes.</p> <p>Vocabulary: Beef, reared, processed, ethical, diet, ingredients, supermarket, farm, balanced.</p>
<p>Make</p> <p>I can make their outcome from an accurate plan which includes steps of how to make my product.</p> <p>I can work with a range of tools with increasing accuracy safely. Explain their use and why they are fit for purpose, whilst identifying any hazards.</p>	<p>Lesson 3</p> <p>I understand how to create and add decorations to fabric.</p> <p>Knowledge: I know how to create strong and secure stitches (blanket, running, cross stitch). I know how to use appliqué to attach pieces of fabric decoration. I know how to use stitches to decorate fabric.</p> <p>Skills: I can think of a range of ways to join things. I can begin to understand that a single 3D textiles project can be made from a combination of fabric shapes. I can work with a range of tools with increasing accuracy safely. Explain their use and why they are fit for purpose, whilst identifying any hazards. I can create and reflect on my skills of making and use increasing precision.</p> <p>Assessment: Children are able to use appliqué or decorative stitching to decorate the front of their stuffed toy.</p> <p>Vocabulary: Design, template, model, stuffed toy, fabric, running stitch, cross-stitch, appliqué.</p>	<p>Lesson 3</p> <p>I understand how to adapt a traditional recipe.</p> <p>Knowledge: I know that nutritional value of a recipe can change if you remove, substitute or add additional ingredients. I know how to calculate and compare two adapted bolognese recipes using a nutritional calculator. I know how to decide which recipe is healthier based on prior information. I know how to write an amended method for my recipe to incorporate the relevant changes to ingredients.</p> <p>Skills: I can identify healthy food, whilst understanding the importance of fruit and veg. I can consider these when making my products. I can understand and apply the principles of a healthy and varied diet. I can understand that fruit doesn't grow all year around and it grows at certain times depending on the countries it is grown in. I can select and increasing variety of fruit/vegetables that are grown above and underground, so I consider these when creating a recipe. I can increasingly understand how food is grown, reared, caught and processed. I can describe and annotate products against specification, considering purpose and appearance. I can select appropriate tools and equipment whilst explaining and annotating choices in relation to techniques for a product to create a final design.</p>

<p>I can understand the key material properties. Begins describing their properties to suit the purpose. I can create and reflect on my skills of making and use increasing precision.</p> <p>Evaluate I can investigate similar existing products and uses these to support my ideas, whilst beginning to use these ideas to fit the design brief. I can evaluate and annotate my outcome as to how it fitted the design brief. I can consider others' views to inform final design.</p>	<p>Lesson 4</p> <p>I understand how to use a blanket stitch to assemble the components of a stuffed toy.</p> <p>Knowledge: I know how to use a blanket stitch to join two pieces of fabric. I know how to stuff my toy correctly, repairing any holes or gaps. I know how to evaluate my stuffed toy.</p> <p>Skills: I can think of a range of ways to join things. I can begin to understand that a single 3D textiles project can be made from a combination of fabric shapes. I can think about user and aesthetics when choosing textiles. I can think about how to make product strong and look better. I can understand the key material properties. Begins describing their properties to suit the purpose. I can make their outcome from an accurate plan which includes steps of how to make my product. I can work with a range of tools with increasing accuracy safely. Explain their use and why they are fit for purpose, whilst identifying any hazards. I can create and reflect on my skills of making and use increasing precision.</p> <p>Assessment: Children are able to use a blanket stitch to assemble their stuffed toy, repairing when needed and identifying what worked well as well as areas for improvement.</p> <p>Vocabulary: Design, template, model, stuffed toy, fabric, running stitch, cross-stitch, appliqué.</p>	<p>Assessment: Children are able to recognise nutritional difference between two similar recipes and giving some justification as to why this is. Children are able to work as a team to amend a bolognaise recipe with healthy adaptations.</p> <p>Vocabulary: Beef, reared, processed, ethical, diet, ingredients, supermarket, farm, balanced.</p> <p>Lesson 4</p> <p>I understand how to complete a food product.</p> <p>Knowledge: I know how to use equipment safely, including knives, hot pans and hobs. I know how to avoid cross-contamination. I know how to carefully follow a method to make a recipe. I know how to chop an onion. I know how to design appealing packaging that reflects my recipe.</p> <p>Skills: I can make their outcome from an accurate plan which includes steps of how to make my product. I can work with a range of tools with increasing accuracy safely. Explain their use and why they are fit for purpose, whilst identifying any hazards. I can understand the key material properties. Begins describing their properties to suit the purpose. I can create and reflect on my skills of making and use increasing precision.</p> <p>Assessment: Children are able to follow a recipe to produce a healthy bolognaise sauce. Children are able to design packaging that promotes the ingredients of the bolognaise.</p> <p>Vocabulary: Beef, reared, processed, ethical, diet, ingredients, supermarket, farm, balanced.</p>
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<p>PRODUCT AREAS</p> <p>Materials/structures</p> <p>I can select materials carefully, considering intended use of product and appearance.</p> <p>I can explain how product meets design criteria.</p> <p>I can measure accurately enough to ensure precision.</p> <p>I can ensure product is strong and fit for purpose.</p> <p>I can begin to reinforce and strengthen a 3D frame.</p> <p>Mechanisms</p> <p>I can refine product after testing.</p> <p>I can grow in confidence about trying</p>		
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<p>new / different ideas.</p> <p>I can begin to use cams, pulleys or gears to create movement.</p> <p>Textiles</p> <p>I can think about user and aesthetics when choosing textiles.</p> <p>I can use own template.</p> <p>I can think about how to make product strong and look better.</p> <p>I can think of a range of ways to join things.</p> <p>I can begin to understand that a single 3D textiles project can be made from a combination of fabric shapes.</p> <p>Cooking and nutrition</p> <p>I can identify healthy food, whilst</p>		
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<p>understanding the importance of fruit and veg.</p> <p>I can consider these when making my products.</p> <p>I can understand and apply the principles of a healthy and varied diet.</p> <p>I can understand that fruit doesn't grow all year around and it grows at certain times depending on the countries it is grown in.</p> <p>I can select and increasing variety of fruit/vegetables that are grown above and underground, so I consider these when creating a recipe.</p> <p>I can prepare</p>		
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and cook a variety of predominantly savoury dishes using an increasing range of cooking techniques. I can increasingly understand how food is grown, reared, caught and processed.		
Year 5 Subject Vocabulary (I use)	Composite Vocabulary (I use): Design, template, model, stuffed toy, fabric, running stitch, cross-stitch, appliqué.	Composite Vocabulary (I use): Beef, reared, processed, ethical, diet, ingredients, supermarket, farm, balanced.

YEAR 4 Design Technology (DT) MEDIUM TERM PLAN		
Year 4 skills (I can)	I understand...	I understand...
Design I can show and understand the design brief and criteria and I use this to inform ideas to meet some requirements.	<p>I know how to evaluate a range of biscuits.</p> <p>I know how to bake a simple biscuit recipe.</p> <p>I know how to make biscuits by using a recipe.</p> <p>I know how to add different ingredients to dough to discover which tastes best when baked.</p> <p>I know how to work on a budget and decide which ingredients to spend money on.</p> <p>I know how to make a batch of a final adapted biscuit design.</p> <p>I know how to create packaging.</p> <p>I know how to taste and review other's creations.</p>	<p>I know what different fastenings can be used and consider their advantages and disadvantages.</p> <p>I know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro.</p> <p>I know that different fastening types are useful for different purposes.</p> <p>I know how to create my own design criteria.</p> <p>I know how to draw a design on paper.</p> <p>I know that creating a mock up (prototype) of their design is useful for checking ideas and proportions.</p> <p>I know how to attach fastenings.</p> <p>I know how to decorate a book sleeve in accordance with a design criteria.</p>

<p>I can plan what I am making and what tools to use, through a range of design ideas that relates to the brief.</p> <p>I can explain what I am making and explain why I am using some of the materials. I can explain and annotate what I like about my design and how I might make it better as I relate my explanation to the original design brief.</p> <p>I can select appropriate tools and equipment whilst explaining and annotating choices in relation to techniques for a product.</p>	<p>Lesson 1</p> <p>I understand how to follow a baking recipe.</p> <p>Knowledge: I know how to evaluate a product by considering its; taste, smell, texture, appearance, packaging and target audience. I know how to follow a recipe to make a biscuit.</p> <p>Skills: I can identify healthy and unhealthy foods and begin to consider these when making my products. I can show and understand the design brief and criteria and I use this to inform ideas to meet some requirements. I can plan what I am making and what tools to use, through a range of design ideas that relates to the brief. I can put steps in order for me to make my outcome from an accurate plan which includes some ideas of how to make my product. I can select some appropriate tools, explain their use and why they are fit for purpose, whilst identify any hazards. I can investigate similar existing products and I can use these to support own ideas. I can follow a recipe and prepare and cook a simple dish.</p> <p>Assessment: Children are able to follow a recipe with some support. Children are able to describe some features of a biscuit based on taste, smell, texture and appearance.</p> <p>Vocabulary: Design criteria, research, texture, innovative, aesthetic, measure, cross-contamination.</p> <p>Lesson 2</p> <p>I understand how to make and test a prototype.</p> <p>Knowledge: I know how to cook food safely by following basic hygiene rules. I know how to cook to a recipe and adapt it to create a new biscuit prototype. I know how to evaluate and compare a range of biscuit prototype.</p> <p>Skills: I can show and understand the design brief and criteria and I use this to inform ideas to meet some requirements. I can plan what I am making and what tools to use, through a range of design ideas that relates to the brief. I can put steps in order for me to make my outcome from an accurate plan which includes some ideas of how to make my product. I can explain and annotate what I like about my design and how I might make it better as I relate my explanation to the original design brief. I can select some appropriate tools, explain their use and why they</p>	<p>Lesson 1</p> <p>I understand how to identify and evaluate different types of fastenings. I understand how to explain the advantages and disadvantages of each fastening type.</p> <p>Knowledge: I know how to identify what the main types of fastenings are. I know what the benefits of each fastening type are. I know what the disadvantages of each fastenings type are.</p> <p>Skills: I can investigate similar existing products and I can use these to support own ideas. I can explain how to join things in a different way.</p> <p>Assessment: Children are able to identify the features, benefits and disadvantages of a range of fastening types.</p> <p>Vocabulary: Fabric, fastening, fix.</p> <p>Lesson 2</p> <p>I understand how to design a product to meet a design criteria.</p> <p>Knowledge: I know how to design a product based on a design criteria. I know how to write a design criteria. I know how to include fastenings in my design.</p> <p>Skills: I can show and understand the design brief and criteria and I use this to inform ideas to meet some requirements. I can plan what I am making and what tools to use, through a range of design ideas that relates to the brief. I can put steps in order for me to make my outcome from an accurate plan which includes some ideas of how to make my product. I can explain and annotate what I like about my design and how I might make it better as I relate my explanation to the original design brief. I can select some appropriate tools, explain their use and why they are fit for purpose, whilst identify any hazards. I can think about user when choosing textiles.</p>
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<p>I can model an idea with increasing accuracy.</p> <p>Make</p> <p>I can put steps in order for me to make my outcome from an accurate plan which includes some ideas of how to make my product. I can select some appropriate tools, explain their use and why they are fit for purpose, whilst identify any hazards. I can understand</p>	<p>are fit for purpose, whilst identify any hazards. I can model an idea with increasing accuracy.</p> <p>Assessment: Children are able to adapt a recipe by adding extra ingredients to it.</p> <p>Vocabulary: Design criteria, research, texture, innovative, aesthetic, measure, cross-contamination.</p>	<p>Assessment: Children are able to write a design criteria and design a sleeve that matches this criteria, including a fastening of some kind.</p> <p>Vocabulary: Fabric, fastening, fix</p>
	<p>Lesson 3</p> <p>I understand how to design a biscuit to a given budget.</p> <p>Knowledge: I know how to work as a group to design a biscuit that would sell for £1.99. I know how to consider successes from prototypes. I know how to complete a budget to ensure that we spend within the limit. I know how to make decisions as part of a team to finalise the recipe that they make. I know that I can create a branding for the final product.</p> <p>Skills: I can plan what I am making and what tools to use, through a range of design ideas that relates to the brief. I can put steps in order for me to make my outcome from an accurate plan which includes some ideas of how to make my product. I can explain and annotate what I like about my design and how I might make it better as I relate my explanation to the original design brief. I can select some appropriate tools, explain their use and why they are fit for purpose, whilst identify any hazards. I can model an idea with increasing accuracy. I can identify healthy and unhealthy foods and begin to consider these when making my products.</p> <p>Assessment: Children are able to plan a biscuit within a budget.</p> <p>Vocabulary: Design criteria, research, texture, innovative, aesthetic, measure, cross-contamination, diet, processed, packaging.</p>	<p>Lesson 3</p> <p>I understand how to make and test a paper template.</p> <p>Knowledge: I know how make a paper template. I know how to test my paper template.</p> <p>Skills: I can plan what I am making and what tools to use, through a range of design ideas that relates to the brief. I can put steps in order for me to make my outcome from an accurate plan which includes some ideas of how to make my product. I can select some appropriate tools, explain their use and why they are fit for purpose, whilst identify any hazards. I can model an idea with increasing accuracy. I can create my outcome with increasing precision and accuracy. I can think about user when choosing textiles. I can begin to devise a template.</p> <p>Assessment: Children are able to make a template for their book sleeve.</p> <p>Vocabulary: Fabric, fastening, fix</p>

<p>material properties and selects materials to suit the design brief. I can create my outcome with increasing precision and accuracy.</p> <p>Evaluate I can investigate similar existing products and I can use these to support own ideas. I can evaluate and annotate my outcome as to how it fitted the design brief and whether it was successful and the challenges.</p> <p>PRODUCT AREAS</p> <p>Materials/structures</p> <p>I can measure carefully to avoid mistakes.</p>	<p>Lesson 4</p> <p>I understand how to make a biscuit that meets a given design brief.</p> <p>Knowledge: I know how to consider safety and hygiene when baking. I know how to make suitable packaging for my product.</p> <p>Skills: I can show and understand the design brief and criteria and I use this to inform ideas to meet some requirements. I can put steps in order for me to make my outcome from an accurate plan which includes some ideas of how to make my product. I can select some appropriate tools, explain their use and why they are fit for purpose, whilst identify any hazards. I can understand material properties and selects materials to suit the design brief. I can create my outcome with increasing precision and accuracy. I can evaluate and annotate my outcome as to how it fitted the design brief and whether it was successful and the challenges. I can mix/ rubs products together. I can follow a recipe and prepare and cook a simple dish.</p> <p>Assessment: Children are able to plan a biscuit within a budget.</p> <p>Vocabulary: Design criteria, research, texture, innovative, aesthetic, measure, cross-contamination, diet, processed, packaging.</p>	<p>Lesson 4</p> <p>I understand how to assemble a book jacket.</p> <p>Knowledge: I know how to join fabric by sewing. I know how to stick to my design criteria. I know how to make my product fit for purpose.</p> <p>Skills: I can understand material properties and selects materials to suit the design brief. I can create my outcome with increasing precision and accuracy. I can measure carefully to avoid mistakes. I can attempt to make product strong. I can understand that a simple fabric shape can be used to make a 3D textiles project.</p> <p>Assessment: Children are able to assemble a book jacket using any stitch they are comfortable with.</p> <p>Vocabulary: Fabric, fastening, fix, needle, needle eye, thread.</p>
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<p>I can attempt to make product strong.</p> <p>I can continue working on product even if original didn't work.</p> <p>I can make a strong, stiff structure.</p> <p>Mechanisms</p> <p>I can select the most appropriate tools / techniques.</p> <p>I can explain alterations to product after checking it.</p> <p>I can grow in confidence about trying new / different ideas.</p> <p>I can use levers and linkages to create movement.</p> <p>Textiles</p> <p>I can think about user when choosing textiles.</p> <p>I can think about how to</p>		
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<p>make product strong.</p> <p>I can begin to devise a template.</p> <p>I can explain how to join things in a different way.</p> <p>I can understand that a simple fabric shape can be used to make a 3D textiles project.</p> <p>Cooking and nutrition</p> <p>I can identify healthy and unhealthy foods and begin to consider these when making my products.</p> <p>I can mix/ rubs products together.</p> <p>I can have an increasing understanding that fruit doesn't grow all year around and it grows at certain times.</p>		
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<p>I can select a few fruit/vegetables that I know grow above/below ground for my recipe.</p> <p>I can follow a recipe and prepare and cook a simple dish.</p>		
Year 4 Subject Vocabulary (I use)	<p>Composite Vocabulary (I use):</p> <p>Design criteria, research, texture, innovative, aesthetic, measure, cross-contamination, diet, processed, packaging.</p>	<p>Composite Vocabulary (I use):</p> <p>Fabric, fastening, fix, needle, needle eye, thread.</p>

YEAR 3 Design Technology (DT) MEDIUM TERM PLAN		
Year 3 skills (I can)	I understand...	I understand...
<p>Design</p> <p>I can show and understand the design criteria and begins to</p>	<p>I know that not all fruits and vegetables can be grown in the UK.</p> <p>I know that climate affects food growth.</p> <p>I know that vegetables and fruit grow in certain seasons.</p> <p>I know that cooking instructions are known as a 'recipe'.</p> <p>I know that imported food is food which has been brought into the country.</p> <p>I know that exported food is food which has been sent to another country.</p>	<p>I know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces.</p> <p>I know that when two edges of fabric have been joined together it is called a seam.</p> <p>I know that it is important to leave space on the fabric for the seam.</p>

<p>use this to inform ideas.</p> <p>I can plan what they are making and what tools to use, through some design ideas that relates to the brief.</p> <p>I can explain what they are making and begin explaining why they are using the materials.</p> <p>I can explain and annotate what I like about my design and how they might make it better as I create the product.</p> <p>I can select appropriate tools/equipment and techniques for a product.</p> <p>I can model an idea.</p> <p>Make</p>	<p>I know and understand that imported foods travel from far away and this can negatively impact the environment.</p> <p>I know that each fruit and vegetable give us nutritional benefits because they contain vitamins, minerals and fibre.</p> <p>I know and understand that vitamins, minerals and fibre are important for energy, growth and maintaining health.</p> <p>I know safety rules for using, storing and cleaning a knife safely.</p> <p>I know that similar coloured fruits and vegetables often have similar nutritional benefits</p>	<p>I know and understand that some products are turned inside out after sewing so the stitching is hidden.</p>
	<p>Lesson 1</p> <p>I understand that climate affects food growth.</p> <p>Knowledge: I know that not all fruits and vegetables can be grown in the UK. I know that each country has its own climate. I know that these climates enable different fruits and vegetables to grow. I know that hygiene needs to be considered when preparing food. I know how to use cooking equipment safely.</p> <p>Skills: I can identify healthy and unhealthy foods (image selection task). I can products together. I can understand that fruit doesn't grow all year around and it grows at certain times.</p> <p>Assessment: Children are able to explain that fruits and vegetables grow in different countries based on their climates.</p> <p>Vocabulary: Climate, fruits, countries, weather, seasons.</p>	<p>Lesson 1</p> <p>I understand how to sew cross-stitch and appliqué.</p> <p>Knowledge: I know how to use cross-stitch. I know how to appliqué. I know how to reflect on the techniques used.</p> <p>Skills: I can join different textiles in different ways. I can choose textiles considering appearance and functionality. I can begin to understand that a simple fabric shape can be used to make a 3D textiles project.</p> <p>Assessment: Children are able to use cross-stitch to join two pieces of fabric together.</p> <p>Vocabulary: Appliqué, cross-stitch, design, equipment, fabric, patch, running stitch, thread.</p>
	<p>Lesson 2</p> <p>I understand that there are advantages of eating seasonal foods in the UK.</p> <p>Knowledge: I know that imported food will have travelled from far away and has an impact on the environment. I know that vegetables and fruit grow in certain seasons and that in the UK we often import food from other countries when it is not in season.</p> <p>Skills: I can identify healthy and unhealthy foods (image selection task). I can products together. I can understand that fruit doesn't grow all year around and it grows at certain times. I can investigate similar existing products and begin to explain how they are fit for purpose.</p> <p>Assessment: Children are able to understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then.</p> <p>Children have the knowledge that eating seasonal fruit and vegetables has a</p>	<p>Lesson 2</p> <p>I understand how to design a product and its template.</p> <p>Knowledge: I know how to design a cushion. I know how to use a paper template. I know how to cut fabric accurately.</p> <p>Skills: I can show and understand the design criteria and begins to use this to inform ideas. I can plan what they are making and what tools to use, through some design ideas that relates to the brief. I can explain what they are making and begin explaining why they are using the materials. I can investigate similar existing products and begin to explain how they are fit for purpose.</p> <p>Assessment: Children are able to design and cut the template for a cushion.</p> <p>Vocabulary: Appliqué, cross-stitch, design, equipment, fabric, patch, running stitch, thread, texture.</p>

<p>I can put steps in order for to make my outcome from a plan with increasing accuracy. I can select some appropriate tools, explain their use and why they are fit for purpose, whilst identifying any hazards. I can understand material properties and begins selecting materials for their purpose. I can create my outcome with increasing accuracy. Evaluate I can investigate similar existing products and begin to explain how they are fit for purpose.</p>	<p>positive effect on local farmers as well as the environment and can explain why. Vocabulary: Climate, seasonal, seasons, sugar, export, import.</p>	
	<p>Lesson 3 I understand how to create a recipe that is healthy and nutritious using seasonal vegetables and fruits. Knowledge: I know what foods are currently in season. I know that each vegetable and fruit give us nutritional benefits. I know how to design a puff pastry tart using seasonal vegetables and fruits. I know how to describe my puff pastry tart and the benefits of its ingredients. Skills: I can identify healthy and unhealthy foods (image selection task). I can products together. I can understand that fruit doesn't grow all year around and it grows at certain times. I can investigate similar existing products and begin to explain how they are fit for purpose. I can select some appropriate tools, explain their use and why they are fit for purpose, whilst identifying any hazards. Assessment: Children are able to design their own tart recipe using seasonal ingredients. Vocabulary: Climate, ingredients, natural, fruit, vegetable, seasonal.</p>	<p>Lesson 3 I understand how to decorate fabric using appliqué and cross-stitch. Knowledge: I know how to follow a design criteria. I know how to use cross stitch. I know how to add appliqué. Skills: I can show and understand the design criteria and begins to use this to inform ideas. I can plan what they are making and what tools to use, through some design ideas that relates to the brief. I can explain what they are making and begin explaining why they are using the materials. I can join different textiles in different ways. I can choose textiles considering appearance and functionality. Assessment: Children are able to use cross-stitch and appliqué to decorate a cushion face. Vocabulary: Appliqué, cross-stitch, design, equipment, fabric, patch, running stitch, thread, texture, knot, seam.</p>
	<p>Lesson 4 I understand how to follow a recipe when cooking. Knowledge: I know how to prepare a kitchen to cook in. I know ow to prepare myself to start cooking. I know the basic rules of food contamination. I know how to use, store and clean a knife safely. I know how to follow a recipe to make a tart. Skills: I can identify healthy and unhealthy foods (image selection task). I can products together. I can understand that fruit doesn't grow all year around and it grows at certain times. I can prepare a kitchen to cook in. I can prepare myself to start cooking. I know and follow the basic rules of hygiene. I can recall the basic rules of food contamination. I can use, store and clean safely. I can follow a simple recipe. I can put steps in order for to make my outcome from a plan with increasing accuracy. I can select some appropriate tools, explain their use and why they are fit for purpose, whilst identifying any hazards. I can evaluate my outcome explaining what I think was successful and identify any challenges.</p>	<p>Lesson 4 I understand how to assemble and complete a cushion. Knowledge: I know how use stitches to join fabrics. I know how to leave space for a seam. I know why some products are turned inside out after sewing. Skills: I can join different textiles in different ways. I can choose textiles considering appearance and functionality. I can begin to understand that a simple fabric shape can be used to make a 3D textiles project. I can put steps in order for to make my outcome from a plan with increasing accuracy. I can select some appropriate tools, explain their use and why they are fit for purpose, whilst identifying any hazards. I can understand material properties and begins selecting materials for their purpose. I can create my outcome with increasing accuracy. I can evaluate my outcome explaining what I think was successful and identify any challenges. Assessment: Children are able to make a cushion that includes appliqué and cross-stitch.</p>

<p>I can evaluate my outcome explaining what I think was successful and identify any challenges.</p> <p>PRODUCT AREAS</p> <p>Materials/structures</p> <p>I can use appropriate materials.</p> <p>I can work accurately to make cuts and holes.</p> <p>I can join materials.</p> <p>I can begin to make strong structures.</p> <p>Mechanisms</p> <p>I can select appropriate tools / techniques.</p> <p>I can alter product after checking, to make it better.</p> <p>I can begin to try new/different ideas.</p>	<p>Assessment: Children are able to understand basic hygiene, health and safety rules when working with food and their ability to follow the instructions within a recipe.</p> <p>Vocabulary: Climate, ingredients, natural, fruit, vegetable, seasonal, evaluate, recipe.</p>	<p>Vocabulary: Appliqué, cross-stitch, design, equipment, fabric, patch, running stitch, thread, texture, knot, seam.</p>
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<p>I can use simple lever and linkages to create movement.</p> <p>Textiles</p> <p>I can join different textiles in different ways.</p> <p>I can choose textiles considering appearance and functionality.</p> <p>I can begin to understand that a simple fabric shape can be used to make a 3D textiles project.</p> <p>Cooking and nutrition</p> <p>I can identify healthy and unhealthy foods (image selection task).</p> <p>I can products together.</p> <p>I can understand that fruit doesn't grow all year around and it</p>		
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<p>grows at certain times.</p> <p>I can prepare a kitchen to cook in.</p> <p>I can prepare myself to start cooking.</p> <p>I know and follow the basic rules of hygiene.</p> <p>I can recall the basic rules of food contamination.</p> <p>I can use, store and clean safely.</p> <p>I can follow a simple recipe.</p>		
Year 3 Subject Vocabulary (I use)	<p>Composite Vocabulary (I use):</p> <p>Climate, fruits, countries, weather, seasons, seasonal, sugar, export, import, ingredients, natural, fruit, vegetable, evaluate, recipe.</p>	<p>Composite Vocabulary (I use):</p> <p>Appliqué, cross-stitch, design, equipment, fabric, patch, running stitch, thread, texture, knot, seam.</p>

YEAR 2 Design Technology (DT) MEDIUM TERM PLAN		
Year 2 skills (I can)	I understand...	I understand...
<p>Design</p> <p>I can show and understand the design brief and criteria.</p>	<p>I know that sewing is a method of joining fabric.</p> <p>I know that different stitches can be used when sewing.</p> <p>I know and understand the importance of tying a knot after sewing the final stitch.</p> <p>I know that a thimble can be used to protect my fingers when sewing.</p>	<p>I know that 'diet' means the food and drink that a person or animal usually eats.</p> <p>I know and understand what makes a balanced diet.</p> <p>I know where to find the nutritional information on packaging.</p> <p>I know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.</p>

<p>I can plan what I am making through a few design ideas that relates to the brief.</p> <p>I can explain what they are making and the materials I am using.</p> <p>I can explain and annotate what I like about their design and how they might make it better.</p> <p>I can select and label appropriate techniques for a product.</p> <p>I can model an idea.</p> <p>I can discuss and annotate my product as it progresses.</p> <p>Make</p> <p>I can put steps in order for me to make my outcome from a plan.</p>		<p>I know and understand that I should eat a range of different foods from each food group, and roughly how much of each food group.</p> <p>I know that nutrients are substances in food that all living things need to make energy, grow and develop.</p> <p>I know that 'ingredients' means the items in a mixture or recipe.</p> <p>I know that I should only have a maximum of five teaspoons of sugar a day to stay healthy.</p> <p>I know that many foods and drinks we do not expect to contain sugar do; we call these 'hidden sugars'.</p>
	<p>Lesson 1</p> <p>I understand how to sew a running stitch.</p> <p>Knowledge: I know how to thread a needle. I know how sew a running stitch. I know how to neatly and evenly spaced stitches to join fabric.</p> <p>Skills: I can join textiles together to make a product, and explain how I did it. I can carefully cut textiles to produce accurate pieces. I can understand that a 3D textile structure can be made from two identical fabric shapes.</p> <p>Assessment: Children can sew a running stitch with regular sized stitches. Children understand that both ends must be knotted.</p> <p>Vocabulary: Fabric, knot, needle, needle threader, running stitch, sew, thread.</p>	<p>Lesson 1</p> <p>I understand what makes a balanced diet.</p> <p>Knowledge: I know what 'hidden sugars' are. I know where to find the nutritional information on a drinks container. I know that there are five food groups, made up of: fruit and vegetables, starchy carbohydrates, proteins, dairy, oils and spreads. I know roughly how much of each food group I should eat each day.</p> <p>Skills: I can describe a healthy meal. I can identify where the ingredients come from. I can investigate existing products and say how they work, what they do and what they are made off.</p> <p>Assessment: Children are able to name the main food groups and to identify foods that belong to each group.</p> <p>Vocabulary: Balanced diet, balance, carbohydrate, dairy, fruit, ingredients, oils, sugars, protein, vegetable.</p>
	<p>Lesson 2</p> <p>I understand how to sew a running stitch.</p> <p>Knowledge: I know how to use a template. I know how to cut fabric neatly. I know how to pin fabric accurately. I know how to design a pouch.</p> <p>Skills: I can measure textiles. I can join textiles together to make a product, and explain how I did it. I can carefully cut textiles to produce accurate pieces. I can explain choices of textile. I can understand that a 3D textile structure can be made from two identical fabric shapes. I can plan what I am making through a few design ideas that relates to the brief. I can explain what they are making and the materials I am using.</p> <p>Assessment: Children are able to prepare and cut the fabric required to make a pouch from a template.</p>	<p>Lesson 2</p> <p>I understand how to taste test food combinations.</p> <p>Knowledge: I know what food fall into what food groups. I know how to experience food through touch and smell. I know to consider and review food combinations. I know that most ideal ingredient combinations for my wrap will contain foods from more than one food group.</p> <p>Skills: I can describe a healthy meal. I can identify where the ingredients come from. I can investigate existing products and say how they work, what they do and what they are made off. I can show and understand the design brief and criteria. I can plan what I am making through a few design ideas that relates to the brief. I can investigate existing products and say how they work, what they do and what they are made off.</p>

<p>I can select arrange of tools, explain their use and identify any hazards.</p> <p>I can understand material properties.</p> <p>I can create an outcome with some accuracy.</p> <p>Evaluate</p> <p>I can investigate existing products and say how they work, what they do and what they are made off.</p>	<p>Vocabulary: Fabric, knot, needle, needle threader, running stitch, sew, template, thread.</p> <p>Lesson 3</p> <p>I understand how to join fabrics using a running stitch.</p> <p>Knowledge: I know how to sew neat, even stitches. I know how to tie a knot at end of the thread. I know how to design decorations for my product.</p> <p>Skills: I can measure textiles. I can join textiles together to make a product, and explain how I did it. I can carefully cut textiles to produce accurate pieces. I can explain choices of textile. I can understand that a 3D textile structure can be made from two identical fabric shapes. I can put steps in order for me to make my outcome from a plan. I can select arrange of tools, explain their use and identify any hazards. I can create an outcome with some accuracy.</p> <p>Assessment: Children are able to use a running stitch to join the two pieces of fabric together.</p> <p>Vocabulary: Fabric, knot, needle, needle threader, running stitch, sew, thread.</p>	<p>Assessment: Children are able to identify the correct food group of a given food and able to describe its taste, texture and smell.</p> <p>Vocabulary: Balanced diet, dairy, fruit, ingredients, sugars, protein, vegetable, design criteria, diet.</p> <p>Lesson 3</p> <p>I understand how to design a healthy wrap.</p> <p>Knowledge: I know which food combinations work well together. I know how to design three possible wraps based on these combinations. I know to choose on of these to make as my 'Final Design'. I know how to slice food safely using the bridge or claw grip.</p> <p>Skills: I can describe a healthy meal. I can identify where the ingredients come from. I can investigate existing products and say how they work, what they do and what they are made off. I can show and understand the design brief and criteria. I can plan what I am making through a few design ideas that relates to the brief. I can investigate existing products and say how they work, what they do and what they are made off.</p> <p>Assessment: Children are able to think of four different wrap ideas, considering flavour combinations. Children are able to prepare and slice ingredients with supervision.</p> <p>Vocabulary: Balanced diet, fruit, ingredients, sugars, protein, vegetable, design criteria, diet.</p>
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<p>I can evaluate my outcome explaining what I think was successful and identify any challenges. I can explain what I am making and the materials I am using. I can explain and annotate what I like about my design and how I might make it better.</p> <p>PRODUCT AREAS</p> <p>Materials/structures</p> <p>I can measure materials. I can describe some different characteristics of materials. I can join materials in different ways. I can use joining, rolling or folding to</p>	<p>Lesson 4</p> <p>I understand how to decorate a pouch using fabric glue or stitching.</p> <p>Knowledge: I know how join items using fabric glue or stitching. I know how to decorate fabric using different items. I know how to evaluate my own designs.</p> <p>Skills: I can join textiles together to make a product, and explain how I did it. I can put steps in order for me to make my outcome from a plan. I can select arrange of tools, explain their use and identify any hazards. I can create an outcome with some accuracy. I can evaluate my outcome explaining what I think was successful and identify any challenges. I can explain and annotate what I like about my design and how I might make it better.</p> <p>Assessment: Children are able to decorate their pouch using materials provided.</p> <p>Vocabulary: Fabric glue, decorate.</p>	<p>Lesson 4</p> <p>I understand how to make a healthy wrap.</p> <p>Knowledge: I know remember how to prepare food safely. I know how to make a healthy wrap. I know how to review my design.</p> <p>Skills: I can describe a healthy meal. I can identify where the ingredients come from. I can investigate existing products and say how they work, what they do and what they are made off. I can show and understand the design brief and criteria. I can plan what I am making through a few design ideas that relates to the brief. I can put steps in order for me to make my outcome from a plan. I can select arrange of tools, explain their use and identify any hazards. I can evaluate my outcome explaining what I think was successful and identify any challenges. I can explain what I am making and the materials I am using. I can explain and annotate what I like about my design and how I might make it better.</p> <p>Assessment: Children are able to construct a wrap that meets the design brief and their plan.</p> <p>Vocabulary: Balanced diet, fruit, ingredients, protein, vegetable, design criteria.</p>
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<p>make it stronger.</p> <p>I can use my own ideas to try to make product stronger.</p> <p>Mechanisms</p> <p>I can use levers or slides.</p> <p>I can begin to understand how to use wheels and axles.</p> <p>Textiles</p> <p>I can measure textiles.</p> <p>I can join textiles together to make a product, and explain how I did it.</p> <p>I can carefully cut textiles to produce accurate pieces.</p> <p>I can explain choices of textile.</p> <p>I can understand that a 3D textile structure can be made from two</p>		
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<p>identical fabric shapes.</p> <p>Cooking and nutrition</p> <p>I can describe a healthy meal.</p> <p>I can identify where the ingredients come from.</p>		
<p>Year 2 Subject Vocabulary (I use)</p>	<p>Composite Vocabulary (I use):</p> <p>Fabric, knot, needle, needle threader, running stitch, sew, thread, template, fabric glue, decorate.</p>	<p>Composite Vocabulary (I use):</p> <p>Balanced diet, balance, carbohydrate, dairy, fruit, ingredients, oils, sugars, protein, vegetable, design criteria, diet,</p>

YEAR 1 Design Technology (DT) MEDIUM TERM PLAN		
Year 1 skills (I can)	I understand...	I understand...
<p>Design</p> <p>I can plan what I am making through a design idea that relates to the brief.</p> <p>I can explain what I am</p>	<p>I know the difference between fruits and vegetables.</p> <p>I know that some foods typically known as vegetables are actually fruits (e.g. cucumber).</p> <p>I know that a blender is a machine which mixes ingredients together into a smooth liquid.</p> <p>I know that a fruit has seeds and a vegetable does not.</p> <p>I know that fruits grow on trees or vines.</p> <p>I know that vegetables can grow either above or below ground.</p> <p>I know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).</p>	<p>I know how to explore and evaluate different ways to join fabrics together, including gluing, pinning and stapling.</p> <p>I know how to decide on a character for their puppet.</p> <p>I know how to use a simple template to cut out their felt.</p> <p>I know how to decorate my hand puppet to represent a storybook character.</p> <p>I know how to select materials to create their puppet.</p>

<p>making and what I like about my design.</p> <p>I can discuss my product as it progresses.</p> <p>Make</p> <p>I can make my outcome from a plan.</p> <p>I can select appropriate tools and explain their use.</p> <p>I can start to understand some of the material properties.</p> <p>I can carefully use techniques and skills while creating an outcome with little assistance.</p> <p>Evaluate</p> <p>I can investigate existing products and what they do and what they are made off.</p> <p>I can evaluate my outcome</p>	<p>Lesson 1</p> <p>I understand how to identify if a food is a fruit or a vegetable.</p> <p>Knowledge: I know the name of a number of fruits and vegetables. I know how to determine if something is a fruit. I know that some foods we call vegetables are actually fruits.</p> <p>Skills: I can decide which categories different types of foods fit into and where they come from.</p> <p>Assessment: Children can describe fruits and vegetables and explain why they are a fruit or a vegetable.</p> <p>Vocabulary: Fruit, vegetable, seed.</p>	<p>Lesson 1</p> <p>I understand how to join fabrics together using different methods.</p> <p>Knowledge: I know that different techniques may be used to join fabrics for different purpose. I know how to join fabric by pinning, stapling or gluing.</p> <p>Skills: I can investigate existing products and what they do and what they are made off. I can start to understand some of the material properties. I can carefully use techniques and skills while creating an outcome with little assistance. I can measure, cuts and joins textiles to make a product, with some support.</p> <p>Assessment: Children are able to join fabrics together using pins, staples, or glue.</p> <p>Vocabulary: Design, equipment, glue, inspiration, method, safety pin, technique, template.</p>
	<p>Lesson 2</p> <p>I understand how to identify where plants grow and which parts we eat.</p> <p>Knowledge: I know how to determine if a food is a fruit or vegetable roots or stem, and vegetables do not contain any seeds. I know that fruits and vegetables grow in one of three places; on trees or vines, above the ground, below the ground.</p> <p>Skills: I can decide which categories different types of foods fit into and where they come from.</p> <p>Assessment: Children are able to use their ability to explain a range of places that fruits and vegetables grow.</p> <p>Vocabulary: Fruit, leaf, root, seed, stem, vegetable.</p>	<p>Lesson 2</p> <p>I understand how to use a template to create my design.</p> <p>Knowledge: I know how to design a puppet. I know how to build a design on a template.</p> <p>Skills: I can plan what I am making through a design idea that relates to the brief. I can explain what I am making and what I like about my design. I can discuss my product as it progresses. I can select appropriate tools and explain their use. I can start to understand some of the material properties. I can choose suitable textiles.</p> <p>Assessment: Children are able to design a puppet and use a template.</p> <p>Vocabulary: Design, equipment, glue, inspiration, method, safety pin, technique, template.</p>
	<p>Lesson 3</p> <p>I understand how to taste and compare fruit and vegetables.</p> <p>Knowledge: I know how to select ingredients. I know how to describe the appearance/feel, smell and taste of fruit and vegetables. I know how to make a choice of ingredients.</p> <p>Skills: I can investigate existing products and what they do and what they are made off.</p> <p>Assessment: Children are able describe the basic characteristics of fruit and vegetables.</p>	<p>Lesson 3</p> <p>I understand how to join two fabrics together accurately.</p> <p>Knowledge: I know how to join fabrics together. I know how to align two pieces of fabrics. I know how to use a template. I know how to create a puppet to fit my hand into a puppet.</p> <p>Skills: I can plan what I am making through a design idea that relates to the brief. I can explain what I am making and what I like about my design. I can discuss my product as it progresses. I can select appropriate tools and explain their use. I can start to understand some of the material properties. I can</p>

<p>explaining what I think was successful. I can explain what I am making and what I like about my design. I can discuss my product as it progresses.</p> <p>PRODUCT AREAS</p> <p>Materials/structures</p> <p>I can begin to measure and join materials, with some support. I can describe differences in materials. I can suggest ways to make material/product stronger.</p> <p>Mechanisms</p> <p>I can begin to use levers or slides.</p> <p>Textiles</p> <p>I can measure, cuts and joins textiles to make</p>	<p>Vocabulary: Fruit, smoothie, healthy, vegetables.</p>	<p>carefully use techniques and skills while creating an outcome with little assistance. I can measure, cuts and joins textiles to make a product, with some support. I can choose suitable textiles.</p> <p>Assessment: Children are able to join their two puppet's faces together as one.</p> <p>Vocabulary: Design, equipment, glue, inspiration, method, safety pin, technique, template.</p>
	<p>Lesson 4</p> <p>I understand how to make a fruit and vegetable smoothie.</p> <p>Knowledge: I know how to describe how to prepare some fruit and vegetables before they are eaten. I know how to cut soft fruit safely. I know how to describe how my smoothie tastes.</p> <p>Skills: I can plan what I am making through a design idea that relates to the brief. I can explain what I am making and what I like about my design. I can discuss their product as it progresses. I can make my outcome from a plan. I can select appropriate tools and explain their use. I can carefully use techniques and skills while creating an outcome with little assistance.</p> <p>I can evaluate their outcome explaining what they think was.</p> <p>Assessment: Children are able to prepare fruits and vegetables to make a smoothie.</p> <p>Vocabulary: Carton, design, flavour, healthy, peel, slice, smoothie.</p>	<p>Lesson 4</p> <p>I understand how to embellish my design using joining methods.</p> <p>Knowledge: I know how to join methods to decorate my puppet. I know how to evaluate my work and others' work.</p> <p>Skills: I can carefully use techniques and skills while creating an outcome with little assistance. I can measure, cuts and joins textiles to make a product, with some support. I can evaluate my outcome explaining what I think was successful. I can discuss their product as it progresses.</p> <p>Assessment: Children are able to decorate a puppet to match their design.</p> <p>Vocabulary: Design, design criteria, equipment, fabric, glue, inspiration, method, model, safety pin, technique, template.</p>

a product, with some support. I can choose suitable textiles. Cooking and nutrition I can describe a healthy meal. I can decide which categories different types of foods fit into and where they come from.		
Year 1 Subject Vocabulary (I use)	Composite Vocabulary (I use): Fruit, vegetable, seed, leaf, root, stem, smoothie, healthy, carton, design, flavour, healthy, peel, slice, smoothie.	Composite Vocabulary (I use): Design, equipment, glue, inspiration, method, safety pin, technique, template, design criteria, fabric, glue, model.

Science

Rationale for how Science is organised (including how substantive and disciplinary knowledge is planned for to progress understanding): At Swingate we use Kapow for Science. Kapow Primary’s Science curriculum aims to develop a sense of excitement and curiosity about natural phenomena and an understanding of how the scientific community contributes to our past, present and future. We want pupils to develop a complex knowledge of Biology, Chemistry and Physics, but also adopt a broad range of skills in working scientifically and beyond. The scheme of work is inclusive and meaningful, so all pupils may experience the joy of science and make associations between their science learning and their lives outside the classroom. Studying science allows children to appreciate how new knowledge and skills can be fundamental to solving arising global challenges. Our curriculum aims to encourage critical thinking and empower pupils to question the hows and whys of the world around them.
Medium Term Plans (knowledge, skills, vocabulary and formative assessment):

Below is the overview of knowledge and skills associated with each composite. *Full planning on Kapow.*

Year 1

Term 1	<u>Forces, Earth and space</u> Seasonal changes (6 lessons) Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and our choices about outfits. They plan and carry out their own weather reports, considering the knowledge required for this job.	Term 2	<u>Materials</u> Everyday materials (6 lessons) Identifying the difference between objects and materials, children explore their surroundings to find examples of each. They scientifically investigate the properties of materials and begin to sort and group materials by their properties. Pupils discover that some materials are a result of scientific experimentation and that some materials can be recycled to conserve resources.
Term 3	<u>Animals, including humans</u> Sensitive bodies (6 lessons) Familiarising themselves with the basic parts of the human body, children investigate their senses through stimulating experiences that highlight how we interact with the world around us. They develop an understanding of the importance of our senses and how science can support those who have lost sensory function.	Term 4	<u>Animals, including humans</u> Comparing animals (6 lessons) Studying both local and global animals, children recognise common features and use this information to make comparisons and begin to classify animals. Pupils collect data by surveying class pets, to then explore ways in which this information can be recorded. They develop their understanding of classification by comparing the dietary habits of different animals and use their knowledge and imaginations to take on the role of a zookeeper.
Term 5	<u>Plants</u> Introduction to plants (6 lessons) Identifying the key features of a plant, children describe important structures and make comparisons between different plants. Pupils use investigative skills to record the growth of a plant over time and begin to reflect on factors that will affect its development. They begin to explore how plants are used by humans and grow their own herb garden.	Term 6	<u>Making connections</u> Title TBC This unit aims to bring together pupils' science learning from the other units and help them to see connections between the key areas

Year 2

Term 1	<u>Living things and their habitats</u> Habitats (6 lessons) Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. Pupils explore global habitats, naming plants and animals that can be found there. They learn how a range of different living things depend on each other for food or shelter. Pupils explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy.	Term 2	<u>Living things and their habitats</u> Microhabitats (6 lessons) Developing their understanding of scientific enquiry, pupils learn that scientists use a range of skills to answer questions. They discover that microhabitats provide what minibeasts need to survive and carry out a survey to find out where different minibeasts live in the school grounds. They practise asking scientific questions and follow a method to investigate which conditions woodlice prefer. Pupils explore the job role of a botanist by identifying flowering plants.
Term 3	<u>Materials</u> Uses of everyday materials (6 lessons) Reflecting on their knowledge of different materials, children begin to explain why materials are used in certain contexts. They develop enquiry skills to investigate the properties of materials and explore the science of inventing new ones.	Term 4	<u>Animals, including humans</u> Life cycles and health (6 lessons) Studying the life cycles of various animals, children learn what animals need to survive and how they change over time. Pupils collect data that allows them to observe changes in their peers, while also developing their ability to take

			measurements and record data. They consider the role of expert scientific knowledge in careers that inform people to make healthy choices.
Term 5	<u>Plants</u> Plant growth (6 lessons) Using their prior knowledge of important plant structures, children explain what factors are needed for successful growth and compare how those needs vary across different plants. They grow plants from seeds and bulbs to ascertain the needs for initial development and compare this to the survival needs of plants in later growth phases. Pupils take their own measurements and reflect on historical examples to understand how conclusions can be drawn.	Term 6	<u>Making connections</u> Title TBC This unit aims to bring together pupils' science learning from the other units and help them to see connections between the key areas

Year 3

Term 1	<u>Animals, including humans</u> Movement and nutrition (6 lessons) Studying the human skeleton, children identify key bones and compare them to other animals explaining the role within the body. Pupils explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs. They study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.	Term 2	<u>Forces, Earth and space</u> Forces and magnets (6 lessons) Investigating the movement of vehicles on different surfaces, children learn about the impact of friction and compare uses and drawbacks. They broaden their experience in writing scientific conclusions and recording data as they investigate contact and non-contact forces. Pupils explore the properties of different magnets and use this to understand their uses.
Term 3	<u>Materials</u> Rocks and soil (6 lessons) Studying rocks and their properties, children learn that rock properties support classification and tell us about how rocks were formed. Pupils look at the work of paleontologists to learn about how fossils form and use models to explain the rock cycle. They plan an investigation to test rocks for particular uses and form conclusions about which soil type is most suitable for UK farmers.	Term 4	<u>Energy</u> Light and shadows (6 lessons) Identifying examples of luminous objects, children learn about how light travels around us and how that enables us to see. Children investigate reflection and shadow formation, creating their own shadow puppets and exploring how shadows can be used to entertain in the arts. They look at examples of pivotal scientific discoveries and the scientific methods that led to those successes.
Term 5	<u>Plants</u> Plant reproduction (6 lessons) Building on their prior knowledge of plant structures, children describe the functions of named parts and use evidence to explain their significance in plant development. Pupils investigate further factors that may affect the growth of plants and compete with their peers to disperse seeds in a variety of ways. They explore how seeds vary and define the type of plant they are studying, as well as looking at how seed shapes have inspired modern technologies.	Term 6	<u>Making connections</u> Title TBC This unit aims to bring together pupils' science learning from the other units and help them to see connections between the key areas.

Year 4

Term 1	<u>Animals, including humans</u> Digestion and food (6 lessons) Using models, children describe the function of key organs in the digestive system. Pupils identify the types of human teeth to create their own model and investigate factors that impact our dental	Term 2	<u>Energy</u> Electricity and circuits (6 lessons) Exploring appliances in their setting that use electricity, children learn how to work with electricity safely and build circuits. Pupils investigate electrical conductors and insulators and explore the relationship between
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	health. They compare human teeth to other animals' and consider this in the light of prior knowledge about predators, prey and food chains. Children take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition.		the number of cells and bulb brightness. Real scenarios and historical discoveries inform children about scientific progression and home safety.
Term 3	<u>Living things and their habitats</u> Classification and changing habitats (6 lessons) Identifying different ways living things can be grouped, children make classification keys to explore which grouping methods are most effective. Pupils study ways that habitats may change over time and understand that humans can have both positive and negative effects on their surroundings. They play the role of naturalists and review the impact of conservation programmes.	Term 4	<u>Materials</u> States of matter (6 lessons) Investigating the properties of solids, liquids and gases, children learn about the different states of matter. They explore changes of state using relatable examples and use this to explain changes to water through the water cycle. Pupils investigate the relationship between temperature and rate of evaporation while broadening their experience of working scientifically.
Term 5	<u>Energy</u> Sound and vibrations (6 lessons) Exploring different ways of producing sounds, children learn about the relationship between vibrations and what they hear. They use examples of echolocation to develop their understanding of how sound travels between objects and investigate the role of insulation to protect our ears. Pupils explore how pitch and volume can be altered and make their own musical instruments to demonstrate these principles.	Term 6	<u>Making connections</u> Title TBC This unit aims to bring together pupils' science learning from the other units and help them to see connections between the key areas.

Year 5

Term 1	<u>Materials</u> Mixtures and separation (6 lessons) Pupils explore different types of mixtures and the different methods that can be used to separate them. They dissolve a range of substances, identify different solutions and investigate how temperature affects the time taken to dissolve. They design and create a water filter, sieve soil and evaporate solutions.	Term 2	<u>Materials</u> Properties and changes (6 lessons) Broadening their experience of the properties of materials, children investigate hardness, transparency and conductivity and consider how these properties influence the uses of materials. They explore reversible changes, including dissolving and changes of state. Children compare these to irreversible changes, including rusting, burning and mixing vinegar and bicarbonate of soda.
Term 3	<u>Forces, Earth and space</u> Earth and space (6 lessons) Exploring some of the key celestial bodies in our solar system, children learn the names and compare their movements. Pupils discover the relationship between the Earth's rotation and day and night, making models to represent their knowledge. They make their own sundials and consider how and why our ideas about the universe have changed so much over history.	Term 4	<u>Living things and their habitats</u> Life cycles and reproduction (6 lessons) Studying different animals' life cycles, children learn about the significance of reproduction for a species' survival. Pupils calculate the probability of male and female turtles hatching and grow plants to compare asexual and sexual reproduction. Pupils compare fertilisation across different animals and explore the needs of a fetus. Children narrate their own documentary in the style of an inspirational naturalist.
Term 5	<u>Forces, Earth and space</u> Imbalanced forces (6 lessons) Building on their knowledge of contact forces, children explore gravity, air resistance and	Term 6	<u>Animals, including humans</u> Human timeline (3 lessons) Studying human development and changes, children identify key stages and consider what

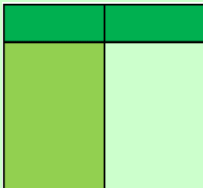
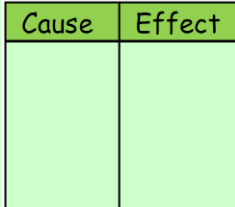
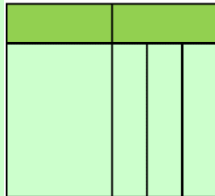
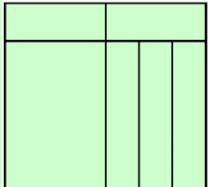
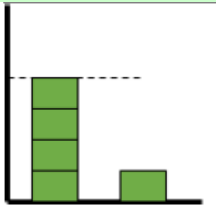
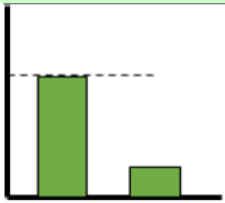
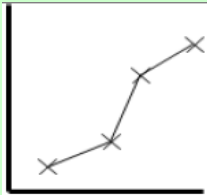
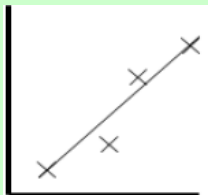
	water resistance in more depth and consider the effect of these forces being imbalanced. They demonstrate key principles in the classroom and plan investigations to further their understanding of the effects of these forces. Pupils test their ideas using models and compete to build the most effective pulley system		data may help determine if a child is growing normally. They describe how puberty affects girls and boys and produce graphs to record how gestation periods vary across different animals <u>Making connections</u> Title TBC This unit aims to bring together pupils' science learning from the other units and help them to see connections between the key areas.
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Year 6

Term 1	<u>Living things and their habitats</u> Classifying big and small (6 lessons) Children broaden their knowledge of how vertebrates, invertebrates, plants and micro-organisms are grouped using shared characteristics. They discover how Carl Linnaeus developed the Linnaean and binomial systems for classifying and naming living things. Pupils use and produce classification keys to sort and identify organisms	Term 2	<u>Energy</u> Light and reflection (6 lessons) Using their prior knowledge of light, children study unusual luminous objects and investigate the properties of light transfer. They explore how our eyes allow us to see and how mirrors can be used in a variety of ways. Pupils investigate the laws of reflection and build their own periscope testing its effectiveness by completing a series of challenges.
Term 3	<u>Living things and their habitats</u> Evolution and inheritance (6 lessons) Studying patterns through families, children learn about features that are inherited from parents and those that are environmental. Through the eyes of Darwin and Wallace, pupils understand how observations lead to theories and explore the survival of the fittest. They model the variation and natural selection of Darwin's finches and use this information to begin to explain how species evolve over time and how human input may affect the process.	Term 4	<u>Energy</u> Circuits, batteries and switches (6 lessons) Using their prior knowledge of electrical circuits, children learn to draw conventional circuit diagrams and use models to explain current and voltage. They make their own batteries, relate this to their knowledge of voltage and explore how battery research has impacted other scientific progress. Pupils investigate the use of switches and fuses and apply their electrical knowledge to design and produce their own electrical device
Term 5	<u>Animals, including humans</u> Circulation and exercise (6 lessons) Studying the human circulatory system, children learn about the role of the heart, blood and blood vessels and use models to demonstrate their function. They play the role of healthcare professionals to diagnose patients and play games to explore how lifestyle choices affect our health. Pupils devise their own investigation to look at the relationship between exercise and heart and breathing rates, applying their knowledge of variables.	Term 6	<u>Making connections</u> Title TBC This unit aims to bring together pupils' science learning from the other units and help them to see connections between the key areas.

Science skills progression map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prediction	I can predict the best and worst option.	I can suggest what might happen from a variety of provided suggestions.	I can independently predict what might happen.	I can predict what may happen with an associated cause	I can use knowledge to support my predictions with an associated cause with support.	I can use my knowledge to create a testable hypothesis with an associated cause with support	I can use my knowledge to create a testable hypothesis with an associated cause.
Equipment	I able to use everyday items to investigate.	I can use a limited range of scientific equipment correctly with support ie scales.	I can use a limited range of scientific equipment correctly ie scales.	I can select appropriate scientific equipment for a particular task.	I can select and use appropriate scientific equipment for a particular task with support.	I can select appropriately scaled scientific equipment for a particular task with support.	I can select appropriately scaled scientific equipment for a particular task.
Design	I suggest an idea to investigate with help .	I suggest an idea to investigate & ask questions	I suggest an idea to investigate from observations	I identify cause & effect in my investigation	I plan a fair test by selecting variables to change & measure	I plan a fair test & ensure controlled variables kept same	I plan a reliable fair test (use of variable terminology)
	I'm aware that factors change in an investigation	I begin to identify variables in an investigation	I identify variables in investigations (label & describe)	I suggest a suitable data range for a variable	I suggest a data range & interval for a variable	I suggest a data range interval and sufficient readings.	I plan to collect repeat readings (>3) & calculate mean

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Data	I use non-standard units to measure & compare	I measure in non-standard & compare e.g. heavier/lighter	I measure standard units (inc. length mass and capacity)	I measure/compare values in standard units	I measure/convert values in standard units (inc. time)	I measure/convert values in standard units (inc. area)	I measure/calculate with standard units (inc. area & volume)
Tables	I use a simple table by recording in pictures & words	I use a simple table by recording in words and numbers	I use a simple table recording in words & numbers (inc. tally) 	I use a frame to construct a simple table of results 	I construct a simple table to compare cause & effect 	I use a frame to construct a complex table of results . 	I construct a complex table to show repeated data 
Graphs	I add to pictograms by counting up	I add to block charts by counting up 	I use the scale on a block chart to add the correct blocks 	I draw bars on a bar chart (one axis coordinate) 	I plot coordinates on a graph in the first quadrant 	I join plotted coordinates with straight lines 	I plot mean values & draw a trend line for linear data 

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Conclusion	I begin to use 'more or less' etc to compare observation.	I use 'more or less' to compare numbers.	I see obvious differences in sets of numbers.	I see subtle differences in sets of numbers.	I see differences (error) in repeated data.	I spot anomalous data that doesn't fit the pattern.	I spot anomalous data & explain from the method how this may have happened.
	I talk about changes that I observe during activities.	I describe the changes that are happening.	I describe the changes that have happened.	I describe my results by linking cause & effect.	I describe trends & begin to use scientific knowledge to explain my results.	I use data in my conclusions & use scientific knowledge to explain my results.	I use specific points data & scientific knowledge ideas in my conclusions.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary		Axis = reference line drawn on a graph to show the range of data for each variable (shows values)		Bar chart/graph = visual tool that uses bars to compare discrete data		Data set = vales for repeated data	

		<p>Block chart = visual toll to show data/counts as bars built up by adding component blocks. Used to compare data visually</p> <p>Cause = the variable we chose to change in an investigation</p> <p>Data = a measured or counted outcome for a variable (numbers)</p> <p>Effect = the variable that changes when we change the cause</p> <p>Experiment = investigation that looks for a link between variables (fair or comparative test)</p> <p>Observation = sensed outcome for a variable (described in words)</p> <p>Pictogram = chart that uses pictures to represent data</p> <p>Prediction = suggests what might happen based upon prior knowledge or experience (not a guess)</p> <p>Results table = way of presenting data from an investigation</p>	<p>Comparative test = fair test comparing discrete differences Conclusion = the answer you give to a question (based upon data)</p> <p>Continuous data = values are numbers (result from counting/measuring)</p> <p>Coordinate = used to plot data (x/y) on a graph</p> <p>Data interval = numerical gap between data points for a variable</p> <p>Data point = a coordinate for a variable</p> <p>Data range = maximum & minimum values for a variable</p> <p>Discrete data = values are distinct/separate (e.g. male/female; counts)</p> <p>Fair test = an investigation where only one variable is changed (cause); all others are kept the same and at their best value</p> <p>Line graph = visual tool that shows a relationship trend between two continuous variables (it is essentially a</p>	<p>Data spread = variation of the data away from a mean (often due to imprecise measuring or when the controlled variable have not been kept the same)</p> <p>Dependent variable = changed (effect) as a result of changing another. This is observed or measured and demonstrates a relationship in a fair test</p> <p>Hypothesis = a reasoned prediction based upon theory, experience or direct observation</p> <p>Independent variable = chosen variable (cause) changed in a fair test.</p> <p>Mean = 'average' value from a data set</p> <p>Number key = classification key that is a written, condensed version of a spider key</p> <p>Precision = how similar your repeated data is (good technique & equipment choice)</p> <p>Primary data = your experimental data or observations from an investigation</p> <p>Reliability = if your data can be repeated (i.e. no error). Can be improved through collecting repeated values and calculating a mean</p>
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				dependent variable in a fair test
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Computing

Rationale for how Computing is organised (including computer science, I.T. and digital literacy is planned for and progresses over time):

Computing is an integral part of everyday life and will play an immeasurable part in our children's futures. Our school aims to provide children with the skills, creativity and enthusiasm to live and thrive in a world increasingly dependent on technology.

What does Computing look like at Swingate?

The infrastructure is modern and efficient which allows the curriculum to be delivered effectively. Swingate adopts the Switched-on Computing Scheme throughout the school. Our computing is not limited to a weekly session in the computer room. Computing extends into other areas of the curriculum, with children using computing technology in many English, maths and other lessons. The school follows a well thought-out, age-related curriculum which helps children build their skills year on year ensuring progression of knowledge, skills and understanding of the subject. Online Safety is threaded throughout the computing curriculum and termly assemblies are delivered by an adult to ensure we are providing the tools to keep the children safe when using technology. The concepts taught throughout Computing are Computer Science (coding), Information Technology (Media) and Digital Literacy (Online Safety).

What learning opportunities are there?

In Computing, the children will be taught the skills necessary to use a computer. They will learn how to load the computer, how to retrieve, save and print their work. They will be given opportunities to use computers for coding, data handling, word processing, artwork and solving problems. Children have the opportunities to: consolidate technical skills; achieve fluency with a range of key applications; develop their knowledge and understanding of the principles that underpin digital technologies and the changing consequences of these for individuals and society.

Medium Term Plans (knowledge, skills, vocabulary, online safety and formative assessment *Please see scheme of work for full medium-term plans:*):

<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
1	<p>We are Treasure Hunters</p> <p>I know that a programmable robot can be controlled by inputting a sequence of instructions.</p> <p>I know how to develop and record sequences of instructions as an algorithm.</p> <p>I know how to program a robot to follow my algorithm.</p> <p>I know how to predict how my programs will work.</p> <p>I know how to debug programs.</p>	<p>We are TV Chefs</p> <p>I know how to break down a process into simple, clear steps (an algorithm).</p> <p>I know how to use different features of a video camera.</p> <p>I know how to use a video camera to capture moving images.</p> <p>I know how to record a video using ground rules for filming.</p> <p>I know how to edit a video to include an audio commentary.</p> <p>I know how to develop collaboration skills.</p> <p>I know how to discuss my work and think</p>	<p>We are Digital Artists</p> <p>I know how to select and set brushes and colours.</p> <p>I know how to create artwork in a range of styles on iPads.</p> <p>I know how to use the undo function if I make mistakes and to encourage experimentation.</p> <p>I know how to use multiple layers in my art.</p> <p>I know how to transform layers.</p> <p>I know how to paint on top of photographs.</p>	<p>We are Publishers</p> <p>I know how to plan a small multimedia eBook.</p> <p>I know how to choose and import images.</p> <p>I know how to record audio commentary.</p> <p>I know how to add and format titles and other text.</p> <p>I understand that I need to think carefully about protecting my privacy,</p> <p>I know I need to respect other people's copyright.</p> <p>I know how to revise and improve my work.</p>	<p>We are Rhythmic</p> <p>I know how to record audio on a digital device.</p> <p>I know how to program sprites to playback recorded audio in ScratchJr.</p> <p>I know how to program ScratchJr to create repeating rhythms.</p> <p>I know how to explore different effects that can be applied to audio.</p> <p>I know how to create a repeating percussion pattern using a virtual drum machine.</p> <p>I know how to experiment with a range of virtual instruments.</p>	<p>We are Detectives</p> <p>I know how data can be structured as records with fields for information.</p> <p>I know how data can be organised into groups and subgroups.</p> <p>I know how data can be structured as a tree.</p> <p>I know how data can be organised into a table.</p> <p>I know how data in a table can be filtered and searched.</p>

		about how it could be improved.				
2	We Are Astronauts I know how to plan a sequence of instructions to move sprites in ScratchJr. I know how to create, test and debug programs for sprites in ScratchJr. I know how to work with input and output in ScratchJr. I know how to use repetition in my programs.	We are Game Testers I know how to observe and describe carefully what happens in computer games. I know how to use logical reasoning to make predictions of what a program will do and test these. I know how to think critically about computer games.	We Are Photographers I know how to consider the technical and artistic merits of photographs. I know how to use the iPad camera app. I know how to take digital photographs. I know how to review, reject or pick the images I take.	We are safe researchers I know how to develop collaboration skills through working as part of a group. I know how to develop research skills through searching for information on the Internet. I know how to think through privacy implications of my use of search engines.	We are Animators I know how animation works. I know how to use storyboards to plan an animation. I know how to create my own original characters, props and backgrounds for an animation. I know how to film, review and edit a stop-motion animation.	We are Zoologists I know how to sort and classify a group of items by answering questions. I know how to collect data using tick or tally charts. I know how to take, edit and enhance photographs. I know how to use Google Sheets or

	<p>I know how to design costumes for sprites.</p>	<p>I know how to create sequences of instructions for a virtual robot to solve a problem.</p> <p>I know how to work out strategies for playing a game well.</p> <p>I know how to be aware of how to use games safely and in balance with other activities.</p>	<p>I know how to edit and enhance my photographs.</p>	<p>I know how to be more discerning in evaluating online information.</p> <p>I know how to improve note-taking skills through the use of mind mapping.</p> <p>I know how to develop presentation skills through creating and delivering a multimedia presentation.</p>	<p>I know how to record audio to accompany my animation.</p> <p>I know how to provide constructively critical feedback to my peers.</p>	<p>Microsoft Excel to produce basic charts.</p> <p>I know how to record information on a digital map.</p> <p>I know how to summarise what I have learned in a presentation.</p>
3	<p>We are Programmers</p> <p>I know how to plan and create an algorithm for an animated scene in the form of a storyboard.</p> <p>I know how to write a program in Scratch to create the animation, including characters, dialogue, costumes, backdrops and sound.</p> <p>I know how to review my animation programs and correct mistakes.</p>	<p>We are Bug Fixers</p> <p>I know how to develop a number of strategies for finding errors in programs.</p> <p>I know how to build up resilience and strategies for problem solving.</p> <p>I know how to increase their knowledge and understanding of Scratch.</p> <p>I know how to recognise a number of common types of bugs in software.</p>	<p>We are Presenters</p> <p>I know how to develop my web-based research skills.</p> <p>I know how to structure, prepare and deliver a talk about a given topic or subtopic studied in another curriculum area.</p> <p>I know how to record a piece to camera.</p> <p>I know how to edit a movie using static images and green screen footage.</p>	<p>We are Who We Are</p> <p>I know how to create a number of structured presentations.</p> <p>I know how to create a narrated presentation.</p> <p>I know how to consider issues of trust and privacy when sharing information.</p>	<p>We are Co-Authors</p> <p>I understand the conventions for collaborative online work, particularly in wikis.</p> <p>I know how to be aware of my responsibilities when editing other people's work.</p> <p>I know how to become familiar with Wikipedia, including potential problems associated with its use.</p> <p>I know how to practise my research skills.</p>	<p>We are Opinion Pollsters</p> <p>I understand some elements of survey design.</p> <p>I understand some ethical and legal aspects of online data collection.</p> <p>I know how to use the Internet to facilitate data collection.</p> <p>I know how to gain skills in using charts to analyse data.</p>

			I know how to give constructive, critical feedback on recorded presentations.		I know how to write for a target audience using a wiki tool. I know how to develop collaboration skills. I know how to develop proofreading skills.	I know how to gain skills in interpreting results.
4	We are Software Developers I know how to develop an educational computer game using selection and repetition. I understand and use variables. I know how to start to debug computer programs. I know how to recognise the importance of user interface design,	We are Makers I know about the input – process – output model of computation. I know about the inputs and outputs available on a BBC micro:bit. I know how to program using the MakeCode blockbased environment. I know how to test and debug programs I	We are Musicians I know how to create a repeating percussion rhythm. I know how to play music using virtual instruments. I know how to compose or edit tunes using the piano roll (pitch and duration) tool. I know how to perform electronic music using pre-	We are Bloggers I know how to become familiar with blogs as a medium and a genre of writing. I know how to create a sequence of blog posts on a theme. I know how to incorporate additional media. I know how to comment on the posts of others.	We are Artists I know how to develop an appreciation of the links between geometry and art. I know how to become familiar with the tools and techniques of a vector graphics package. I know how to develop an understanding of turtle graphic. I know how to experiment with the tools available, refining and developing	We are Meteorologists I understand different measurement techniques for weather – both analogue and digital. I know how to use computer-based data logging to automate the recording of some weather data. I know how to use spreadsheets to create charts.

	including consideration of input and output.	<p>write, using an on-screen simulator and the micro:bit.</p> <p>I know how to convert and transfer a program written on screen to the micro:bit.</p>	<p>recorded loops, and create my own loops.</p> <p>I know how to create a multi-track composition or performance using multiple instruments.</p> <p>I know how to give feedback to others on their compositions and performances.</p>	I know how to develop a critical, reflective view of a range of media, including text.	<p>my work as I apply my own criteria to evaluate it, and receive feedback from my peers.</p> <p>I know how to develop some awareness of computer-generated art.</p>	<p>I know how to analyse data, explore inconsistencies in data and make predictions.</p> <p>I know how to practise using presentation and video software.</p>
5	<p>We are Game Developers</p> <p>I know how to create original artwork and sound for a game.</p> <p>I know how to design and create a computer program for a computer game, which uses sequence, selection, repetition and variables.</p> <p>I know how to detect and correct errors in their games.</p> <p>I know how to use iterative development techniques.</p>	<p>We are Cryptographers.</p> <p>I know about semaphore and Morse code.</p> <p>I understand the need for private information to be encrypted.</p> <p>I know how to encrypt and decrypt messages in simple ciphers.</p> <p>I know and appreciate the need to use complex passwords and to keep them secure.</p> <p>I understand how encryption works on the Internet.</p>	<p>We are Architects.</p> <p>I understand the work of architects, designers and engineers working in 3-D.</p> <p>I know how to develop familiarity with a simple CAD tool.</p> <p>I know how to develop spatial awareness by exploring and experimenting with a 3-D virtual environment.</p> <p>I know how to develop greater aesthetic awareness.</p>	<p>We are Web Designers.</p> <p>I know the name and function of components making up the school's network.</p> <p>I know how information is passed between the components that make up the Internet.</p> <p>I know what the source code for a web page looks like and how it can be edited.</p> <p>I know how a website can be structured.</p> <p>I know how to add content to a web page.</p>	<p>We are Adventure Gamers.</p> <p>I know how to plan a non-linear presentation.</p> <p>I know how to create text as part of a presentation.</p> <p>I know how to add and edit images in a presentation.</p> <p>I know how to use hyperlinks for navigation between the slides of a presentation.</p> <p>I know how to record and add audio narration to a presentation.</p> <p>I know how to use commenting tools to give</p>	<p>We are VR Designers</p> <p>explore real-world and imagined locations in VR.</p> <p>I know how to create 360° photosphere images.</p> <p>I know how to link physical objects to digital content using QR codes.</p> <p>I know how to create their own VR scene.</p> <p>I know how to program objects and interactions in VR.</p>

					feedback on a presentation.	
6	<p>We are Advertisers</p> <p>I know I need to think critically about how video is used to promote a cause.</p> <p>I know how to storyboard an effective advert for a cause.</p> <p>I know how to work collaboratively to shoot original footage and source additional content.</p> <p>I know how to acknowledge intellectual property rights.</p> <p>I know how to work collaboratively to edit</p>	<p>We are Computational Thinkers.</p> <p>I know how to develop the ability to reason logically about algorithms</p> <p>I understand how some key algorithms can be expressed as programs.</p> <p>I understand that some algorithms are more efficient than others for the same problem.</p> <p>I understand common algorithms for searching and sorting a list.</p>	<p>We are Publishers.</p> <p>I know how to manage or contribute to large collaborative projects, facilitated using online tools.</p> <p>I know how to write and review content.</p> <p>I know how to source digital media while demonstrating safe, respectful and responsible use.</p> <p>I know how to design and produce a high-quality print document.</p>	<p>We are Connected.</p> <p>I know about appropriate rules or guidelines for a civil online discussion.</p> <p>I know how search results are selected and ranked.</p> <p>I know how to argue my point effectively, supporting my views with sources.</p> <p>I know how to counter someone else's argument while showing respect and tolerance.</p>	<p>We are Toy Makers</p> <p>I know how computers use stored programs to connect input to output.</p> <p>I know how to generate and evaluate designs in response to a brief.</p> <p>I know how to plan a complex project by decomposing it into smaller parts.</p> <p>I know how to work with physical components of a system.</p> <p>I know how to design and write a program for an embedded system.</p>	<p>We are AI Developers.</p> <p>I know how decision trees can be trained automatically to classify data.</p> <p>I know how speech recognition works.</p> <p>I know how a neural net recognises images.</p> <p>I know how to train a neural net to classify images.</p> <p>I know how to train a machine learning system to identify sentiments.</p>

	the assembled content to make an effective advert.			<p>I know how to judge the reliability of an online source.</p> <p>I know some strategies for dealing with online bullying.</p>	I know how to use criteria to provide others with feedback on their work.	I know how to consider some ethical principles in designing AI systems.
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MFL (French)

Rationale for how MFL (French) is organised (including how phonics, vocabulary and grammar progresses over time through):

We teach French using the scheme provided by iLanguages Primary. This scheme has been chosen as it allows the children to learn a foreign language by combining the vocabulary with grammar. As a result, the pupils are equipped with tools to create simple phrases and sentences and later on develop them into more complex ones.

By repeating the newly discovered words, the children learn their pronunciation. This allows them to understand each other when speaking French and join in short conversations or a role play. Moreover, a range of traditional stories, poetry and songs provide opportunities for listening, speaking, reading and writing practices in an enjoyable way.

At Swingate, we want our children to learn a foreign language as well as to be exposed to other cultures and traditions. iLanguages allocates both. Here children discover the French celebrations of name days and Mardi Gras, learn about the famous Parisian landmarks and become aware of nations in Africa who also speak French.

Medium Term Plans (sequence of learning):

	HT1	HT2	HT3	HT4	HT5	HT6
Y3	Greetings and French culture Classroom instructions Animals vocabulary Numbers and plurals	Connectives and simple sentences Gender Memorisation and storytelling Saying my name Christmas	French names Colours Opinions Word order of adjectives A traditional story: the Enormous turnip	Numbers 1-10 French maths: addition and subtraction <i>J'ai</i> (I have) Age Easter	Definite (<i>le, la, les</i>) and indefinite (<i>un, une, des</i>) articles <i>Je voudrais</i> (I would like) Extending sentences with <i>mais</i>	<i>C'est</i> Extending sentences with <i>aussi</i> Numbers 1-15 Days of the week Assessments Paris project
Y4	Revision of animals and classroom instructions A French poem How to use a French bilingual dictionary Parts of the body	Colours Adjectival agreements Food Opinions about food Goldilocks story Christmas: the snowman	<i>Je voudrais</i> with food Phonemes e and an Revise numbers 1-15 Months Numbers 16-31 French maths: division and multiplication April fool's day (<i>poisson d'avril</i>)	Dates and birthdays Personal descriptions (hair and eye colour) Phonemes r and ch	Family vocabulary Possessive adjectives (<i>mon, ma, mes</i>) Phoneme eu Further dictionary skills Clothing vocabulary Revise adjectival agreements	Memorise a short text (Talk4writing) Revise food, opinions, months, numbers and personal descriptions Assessments French food project
Y5	Revise opinions Sports vocabulary Sports clothing Verb <i>avoir</i> Phonemes a and ai Masculine and feminine nouns Dictionary skills	Weather vocabulary Hobbies vocabulary Pets Phonemes qu and oi Traditional tale: The fox and the crow Christmas in France	Verb <i>être</i> Dictionary skills Revise dates Numbers 32-60 School subjects	Words starting with h Primary school in France Subject preferences Reasons Verb <i>aller</i> Transport vocabulary Easter: Mardi gras	Items in a classroom Possessive adjectives (revision and new) Prepositions Pronunciation: silent letters at the end of words	Revise aller The simple future tense Revision Assessments Project: West Africa where French is spoken

Y6	Revise <i>avoir</i> and <i>être</i> Questions Telling the time Daily routine	Daily routine in other countries Houses Rooms in a house Christmas: toys from around the world	<i>Je peux</i> + infinitive Bedroom descriptions Places in a town	Revise places in town Revise <i>aller</i> Directions Revise food Buying food April fool's day	Numbers 61-100 Ordering food in a café Famous French food and menus The perfect (past) tense	The perfect (past) tense Revision Assessments The French alphabet
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R.E.

Rationale for how R.E. is organised (including how the content and concepts are covered):

At Swingate, we follow the Jigsaw RE scheme of work throughout the school from FS1 to Year 6. It is taught progressively throughout the school, enabling children to learn about a range of religions throughout their school life. Whilst we learn a lot about religious beliefs, we also consider how religious values are not so different to our own values; exploring links that we can make between our own lives and those of people who follow a religion. *This underpins the concept of community which is taught throughout our RE curriculum.*

Jigsaw RE says that, "We believe RE is a vitally important component of children's personal, social and spiritual development. Developing an understanding of their own and others' worldviews underpins the growth of empathy and respect. Appreciating that we all see the world through the lens that has been formed by our experiences, upbringing, culture etc and that this influences our decision-making and our own way of seeing the world is so valuable."

Christianity is taught for three terms in each year group from FS1 – Year 6, showing clear progression. Other religions covered include Judaism (years 1 and 4), Islam (years 2 and 6), Sanatana Dharma (year 3) and Sikhism (year 5). After Christianity, these are the most celebrated religions in our local demographic and are taught for the remaining three terms per year.

Discovery RE gives a comprehensive structure for RE across the whole primary school, provides a key enquiry question for each half-term, selects the most appropriate subject knowledge to be taught to enable children to answer the enquiry question and goes on to provide assessment tasks, resources and attainment descriptors, with exemplification.

Long Term Plans (Substantive knowledge and how children's personal awareness on the subject matter) *Please see scheme of work for full medium-term plans:*

YEAR R R.E. LONG TERM PLAN (COMPOSITES 1 – 6)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry Question: What makes people special?	Enquiry Question: What is Christmas?	Enquiry Question: How do people celebrate?	Enquiry Question: What is Easter?	Enquiry Question: What can we learn from stories?	Enquiry Question: What makes places special?

Theme: Special people	Theme: Christmas (Incarnation)	Theme: Celebrations in different cultures and worldviews	Theme: Easter (Salvation)	Theme: Stories	Theme: Special places
Religion(s): Christianity and Judaism	Religion(s): Christianity Concept - Incarnation	Religion(s): Sanatana Dharma	Religion(s): Christianity Concept - Salvation	Religion(s): Christianity, Islam, Sanatana Dharma and Sikhi	Religion(s): Christianity, Islam and Judaism

YEAR 1 R.E. LONG TERM PLAN (COMPOSITES 1 – 6)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry Question: Does God want Christians to look after the world?	Enquiry Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Enquiry Question: Who is God to the Jews?	Enquiry Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Enquiry Question: Is Shabbat important to Jewish children?	Enquiry Question: Does visiting the synagogue help Jewish children feel closer to God?
Theme/Content: Creation, God the Father as an introduction to the Trinity	Theme/Content: Incarnation, God the Son - continuation of introduction to the Trinity	Theme/Content: Introduction to Judaism including God's covenant with Abraham, the Jewish belief in one God, the story of Moses and the 10 Commandments, and the 613 Mitzvot.	Theme/Content: Salvation, God the Son – continuation of introduction to the Trinity	Theme/Content: Shabbat - The Jewish creation story, Shabbat and the synagogue as a place of worship during Shabbat.	Theme/Content: Synagogue - The importance of Jerusalem and pilgrimage there, and the synagogue as a place of worship and community.
Religion: Christianity	Religion: Christianity	Religion: Judaism	Religion: Christianity	Religion: Judaism	Religion: Judaism

YEAR 2 R.E. LONG TERM PLAN (COMPOSITES 1 – 6)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry Question: Is it possible to be kind to everyone all of the time?	Enquiry Question: Why do Christians believe God gave Jesus to the world?	Enquiry Question: Who is God to Muslims?	Enquiry Question: How important is it to Christians that Jesus came back to life after his crucifixion?	Enquiry Question: How important is the prophet Muhammad to Muslims?	Enquiry Question: How important is the Qur'an to Muslims?
Theme/Content: Jesus' example as the Son of God	Theme/Content: Christmas – Jesus as a gift from God (incarnation)	Theme/Content: The meanings of and the attributes shown by the 99 names of Allah and how a Muslim may want to show respect to these.	Theme/Content: Salvation – Resurrection of Jesus at Easter	Theme/Content: Events in the life of the prophet Muhammad and their impact on and importance to Muslims today (discusses the Qur'an and the Hadith).	Theme/Content: How Muhammad received the Qur'an in the Night of Power, how a Muslim would treat the Qur'an with respect and the importance of its teachings to Muslims today.
Religion: Christianity	Religion: Christianity	Religion: Islam	Religion: Christianity	Religion: Islam	Religion: Islam

YEAR 3 R.E. LONG TERM PLAN (COMPOSITES 1 – 6)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Enquiry Question: Has Christmas lost its true meaning?	Enquiry Question: Could Jesus heal people? Did He perform miracles or was there some other explanation?	Enquiry Question: What is 'good' about Good Friday?	Enquiry Question: Does visiting the Ganges make a person a better Sanatani?	Enquiry Question: What do some deities tell Sanatanis about God?
Theme/Content: To investigate what happens during the festival of Diwali and whether the celebrations	Theme/Content: The meaning of Christmas to Christians including extending kindness and considering why Jesus was born (the incarnation).	Theme/Content: Jesus' Miracles including the healing of the leper, the healing of the wise man and the healing of the paralysed man.	Theme/Content: The Easter story and its meaning to Christians in the belief that Jesus came back to life and therefore	Theme/Content: The importance of the River Ganges to Sanatanis and why they would make a pilgrimage there. What actions are taken at	Theme/Content: Belief in the deities and their aspects of the one supreme being which is Brahman. Focus on Ganesha and

bring a sense of belonging to Sanatanis.			they may receive life after death.	Varanasi because of the belief of Brahman in everything including the waters of the river.	Lakshmi and what particular blessings they bestow.
Religion: Sanatana Dharma	Religion: Christianity	Religion: Christianity	Religion: Christianity	Religion: Sanatana Dharma	Religion: Sanatana Dharma

YEAR 4 R.E. LONG TERM PLAN (COMPOSITES 1 – 6)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry Question: How special is the relationship Jews have with God?	Enquiry Question: What is the most significant part of the nativity story for Christians today?	Enquiry Question: How do Jewish beliefs, teachings and stories impact on daily life?	Enquiry Question: Is forgiveness always possible for Christians?	Enquiry Question: Do people need to go to church to show they are Christians?	Enquiry Question: How does celebrating Shavuot help Jewish children feel closer to God?
Theme/Content: Understanding the special relationship between Jews and God and the promises they make to each other.	Theme/Content: Revisiting the Christmas story with a focus on the symbolism of different parts and how they might be meaningful in different ways to different people, including the use of the Christingle.	Theme/Content: Kosher, Kashrut rules from the Torah, foods that are treif and parev; the story of the Passover and the symbolism of the Seder plate.	Theme/Content: Revisiting the Easter story with a focus on the teaching of Jesus about forgiveness (7x70 times) and the people that Jesus forgave (Peter and the people who crucified him and were crucified with him).	Theme/Content: Uses of the church for worship and other events such as baptism and taking of Holy Communion.	Theme/Content: Pesach or Passover (To commemorate leaving Egypt and the crossing of the red sea), Sukkot (The festival of God's protection) and Shavuot (Giving of the Torah), story of Moses and the Israelites in the desert and the giving of the 10 Commandments, Bikkurim, how Shavuot is celebrated today.
Religion: Judaism	Religion: Christianity	Religion: Judaism	Religion: Christianity	Religion: Christianity	Religion: Judaism

YEAR 5 R.E. LONG TERM PLAN (COMPOSITES 1 – 6)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry Question: How far would a Sikh go for their religion?	Enquiry Question: Is the Christmas story true?	Enquiry Question: How are sacred teachings and stories interpreted by Sikhs today?	Enquiry Question: How significant is it for Christians to believe that God intended Jesus to die?	Enquiry Question: What is the best way for a Sikh to show commitment to God?	Enquiry Question: What is the best way for a Christian to show commitment to God?
Theme/Content: Khalsa, Baisakhi or Vaisakhi, giving of sacrifice, 3 Pillars or Key Beliefs, Guru Tegh Bahadur Ji, the role of Sikhs in both WW1 and WW2, Sewa, Vand ke Chanka, Naam Japo (Focus on God), the Harmander Sahib.	Theme/Content: Incarnation, focussing on the elements of the Christmas story which may cause debate (e.g. shepherds being on the hills in December, a census in the winter when people had to travel) and how this may or may not affect people's beliefs.	Theme/Content: Guru Granth Sahib, the Gurus as teachers, Guru Gobind Singh, the story of Bhai Kanaya, Malik Bhago and Guru Nanak, Guru Amar Das and his belief in gender equality.	Theme/Content: Salvation, focussing on whether this was Jesus' destiny or his free will, looking at the actions taken in Holy Week.	Theme/Content: Wearing of the 5Ks and turbans, World Turban Day, Guru Amar Das or Guru Amardas Ji (3rd Guru), Guru Har Gobind Sahib (6th Guru), Harmandir Sahib, Maharaja Ranjit Singh, Akal Takhat.	Theme/Content: Beliefs and practices including the 10 Commandments, Love your neighbour as yourself, charity work and prayer and worship practices.
Religion: Sikhi	Religion: Christianity	Religion: Sikhi	Religion: Christianity	Religion: Sikhi	Religion: Christianity

YEAR 6 R.E. LONG TERM PLAN (COMPOSITES 1 – 5)				
Term 1	Term 2	Term 3	Term 4	Term 5 - 6
Enquiry Question: What is the best way for a Muslim to show commitment to God?	Enquiry Question: How significant is it that Mary was Jesus' mother?	Enquiry Question: Is anything ever eternal?	Enquiry Question: Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	Enquiry Question: How is the Qur'an vital to Muslims today?
Theme/Content: The importance of prayer, helping the poor and needy, purification of wealth, Ramadan, importance of Allah in the life of a Muslim and why	Theme/Content: Incarnation focussing on the annunciation and Mary's background. This enquiry discusses the Christians belief in Mary's virginity so the	Theme/Content: Salvation and eternal life, agape and forgiveness. What might motivate a Christian to show these qualities considering the belief in heaven.	Theme/Content: Festivals and celebrations, symbols and Christian organisations, ways in which Christianity is influencing lives today with its impact on	Theme/Content: Important events during the Night of Power and the giving of the Qur'an, actions a Muslim might take to show respect to the Qur'an and why, sayings

they would want to show Allah respect and commitment.	school's RSHE scheme may need to be consulted.		people round the world and in this country.	from the Qur'an and understanding that there may be different interpretations.
Religion: Islam	Religion: Christianity	Religion: Christianity	Religion: Christianity	Religion: Islam

P.E.

Rationale for how P.E. is organised (including motor confidence, rules, strategies, tactics and participation through our concepts):

At Swingate Primary, Physical Education (PE) is an integral part of our curriculum that is inclusive and engages all pupils in a supportive and challenging environment. The bespoke PE curriculum is written in-house by the PE team and is organised into different strands of sport progressively taught throughout the school. Children will leave Swingate with an education of PE, physical activity and sport. They leave with a range of skills that will help them become more confident when carrying out skills during competitive games and other physical activities.

Children are taught the concepts of fitness, team work and sportsmanship through the curriculum (see below for the progress of this).

Swingate has been awarded the 'Gold' standard from the School Games Mark. This is due to children receiving 2 hours of PE per week in addition to inter and intra school competitions. Swingate is very successful in the local Mini Youth Games programme – entering all competitions. Extra PE sessions are given to the 'least active' to ensure we are supporting those children to become more active. Break and lunchtimes are structured with lots of activities and games to engage and keep the children active (there are pupil lunch time sports crew members to support this). Maths is taught with an active starter to ensure that children do not sit throughout non-PE subjects. Our Forest School is used to deliver outdoor and adventurous elements of the curriculum. Swimming is an important life skill and we aspire for all children to leave Swingate being able to swim at least 25 metres. We provide top swimming sessions to provide ample chance for the children to achieve this. Nearly 150 children attend sports after-school clubs every term with representatives from our SEN and PP children.

In line with our mission statement we aspire for children to flourish physically throughout their time at Swingate.

Long Term Plan (knowledge, skills, vocabulary and concepts):

	Y1-6		
T1	Football		
T2	Ball games		
T3	Gymnastics / Dance		
T4	Invasion Games		
T5	Athletics		
T6	Striking and Fielding		
Medium Term Planning (knowledge, skills, vocabulary and concepts):			
YEAR 6 P.E MEDIUM TERM PLAN			
Year 6 skills I can...	I understand... Knowledge: I know how to apply skills into competitive games. I know how to self-evaluate my successes and improvements in an activity. Invasion Games - Football	I understand... Knowledge: I know how to apply skills and tactics to improve the chances of winning a competitive game. Ball Games – Handball, dodgeball, bench ball	I understand... Knowledge: I know how to develop flexibility, strength, technique, control and balance. I know how to compare my performances with previous ones. I know how to demonstrate improvement to achieve my personal best. Gymnastics
Skills I can use running, jumping, throwing and catching in isolation and in combination. I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Lesson 1 I can pass with accuracy over increased distances. Knowledge: Children know the key steps to passing a ball (inside of the foot, looking where they are passing). Children know that laces can be used for passing over Children know accurately pass over increasing distances. Children know how passing a ball first time can affect accuracy. Skills: Children can use the correct techniques to pass the ball with accuracy and power. Children can select the right	Lesson 1 I can use the correct technique to rally with a partner. Knowledge: Children know to angle the racket toward their partner when returning a shot. Children know to hit the shuttle with enough power and the correct direction to reach their partner. Skills: Children can position their rackets correctly. Children can swing their arm to generate enough power. Assessment: Children are able to use the correct technique in order to be able to rally with a partner	Lesson 1 I can perform a variety of jumps with good technique. (Straight, star, tuck, pike, straddle) I can rotate jumps in the air by 90, 180, 270 or 360 degrees depending on the jump performed. Lesson set up: Warm up – Teacher's choice Main activity - Children will explore a variety of shapes individually to ensure technical points are being followed and children are jumping safely. Practise a couple at a time before taking them onto the equipment. Walk slowly around the space, stepping on and off of the

<p>I can develop flexibility, strength, technique, control and balance</p> <p>I can perform dances using a range of movement patterns</p> <p>I can take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>I can compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively</p>	<p>weight of pass. Children can begin to pass a ball first time.</p> <p>Assessment: Children are able to pass a ball with increased accuracy and competency over longer distances.</p> <p>Vocabulary: Pass, Inside of foot, Laces, Accuracy, Weight of pass</p>	<p>Vocabulary: Shuttle, hand eye coordination, power, accuracy</p>	<p>equipment. Then step on and perform a jump off. Repeat activity with each jump/group of jumps. Wider jumps will need to be performed in larger spaces so half the class observing and half watching would work best at these times. Encourage lots of examples and reinforce skills/knowledge to ensure best performance. Can the children perform a repeated pattern? Walk, step on, jump, repeat. Could the children change their jump each time? Practise rotation of jumps in isolation before repeating the above activity with rotation of jumps when leaving the equipment.</p> <p>Cool down – Teacher's choice</p> <p>Knowledge: Children know that legs must stay together during a jump and in some shapes arms and legs must stretch out straight. Children know that they should stretch until they can feel it, but not too far so that it hurts. Children know a jump starts and finishes with feet together. Children know that finding a spot to focus on when turning will help them stay upright. Children know that looking forwards when jumping forwards will encourage them to stay upright.</p> <p>Skills: Children can take-off and land with bent knees. Children can land with quiet feet. Children can hold a shape both statically and in the air. Children can show control when stepping onto the benches and jumping off.</p>
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<p>I can perform safe self-rescue in different water-based situations.</p>			<p><u>Stretch jump:</u> Children can stand with legs together straight and can reach up towards the ceiling with straight arms when practising the shape. Children can have a straight (not arched) back in the air.</p> <p><u>Star jump:</u> Children can stand with legs apart (slightly wider than hips) with arms out straight at a 45-degree angle from the top when practising the shape. Children can stretch arms and legs out wide when in the air and return together on landing.</p> <p><u>Tuck jump:</u> Children can sit with their knees bent and legs together (feet on the floor) to practise. Children can lift knees to chest when in the air.</p> <p><u>Pike jump:</u> Children can sit with legs stretched out in front of them and arms stretched out in front of them, parallel to the floor when practicing the shape. Children can stretch arms and legs out in front of them, parallel to the floor when in mid-flight.</p> <p><u>Straddle jump:</u> Children can sit with their legs straight and wide to create a 90-degree angle when practicing the shape. Children can hold their arms out straight, directly above each leg and parallel to the floor when practicing the shape. Children can stretch arms and legs out wide and parallel to the ground when in the air and return feet together on landing.</p> <p>Assessment: Children are able to perform a variety of jumps with good technique. Children are able to rotate jumps in the air</p>
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			<p>by 90, 180, 270 or 360 degrees depending on the jump performed.</p> <p>Vocabulary: stretch, muscles, straight, star, tuck, pike, straddle, jump, together, perform, degrees, parallel, wide, tall.</p> <p>Equipment required: Benches</p>
	<p>Lesson 2</p> <p>I can dribble with control and precision.</p> <p>Knowledge: Children know how to dribble with control (small touches, ball close to feet, head up). Children know why dribbling is important in a game situation. Children know how to change direction efficiently when dribbling.</p> <p>Children know how to dribble at speed and the risks this brings.</p> <p>Skills: Children can dribble a football with control. Children can dribble with increasing speed over longer distances. Children can dribble without looking at the ball. Children can change direction confidently and quickly when dribbling.</p> <p>Assessment: Children are able to show correct technique when dribbling at speed.</p> <p>Vocabulary: Dribble, Control</p>	<p>Lesson 2</p> <p>I can use the correct technique to succeed in a competitive game of bench ball</p> <p>Knowledge: Children know to spread out fingers to get a better grip of the ball. Children know to step into a throw to generate more power.</p> <p>Skills: Children can generate enough power and correct trajectory to get a ball to their team mate. Children get into the best position in order to block a ball.</p> <p>Assessment: Children are able to use the correct tactics in order to win a bench ball game.</p> <p>Vocabulary: Power, trajectory, positioning, blocking, tactical play</p>	<p>Lesson 2</p> <p>I can mount the vault in a squat on and straddle on position.</p> <p>I can travel over the vault in a forwards or sideways motion.</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity – Repeat last year's lesson on vaulting encouraging children to continue their movements over the vault/low level tables etc (squat through/straddle over) when they have built up enough momentum in their run up and jump. Less confident children may want to bunny jump over in a sideways direction instead. Last year's lesson - Start by practising bunny hops along and over the benches so children can get used to taking their weight on their arms. (Reach with hands first and move body) Children should lift their hips and keep their knees tucked in to their chest when moving. Then try squatting in one space and bunny jumping with high hips over to another space. Can children hold their hips up for a second as they go?</p>

			<p>Move onto take off and landings. Children will need a short run up, taking off on two feet and landing on two feet. Standing next to a bench try jumping two feet to two feet on the floor (1), reach for the bench (2) and lift hips (3). Practise doing this quickly with a short run up. Move this sequence on to low level tables/vault. Once children have the hang of hands before lifting, try landing feet on the equipment rather than the floor. Hands will be positioned hip width apart with feet landing in between. This is a squat position. Some children will land on knees. This is ok to begin with. When confident practise landing with feet apart. This will require higher hips and straight legs. Children may want to practise landing on knees first. This is progression to a straddle on. With all mounts, children can jump off to finish ensuring they are landing with bent knees and soft/quiet feet. Children may want to practise jumps or rotations from previous lessons.</p> <p><u>Cool down</u> – Teacher's choice</p> <p>Knowledge: Children know that their hands land on the vault before their feet. Children know that mounting a vault requires a two-feet to two-feet jump. Children know that their hips must rise in order to put their feet (tiptoes) on the vault. Children know that their knees and ankles should stay together when squatting on and their legs separate and stay straight when straddling on.</p>
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			<p>Skills: Children can take off on two feet and land on two feet when jumping. Children can lift their hips in order to land on their feet. Children can position their hands on the vault before their feet (tiptoes). Children can land a jump with bent knees and soft/quiet feet.</p> <p><u>Squat through:</u> Short run up with a two to two foot jump starting on the floor or spring board and landing on to the vault. Children should stretch their arms forward placing their hands flat on the vault, shoulder width apart as they jump. Feet and knees stay together and tuck into the chest as body moves forward between hands.</p> <p><u>Straddle over:</u> Short run up with a two to two foot jump starting on the floor or spring board and landing on to the vault. Children should stretch their arms forward placing their hands flat on the vault, shoulder width apart as they jump. Straight legs stretch out wide and lift over the vault. Hands lift off the vault as legs come back together to land. Children must look forwards not down in order to land on feet and not fall down.</p> <p>Assessment: Children are able to mount the vault in a squat on and straddle on position. Children are able to travel over the vault in a forwards or sideways motion.</p> <p>Vocabulary: take off, mount, squat on, squat through, straddle on, straddle over,</p>
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			<p>crouch, spring, through, sideways, forwards.</p> <p>Equipment required: Vault split into two levels, spring board, tables of varying sizes, benches, mats, crash mat.</p>
	<p>Lesson 3</p> <p>I can select to shoot when appropriate with accuracy and power.</p> <p>Knowledge: Children know how to shoot with power (using laces). Children know how to shoot with accuracy (side of the foot). Children know how to select whether to pass or shoot in game scenarios.</p> <p>Skills: Children can use the inside of their foot when shooting for accuracy. Children can use the laces action for power. Children can select whether to pass or shoot when facing defenders.</p> <p>Assessment: Children are able to shoot with increased power and accuracy. Children are able to show awareness of when shooting is appropriate.</p> <p>Vocabulary: Laces, Shooting, Power, Placement</p>	<p>Lesson 3</p> <p>I can use effective tactics in order to succeed in a competitive game of bench ball.</p> <p>Knowledge: Children know where to position themselves. Children know how to work as part of a team and know that communication is important.</p> <p>Skills: Children can communicate effectively with their team mates in order to win a game. Children can implement a range of tactics to improve their attacking and defending play.</p> <p>Assessment: Children are using a range of tactics to improve their chance of winning</p> <p>Vocabulary: communication, positioning, tactics.</p>	<p>Lesson 3</p> <p>I can perform a variety of individual balances safely and correctly.</p> <p>I can perform a sequence of balances with a partner moving smoothly between movements.</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity – Recap some balances from LKS2. (V-sit, Straddle sit, arch and dish, arabesque) ensuring technical points are being followed and children are balancing safely. Can children switch between arch and dish without dropping arms/legs? Can children switch between v sit and straddle sit without dropping legs? Can they hold the balance for 5 and then 10 seconds? In pairs, children will watch each other's balances checking they are performed correctly. Then they will perform their balances together joining them with one body part each time. Watch lots of examples and reinforce skills/knowledge to ensure best performance. Encourage children to share their views on each</p>

			<p>other's work in a positive way. Recap the other balances below (Front/back support, shoulder stand and headstand) Can children switch between front and back support without dropping hips? Can they hold a shoulder stand without tipping over? Who can hold a headstand straight for the longest time? In pairs, children will create a sequence of three balances from the ones they have practised. On the teacher's cue, children will perform the three balances one after another. If time, challenge children to create a new sequence with five balances where children are connected by at least one body part each time. Can they choreograph movement to link the balances smoothly like a turn or stretch? Encourage performances and peer on peer positive and constructive feedback.</p> <p><u>Cool down</u> – Teacher's choice</p> <p>Knowledge: Children know they should have their arms stretched out when balancing and flat hands if they are touching the floor. Children know that engaging core muscles can prevent them from wobbling. Children know that focusing on one point or holding a limb out straight can help them to balance.</p> <p>Skills: Children can engage (tense) muscles in order to hold their shape still. Children can stretch their arms out or focus on a fixed point to prevent wobbling. Children can create different balances by varying the points of contact with the floor.</p>
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			<p>Children can smoothly move from one balance to another creating a sequence that can be performed in pairs.</p> <p><u>V -sit:</u> From a tuck balance (small shape) children will balance on their bottoms only and straighten their legs to make their body into a v shape. Arms can be out to the side or holding onto legs.</p> <p><u>Straddle sit:</u> Similar to the v-sit, children will balance on their bottoms with their legs up and straight, this time with legs out wide (straddle position).</p> <p><u>Long shape:</u> Children stretch their bodies out along the floor with shoulders/arms (out in front) and legs lifted off of the floor. This could be on tummies (arch) or backs (dish).</p> <p><u>Arabesque:</u> Children lean slightly forward with their head up, looking forwards. Children lift one leg out straight, behind them.</p> <p><u>Shoulder stand:</u> Children sit up with legs in either a tuck or pike shape. They rock back and stretch their legs towards the ceiling, keeping their feet together. Elbows rest on the floor with hands holding onto hips to keep the shape stable. Head, shoulders and arms are touching the floor and the rest of the body is balancing in a straight line.</p> <p><u>Back support:</u> Children will start sitting in pike position with hands next to bottoms, fingers facing toes. Children will then lift their hips up and hold so their bodies are in a straight line.</p>
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	<p>Lesson 4</p> <p>I can apply my passing technique into a game of footgolf.</p> <p>Knowledge: Children know the key steps to passing a ball (inside of the foot, looking where they are passing). Children know the rules of footgolf. Children know how to apply their passing and shooting technique to cover distance.</p> <p>Skills: Children can apply their knowledge of passing into a competitive game. Children can vary their pass type in relation to distance. Children can maintain accuracy over longer distances.</p> <p>Assessment: Children are able to show accuracy of passing and shooting over longer distances.</p> <p>Vocabulary: Footgolf, passing, distance, power.</p>	<p>Lesson 4:</p> <p>I can use the correct technique to succeed in a competitive game of hand ball</p> <p>Knowledge: Children know the key steps to throwing a ball and defending a goal. Children know the basic rules of handball</p> <p>Skills: Children can apply their knowledge of attacking and defending in a competitive game of handball</p> <p>Assessment: Children are able to throw with more power and accuracy to reach a target.</p> <p>Vocabulary: Power, blocking, positioning.</p>	<p>Lesson 4</p> <p>I can safely and correctly balance upside down.</p> <p>Lesson set up:</p> <p><u>Warm up</u> – Teacher’s choice</p> <p><u>Main activity</u> – Recap bunny jumps from lesson 2. Practise them along and over the benches encouraging high hips. Can children hold the position in the air? Are their arms straight when balancing? Moving onto the mats, challenge children to try a handstand. They may want to hold onto the beam/bench to give them a lift. Children may get tired quickly so move onto another activity and come back to it again later. Create a ‘river’ with two ropes. Challenge the children to get from one side of the river to the other by starting on one foot and landing on the other. Can they turn as they jump? Can they bounce over on their hands where no feet touch the floor? Switch the ropes for some coloured markers. Follow the steps to perform a cartwheel. Allow time to practise both handstands and cartwheels. Children can challenge each other to hold the handstands or cartwheel at the same time? Who can cartwheel across the river?</p> <p><u>Cool down</u> – Teacher’s choice</p> <p>Knowledge: Children know they should have their arms stretched out when balancing and flat hands when touching the floor. Children know that engaging core muscles can prevent them from wobbling.</p>
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			<p>Children know that toes should be pointed throughout their balances.</p> <p>Skills: Children can engage (tense) muscles in order to hold their shape still. Children can lock out their arms in order to balance on them. Children can transfer their weight from one arm to another when upside down.</p> <p><u>Handstand:</u> Position hands shoulder-width apart and flat on the floor (fingers facing forward, away from body). Begin by keeping hands still and arms straight whilst kicking one leg up behind. How high can you get that back leg? After a few practise kicks, join the other leg with it in the air. Keep head in a relaxed, neutral position, not tucked too far in, or lifted outward. When upside down the body should be in one straight line with legs together. Tense core muscles to keep balance. Try lunging forwards and kicking from a standing position.</p> <p><u>Cartwheel:</u> Position four markers in a line on the floor. Two for hands (middle two close together) and two for feet. (end markers – further away) Stand in a star shape with first foot on the first marker. Lean body down sideways with hands landing on marker two and three. Keeping a star shape, children must continue the sideways motion to land the opposite foot on the last marker and standing to finish in a star shape.</p> <p>Assessment: Children are able to safely and correctly balance upside down.</p>
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			<p>Vocabulary: balance, stretch, tense, muscles, hold, handstand, cartwheel, sideways, lock, upside down, transfer weight.</p> <p>Equipment required: Benches, mats.</p>
	<p>Lesson 5</p> <p>I can use dribbling, passing and shooting in combination.</p> <p>Knowledge: Children know how passing and dribbling can be used in combination. Children know how dribbling and shooting can be used in combination. Children know that passing, dribbling and shooting are only effective when used correctly.</p> <p>Skills: Children can dribble and pass in combination at speed and under pressure. Children can dribble and shoot under pressure. Children can select when to dribble, pass or shoot when playing 3 vs 3 games.</p> <p>Assessment: Children are able to select the appropriate learnt skill in pressure situations.</p> <p>Vocabulary: Passing, Dribbling, Shooting</p>	<p>Lesson 5</p> <p>I can use tactics to know when to block and when to attack.</p> <p>Knowledge: Children know they need to decide when to defend and when to attack to give them the best chance of winning. Children know the best option when attacking e.g. passing to someone in a better position, a double attack, throwing the ball at an angle.</p> <p>Skills: Children can get into the best position to defend their goal. Children can throw over arm for power, throw at an angle towards a target, fake throw to deceive an opponent.</p> <p>Assessment: Children are making the correct decisions according to situation of a game.</p> <p>Vocabulary: fake throw, overarm throw, blocking, double throw.</p>	<p>Lesson 5</p> <p>I can choreograph and perform a gymnastics routine.</p> <p>I can compare my performances with previous ones and show amendments to achieve my personal best.</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity – Split class into groups of five or six. Provide each group with a selection of equipment (x2 mats, bench, table, hoop and ropes for example) and allow time for children to create their own gymnastics routine. Children may want to write/draw their ideas on paper first. Think about positioning (Will they have a formation/order at any point?) Will they move in unison or canon? Which gymnastics skills do they want to showcase? Are they performing individually or in pairs/as a group? Do they have a clear start or finish position? Give children time to discuss and rehearse. Watch some examples and feedback encouraging children to think about their</p>

			<p>own performances as well as others. What can they do to enhance their performance? Allow time to continue practising and perfecting before performing. Remind children of stretched limbs and smooth transitions.</p> <p>Cool down – Teacher's choice</p> <p>Knowledge: Children know how to perform gymnastics skills safely. Children know how to control their bodies movement.</p> <p>Skills: Children can perform gymnastics skills in a controlled manner. Children can link movements with smooth transitions. Children can choreograph and perform a gymnastics routine with others.</p> <p>Assessment: Children are able to choreograph and perform a gymnastics routine. Children are able to compare their performances with previous ones and show amendments to achieve their personal best.</p> <p>Equipment: Mixture of any of the following: mats, benches. Tables, vault, beam, hoops, ropes, quoits.</p>
	<p>Lesson 6</p> <p>I can play a competitive game applying learnt skills.</p> <p>Knowledge: Children know how formations can affect a game of football. Children know a range of basic attacking and defending tactics. Children know how to apply skills into competitive situations.</p>	<p>Lesson 6</p> <p>I can succeed in a competitive game of dodgeball.</p> <p>Knowledge: Children know the rules of dodgeball and how to implement tactics in order to win a game.</p> <p>Skills: Children can duck, jump, side step to avoid getting hit. Children can throw with accuracy and power in order to hit an opponent. Children can catch a ball.</p>	<p>Lesson 6</p> <p>I can use strength and coordination to safely climb up and down the climbing frame.</p> <p>I can remember and safely perform balances and jumps from previous lessons.</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity – Children will be split into three groups and will rotate around three stations. This allows for more space and</p>

	<p>Skills: Children can play effectively in a range of position on the pitch. Children can use a greater number of attacking and defensive tactics to game play. Children can show learnt skills when performing movements at speed. Children can adjust formations according to their opposition.</p> <p>Assessment: Children are able to explain how formations and tactics influence a game. Children are able to confidently play in a range of positions and understand their role.</p> <p>Vocabulary: Tactics, Formation, Teamwork, Sportsmanship.</p>	<p>Assessment: Children can explain the rules of dodgeball. Children are able to implement effective tactics in order to win a game.</p> <p>Vocabulary: duck, jump, side step, dodge, teamwork.</p>	<p>control within the lesson. Each station will recap or allow exploration of using skills in various ways. Station 1: The climbing frame. Try where possible to have this out ready before the lesson. Children will gently explore the equipment first in their own way, looking out for others and finding space. Then encourage children to move through/across/around the equipment with their feet together or feet apart. Can they use different body parts to balance? Station 2: Area for benches/tables/beam etc connected at different angles. Children will practise their travelling and jumping skills. Encourage children to stretch limbs and look for space. Station 3: Mats. Children will practise the various balances learned so far. Children can practise individually, in pairs or groups creating their own versions as they go. Discuss rules and expectations before anyone uses any equipment and introduce each section individually so children are aware of their options before they start using them. Give each area a time limit, pause for sharing and then rotate and repeat so everyone gets to try each area twice allowing time to practise different ideas and improve performances.</p> <p><u>Cool down</u> – Teacher's choice</p> <p>Knowledge: Children know how to perform each skill safely. Children know how to use equipment including the climbing frame safely.</p>
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			<p>Skills: Children can engage (tense) muscles in order to hold their shape when climbing. Children can stretch their fingers/toes if required. Children can keep their focus on one point or stretch out a limb in order to maintain balance.</p> <p>Assessment: Children are able to use strength and coordination to safely climb up and down the climbing frame. Children are able to remember and safely perform balances and jumps from previous lessons.</p> <p>Vocabulary: stretch, wide, tall, small, tuck, pike, straddle, rotate, squat, shape, together, apart, travel, jump, balance.</p> <p>Equipment required: Mats, climbing frame, low level equipment (benches, beam, tables)</p>
<p>Year 6</p> <p>I can...</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to use running, jumping, throwing and catching in isolation and in combination.</p> <p>I know how to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>Netball</p> <p>Videos of all activities can be found here: https://primarypeplanning.com/lesson-planning-resources/key-stage-2-years-5-6/ks2-y56-netball/</p>	<p>I understand...</p> <p>Knowledge:</p> <p>know how to complete a variety of jumps safely in including the triple jump.</p> <p>I know the correct technique to maximise the shotput throwing distance.</p> <p>I know how to pace myself in race and perform an efficient baton changeover in a relay race.</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to throw under-arm and catch a ball with control and accuracy.</p> <p>I know how to strike a ball with control and accuracy.</p> <p>I know how to play a simple game of Rounders or Cricket and I understand the roles of each team.</p> <p>I know how to strike a ball with accuracy with a cricket bat and can begin to bowl with accuracy.</p> <p>I know how to develop batting techniques.</p> <p>Rounders/Football Rounders and Cricket</p>

<p>Skills</p> <p>I can use running, jumping, throwing and catching in isolation and in combination.</p> <p>I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>I can develop flexibility, strength, technique, control and balance</p> <p>I can perform dances using a range of movement patterns</p> <p>I can take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>I can compare their performances with</p>	<p>Lesson 1</p> <p>I can pass a ball with speed, precision and good control.</p> <p>Warm Up – Teacher’s choice</p> <p>Main Teaching – Children to learn 3 different passing techniques to use in netball before practicing and using in game situations.</p> <p>Activity 1 – Chest, Bounce and Shoulder pass</p> <p>Chest pass:</p> <ol style="list-style-type: none"> 1. Pairs to stand on spots 2–3 metres apart. 2. Pairs to practise a chest pass. 3. Teacher to recap/model the key points of a chest pass. 4. Teacher can ask pairs to demonstrate good chest passes. 5. Chest pass challenge – how many passes can you do in 30 seconds? <p>Chest pass:</p> <ol style="list-style-type: none"> 1. Pairs to stand on spots 2–3 metres apart. 2. Pairs to practise a chest pass. 3. Teacher to recap/model the key points of a chest pass. 4. Teacher can ask pairs to demonstrate good chest passes. 5. Chest pass challenge – how many passes can you do in 30 seconds? <p>Discuss what is important with a bounce pass.</p> <p>Shoulder pass:</p> <ol style="list-style-type: none"> 1. Children to stand on a spot 3–5 metres apart. 	<p>Lesson 1</p> <p>I can use the correct technique to jump as far as possible in the long jump and triple jump.</p> <p>Knowledge: Children know how to take off and land in a controlled manner for the long jump and triple jump. Children know how to maximise the distance of their hop, step and jump to improve distance. Children know to use their arms for momentum</p> <p>Assessment: Children are able to improve their triple jump distance by improving their hop, step and jump.</p> <p>Vocabulary: hop, step, jump, take off, landing, momentum.</p>	<p>Lesson 1</p> <p>Football Rounders – I can successfully play a game of Football Rounders. I can kick a ball with accuracy and force.</p> <p>Knowledge - Children know that the ball is rolled along the ground to the kicking team. Children know that the person kicking the ball must kick it as far away from them as possible. Children know that the fielding team must stop the ball from going past them. Children know that they can only earn a point if they run around the outside of all 4 cones before the ball gets back.</p> <p>Skills – I can roll a ball in a straight line. I can kick a ball with force and accuracy. I can kick a ball using the inside of my foot. I can block a ball from travelling past me.</p> <p>Warm up – Using the inside of the foot, children will practise kicking the ball backwards and forwards to their partner passing the ball between two cones. Gradually bring cones closer together creating a narrower target. Stop the ball first then kick back. Then when accuracy is good try one touch back.</p> <p>Activity 1 – Join three pairs to make a group of 6. Using one hand, child one will roll the ball to child two. Child two kicks it away from partner one aiming for as far as possible. The remaining four children will</p>
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<p>previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively</p> <p>I can perform safe self-rescue in different water-based situations.</p>	<p>2. Children in pairs to practise their shoulder passes.</p> <p>3. Teacher to now go through/model the key points of a shoulder pass.</p> <p>4. Shoulder pass challenge – how many passes can you do in 30 seconds?</p> <p>Discuss what is important with a shoulder pass?</p> <p>When would we use each pass?</p> <p>Activity 2 – Pass and Move</p> <p>1. Teacher to organise children into groups of 5/6.</p> <p>2. Children to stand as shown in the diagram.</p> <p>3. Child number 1 performs a chest pass to child 2; then child 1 runs to the back of the opposite queue. Children to remember “Pass and move”.</p> <p>4. Children continue to practise this drill.</p> <p>5. Teacher can use as an example some groups who are working well, showing good chest passes.</p> <p>6. Repeat the drill, this time with a bounce pass.</p> <p>7. Repeat the drill, this time with a shoulder pass.</p> <p>Activity 3 – Superhero Netball (Extension)</p> <p>1. Set up the court with a hoop at each end.</p> <p>2. Split the players into equal teams using bibs, with no more than 6 players in each</p>		<p>act as fielders and attempt to stop the ball getting away. Rotate so everyone gets x2 turns to roll and kick.</p> <p>Activity 2 – Split the class in half. One half takes turns to kick the ball. The other half act as fielders and retrieving the balls. Fielders spread out and decide who will cover what area. Their aim is to get the ball to the base in front of the runner before they reach it. Kicking team have one go each and will earn a point if they can run all the way around the four cones before the ball gets there. Kickers will be out if the ball is caught in the air straight from their kick. They will also be out if the fielders get the ball to the cone (base) before them.</p> <p>Swop teams over so everyone has a chance to kick and field.</p> <p>Cool Down – Teacher's Choice</p> <p>Assessment – Children are able to play Football Rounders. Children are able to kick a ball away from them with force and accuracy.</p> <p>Vocabulary – kick, roll, field, aim, accuracy, force, space, retrieve, run, out, base.</p>
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	<p>team. Give each team a superhero name: e.g. Team Superman.</p> <p>3. One player from each team must stand in the target circle at the end of the opposing team's half; swap this player during the game.</p> <p>4. You score a point by throwing the ball into your superhero's hands (player in circle).</p> <p>5. To score, the superhero must catch the ball without it bouncing.</p> <p>6. Once the superhero has the ball in their hands, they pass it to the opposing team so they can attack and try to score.</p> <p>7. This game is non-contact – players can intercept but cannot stand with arms up in front of their opponent</p> <p>8. Players cannot run/move with the ball – to get the ball to the superhero. The children have to pass the ball to each other.</p> <p>9. Children only have 4 seconds holding the ball, then they must pass it to another player.</p> <p>10. Players must be 1m away from the person with the ball.</p> <p>11. When the ball goes out of play it is a free pass from the side of the court where it went out in favour of the appropriate team.</p> <p>Cool down – Teacher's choice</p> <p>Knowledge: Children know the 3 types of passes used in netball and when to use them. Children know how to pass with</p>		
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	<p>precision. Children know how to pass at greater speeds.</p> <p>Skills: Children can perform a chest, shoulder and bounce pass with accuracy at speed. Children can select the right pass for different situations. Children can show control over a pass.</p> <p>Assessment: Children are able to pass and receive a ball with increased accuracy, power and precision over varying distances.</p> <p>Vocabulary: Pass, Chest, Shoulder, Bounce, Accuracy, Precision, Power.</p>		
	<p>Lesson 2</p> <p>I can perform any stop with a pivot when receiving a ball with good control.</p> <p>Warm Up – Teacher’s choice</p> <p>Main Teaching – Recap the way in which we can stop in netball. 1-foot, 2-feet and jump and to use this in simulated game situations.</p> <p>Activity 1 – Recapping stops</p> <ol style="list-style-type: none"> 1. Teacher to model/recap the stride stop. 2. Children to jog around – if teacher calls “stride stop” children perform a stride stop. 3. Repeat again; this time add a pivot onto the stride stop. 4. Teacher to model/recap the jump stop. 5. Children to jog around – if teacher calls “jump stop” children perform a jump stop. 6. Repeat again; this time add a pivot onto the jump stop. 	<p>Lesson 2</p> <p>I understand how to throw with greater control, efficiency & accuracy.</p> <p>Knowledge: Children know to throw a shotput with the correct technique, control and power. Children know to rest shotput on the palm of their hand, tuck into the neck area. Children know to Stand side on, crouch down placing all the weight on one leg and aim with the free arm at an angle.</p> <p>Assessment: Children are able to use the correct technique to help them throw a shotput for distance.</p> <p>Vocabulary: shotput, project, release, control, standing side on.</p>	<p>Lesson 2</p> <p>Rounders– I can throw under-arm and catch a ball with control and accuracy.</p> <p>Knowledge - Children know that bowling is an under-arm action. Children know that their hands must be positioned with smallest fingers alongside each other, and all other fingers spread apart to have the best chance of catching the ball.</p> <p>Skills – I can bowl a ball using an under-arm throw. I can accurately bowl a ball into an open space/a target area. I can catch a ball with control and some accuracy.</p> <p>Warm up – Children will practise throwing the ball up and catching it in their hands. Encourage children to stay in control and throw accurately upwards, not away. Children will gradually throw higher. Try</p>

	<p><u>Teaching Points:</u></p> <p>Stride stops with a pivot</p> <ol style="list-style-type: none"> 1. As they land children call “One, two and pivot”. 2. Pivot on the foot stuck to the spot (on the ball of the foot) 3. Pivot forwards 4. Always pivot forward – never backwards as this takes you off balance. <p>Jump stops with a pivot</p> <ol style="list-style-type: none"> 1. Land two feet at the same time 2. Pivot on either foot (on the ball of the foot) 3. Always pivot forward – never backwards as this takes you off balance <p>Activity 2 – Pass and Move</p> <ol style="list-style-type: none"> 1. Teacher to organise children into groups of 5/6. 2. Child number 1 performs a chest pass to child 2; then child 1 runs to the back of the opposite queue. Children to remember “Pass and move”. 3. Children continue to practise this drill. 4. Teacher can use as an example some groups who are working well, showing good chest passes. 5. Repeat the drill, this time with a bounce pass. 6. Repeat the drill, this time with a shoulder pass. <p>Activity 3 – Footwork Practice</p> <ol style="list-style-type: none"> 1. Children to stay in the same set-up in their groups as in Activity 2. 		<p>catching with one hand to increase difficulty. In pairs, aiming for above knees but below shoulder area, children will practise underarm throws and catches.</p> <p>Activity 1 - In pairs, one child will use an underarm action to throw the ball to their partner. The receiver will use their choice of bat/racket to hit the ball back to their partner. 5 goes each and then swop over. Children must stand in a sideways position, swinging forwards with both hands on their equipment. To make the task more difficult, the batter can aim to hit the ball over their partners head and the bowler will attempt to catch it. If they miss, they must retrieve it as fast as they can.</p> <p>Activity 3 - Split class into two teams. One team will bat, and one team will field. The batting team will take it in turns to hit the ball with their choice of bat/racket and run around the bases that are set out in a diamond shape around the bowler. They must run the whole way round without getting ‘out’ to earn a point. The fielding team will spread out around the bases ready to catch the ball and send it to the base in front of the runner. If the ball reaches the base before the runner gets there, or if the ball is caught in the air straight after leaving the racket/bat, the runner is out. If the runner thinks they are going to be caught, they can stop at a base and continue running when the next batter hits their ball. Runners must not overtake.</p> <p>Cool Down – Teacher's Choice</p>
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	<p>2. Add a “feeder” (someone who passes the ball).</p> <p>3. Child number 1 performs a chest pass to the feeder; then child 1 runs to the middle to receive the ball (from the feeder). Child 1 then passes the ball to child 2 opposite who repeats it all again. Child 1 joins the back of the queue.</p> <p>4. Swap the feeder.</p> <p>Activity 4 – Keep Ball</p> <p>1. 3 v 1 (three attacking, one defending).</p> <p>2. Set up a square with spots or cones.</p> <p>3. How many passes can the players do without the ball being intercepted?</p> <p>4. When the ball gets intercepted the players swap the superhero over.</p> <p>5. If the attackers make 5 passes, they win a point. If the defender intercepts it, they win a point. Ensure you swap defenders.</p> <p>Rules: Players are not allowed to move when they have the ball. Only 4 seconds to pass the ball.</p> <p>Cool down – Teacher’s choice.</p> <p>Knowledge: Children know how to stop effectively. Children know the 2 ways they can stop in netball. Children know how to receive a ball and stop in a controlled manor.</p> <p>Skills: Children can perform a controlled stride stop. Children can perform a controlled jump stop. Children can receive a ball and stop in a controlled manor in unison.</p>		<p>Assessment – Children are able to bowl a ball accurately towards a target. Children are able to hit a ball with control and accuracy.</p> <p>Vocabulary – bowl, aim, under-arm, target, accuracy, control, field, force, space, retrieve, run, out, base.</p>
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	<p>Assessment: Children are able to receive a ball when running at speed, stop and use a pivot effectively to pass a ball on.</p> <p>Vocabulary: Stride Stop, Jump Stop, Pivot,</p>		
	<p>Lesson 3</p> <p>I can use a variety of dodges to get into a space and receive a ball.</p> <p>Warm Up – Teacher’s choice</p> <p>Main Task – Discuss how dodges are used within a variety of games they know and why they are used before looking at 3 that can be used. Children then put these in to practice in a game.</p> <p>Activity 1 – Dodging Fun</p> <ol style="list-style-type: none"> 1. Teacher to model dodges showing how to get away from your player. (The Drive, The Dodge and The Double Dodge). 2. Children to have a go at The Drive on their own in a space. 3. Children to have a go at The Dodge on their own in a space. 4. Children to have a go at The Double Dodge on their own in a space <p>The Drive - 1. On toes (balls of feet)</p> <ol style="list-style-type: none"> 2. Sprint into a space <p>The Dodge - 1. On toes (balls of feet) 2. Drop shoulder, pretending to go one way</p> <ol style="list-style-type: none"> 3. Sprint into space. 	<p>Lesson 3</p> <p>I understand how to combine running and jumping techniques.</p> <p>Knowledge: Children know how to pace themselves when running. Children are able to show the correct starting movements to “On your marks” “Get set” “Go” C. Children are able to combine running and jumping to overcome a variety of obstacles. Children are able to develop relay baton changeover skills. Children know how to organise a team according to their strengths.</p> <p>Assessment: Children can pace their running over a set period. Children can take part in a relay race. Children can organise their team to ensure everyone plays to their strengths.</p> <p>Vocabulary: pace, hurdles, relay baton, “On your marks” “Get set” “Go”, speed bounce, change direction, accelerate, decelerate, tactics.</p>	<p>Lesson 3</p> <p>Rounders– I can strike a ball with control and accuracy. I understand everyone’s roles within the game and can use my teamwork skills to enhance the performance of myself and my team.</p> <p>Knowledge - Children know that their bodies face sideways when striking the ball. Children know that they must bend their knees to have a strong and steady stance. Children know that they must strike a ball with force and accuracy for it to travel away from them. Children know that a fielder must stop the ball and return it to the bowler. Children know that a batter must run around the outside of all 4 cones.</p> <p>Skills – I can hit a ball into an open space/a target area with control and some accuracy. I can work as a team to catch/collect a ball to stop the opposing team from scoring.</p>

	<p>The Double Dodge - 1. On toes (balls of feet) 2. Drop shoulders one way then the other 3. Sprint into space.</p> <p>Activity 2 – Line Ball</p> <ul style="list-style-type: none"> • Line ball is a non-contact game • The aim of the game is to beat the opposing team by scoring more ‘goals’. • You play line ball on a third of a netball court in teams of four/five each side. • You are allowed anywhere in the area. • To score a goal, you have to place the ball on your opponents’ end line. • Once a goal has been scored, the possession of the ball goes to the other team. • High five netball rules apply - 4 seconds with the ball, no marking the ball, correct footwork, pass the ball, no contact. <p>Cool down – Teacher’s choice Knowledge: Children know why it is important to dodge in netball. Children know the 3 types of dodges. Children can use a variety of dodges to evade a marker. Skills: Children can perform each of the 3 dodges (Drive, Dodge, Double Dodge). Children can select the appropriate dodge to evade a defender. Children can use explosive movements to evade a marker and receive a ball. Assessment: Children are able to perform all 3 dodges for effect to evade a marker.</p>		<p>Warm up – Teacher’s choice Activity – Split class into two teams. One team will bat, and one team will field.</p> <p>Recap last lessons rules and expectations. Cool Down – Teacher's Choice</p> <p>Assessment – Children are able to successfully play a game of Rounders, understanding each role within the game. Children are able to improve on their own practise to further develop the game and support their team.</p> <p>Vocabulary – bowl, aim, under-arm, target, accuracy, control, hit, strike, run, catch, out.</p>
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	Vocabulary: Dodge, Double Dodge, Drive, Evade, Space.		
	<p>Lesson 4</p> <p>I can mark a player, stopping them getting the ball and intercept the pass</p> <p>Warm Up – Teacher’s choice</p> <p>Main Task – Children to discuss the importance of defending and how we can defend best within games. Talking points: Close to attacker, eyes on player and ball, stepping in front to intercept.</p> <p>Activity 1 - Marking a Player</p> <ol style="list-style-type: none"> 1. Teacher to go through how to defend a player. 2. Children in pairs. 3. Set up a square with cones/throw-down spots. 4. Stand side-on and follow your partner. Partner A (Attacker) to dodge (like last week) away from their partner. 5. Partner B (Defender) to mark their partner, sticking to them like glue. In high-fives you can mark your partner (man-to-man) – you cannot put your hands up in front to mark the ball. <p>Activity 2 – Defending</p>	<p>Lesson 4</p> <p>I understand how to perform a variety of different jumps correctly and safely.</p> <p>Knowledge: Children know how complete quick steps through an agility ladder. Children know how to jump over hurdles safely. Children know the best technique to complete speed bounces quickly. Children know the three steps of the triple jump. Children know how to keep their balance when completing the sack race. Children are able to pace themselves to complete a variety of different jumps in a row.</p> <p>Assessment: Children can complete a variety of different jumps with good technique.</p> <p>Vocabulary: pace, agility ladder, hurdles, hopping, speed bounce, hopscotch, skipping, long jump, triple jump, distance, speed, sack race.</p>	<p>Lesson 4</p> <p>Cricket – I can strike a ball with good accuracy with a cricket bat. I can bowl with increased accuracy.</p> <p>Knowledge: Children know that their bodies face sideways when striking the ball. Children know that they must bend their knees to have a strong and steady stance. Children know that they must strike a ball with force and accuracy for it to travel away from them.</p> <p>Skills: I can hit a ball into an open space/a target area. I can hit a ball with good control and accuracy.</p> <p>Warm Up – Teacher's Choice</p> <p>Main Teaching – Split class into 3 groups of similar ability. Set up the 3 stations below - Each group starts at a different station.</p> <ol style="list-style-type: none"> 1. Bowling accuracy <p>Split group into teams of 5. Each team has a set of stumps or a rebound net. Pupil 1 is the wicket keeper, pupils 2, 3, 4 and 5 are</p>

1. Children to now get into groups of three.
2. Each child has a role: feeder, defender and attacker.
3. The feeder starts off with the ball and says "Go" – the aim is for the feeder to get the ball to the attacker.
4. The attacker has to try and dodge away from the defender to receive the ball.
5. The defender has to stop the attacker getting the ball (and try and intercept it).
6. Children to swap roles.
7. You can add a time limit whereby the ball has to be passed within 4 seconds.

Activity 3 – Line Ball (Extension)

- Line ball is a non-contact game
- The aim of the game is to beat the opposing team by scoring more 'goals'.
- You play line ball on a third of a netball court in teams of four/five each side.
- You are allowed anywhere in the area.
- To score a goal, you have to place the ball on your opponents' end line.
- Once a goal has been scored, the possession of the ball goes to the other team.
- High five netball rules apply - 4 seconds with the ball, no marking the ball, correct footwork, pass the ball, no contact.

Cool down – Teacher's choice

Knowledge: Children know why defending and interceptions are important. Children know how to intercept legally in netball.

the bowlers with a ball each 8 to 12 yards away.

Pupil 2 bowls the ball at the stumps and runs to become wicket keeper, the wicket keeper gathers the ball and runs behind pupil

3. Pupil 3 underarm bowls at the stumps and so on. Teams get 1 point if they hit the stumps.

Highest scorers win.

Catchphrase – 'Watch the wicket and you're likely to hit it!'

Additional key teaching points:

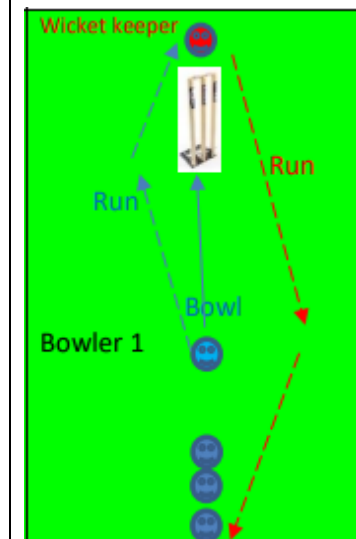
-Point opposite foot towards stumps (Looking foot).

-Aim looking over top of ball.

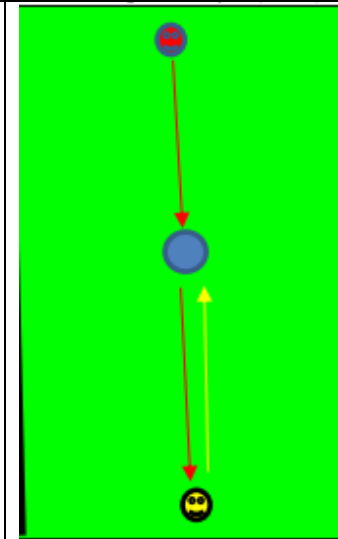
-Bring ball past hip and smoothly throw from low to high in a rainbow shape.

-Weight and accuracy of bowl.

Progression – Overarm bowl if space available and safe to do so.




	<p>Skills: Children can follow a player closely. Children can follow the steps for effective marking (Close to player, Eyes on the ball, Ready to react). Children can use defending techniques in game situations. Assessment: Children are able to mark a player closely making it difficult to receive a ball and intercepting the ball on occasion.</p> <p>Vocabulary: Mark, Intercept, React.</p>		<p>2. Bowling technique</p> <p>Split group into pairs. They stand opposite each other with a spot in-between 5 yards away. Pupil 1 has 3 tennis balls and bowls 1 at a time attempting to hit to the spot, pupil 2 stops the each ball ready for their turn. Ball 1 = hold at chest (So you can see ball) and push towards spot. Ball 2 = Hold ball straight in the air above head (So you cannot see the ball) and throw down towards spot keeping arm straight. Ball 3 = Overarm bowl – TIPS – Hold ball by mouth, put other arm straight in the air, weight on back foot, take ball down back and round and transfer weight onto front foot - Head forwards (Not to the side) / High arm / Straight arm (Not darts throw). ‘Down, back and round.’</p> <p>First pupil to 5 points wins.</p> <p>Progression – Smaller target/increased distance</p>
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3. Batting practice

Split group into 5's. Have 1 batter in the middle and 4 bowlers (2 either side with a ball each). Each bowler takes turns to bowl at the batter who strikes the ball back. If the bowler catches the ball the team wins 1 point. The first team to 5 points wins. Repeat with a different bowler. Key teaching points – Stand side on, feet shoulder width apart, strike with the flat side of the bat in a low to high motion. AS indoors encourage a gentle stroke – accuracy rather than power.

Progression – Increase Distance

			 <p>Cool Down – Teacher's Choice</p> <p>Assessment – Children are able to hit a ball with control and some accuracy, away from their body.</p> <p>Vocabulary – bowl, aim, under-arm, target, accuracy, control, hit, strike.</p>
	<p>Lesson 5</p> <p>I can consistently shoot the ball into the net with success</p> <p>Warm Up – Teacher's choice</p> <p>Main Teaching – Children to be introduced to shooting and the key teaching points with this: feet apart, knees bent, one hand on the ball to shoot, one hand guiding the ball, flicking the wrist when shooting.</p> <p>Activity 1 – Shoot it</p>	<p>Lesson 5</p> <p>I understand the correct techniques to throw a shot put and basketball, perform the triple jump and balance on a space hopper.</p> <p>Knowledge: Children know how to complete multiple athletic events in a carousel. Children know how to refine running, jumping and throwing skills in competition. Children know to apply</p>	<p>Lesson 5</p> <p>Cricket – I can develop batting techniques.</p> <p>Knowledge: Children know a range of cricket shots. Children know how to play shots into space. Children know how to communicate effectively when running in pairs.</p> <p>Skills: Children can confidently play a drive. Children can select a range of shot types.</p>

	<p>1. Teacher to model/show the correct shooting technique.</p> <p>2. All children to stand holding the ball in the correct position.</p> <p>3. Children to stand in a space and shoot, pushing the ball up high into the air, waving “goodbye to the ball”.</p> <p>4. When in starting position – children to remember: “Bend, push and wave goodbye to the ball”.</p> <p>Teaching Points:</p> <ul style="list-style-type: none"> • Stand feet slightly apart. • Hold the ball high with your arms stretched up high. • Place one hand under the ball and the other at the side of the ball supporting it. • Bend knees. • Lower the ball slightly behind your head. • Push up from feet through body to release the ball. • Wave goodbye to the ball; flick of the wrist. • Finish off on the tip of your toes <p>Activity 2 – Net Shooting</p> <ul style="list-style-type: none"> - Place netball post on the court at the correct height - Place 5 spots or cones around the net in a shooting arc. - Aim of game: Children to take it in turns practising to shoot into the goal. They can choose which spot to shoot from. In this adapted game children can get 1 point if 	<p>appropriate techniques for a range of events.</p> <p>Assessment: Children know the correct techniques to succeed in throwing, running and jumping events.</p> <p>Vocabulary: Shotput, power, explode, extending the arm, balance, chest push, pace, triple jump, take off, landing.</p>	<p>Warm Up – Teacher Choice</p> <p>Main Teaching - Introduce the aims of the session, working on being able to hit the ball with accuracy before trying to develop a number of strokes. Show children the correct way to hold the bat when batting, looking at how they then position themselves in relation to the stumps. During the session, introduce different strokes to children for them to work on.</p> <p>Activity 1 - Get children to initially practise just hitting the ball with the bat in pairs/ small groups. Children will underarm bowl the ball in the air to the batter who will then use the bat to hit the ball back to the bowler. Take it in turns practising this to get used to holding the bat and being able to aim centrally.</p> <p>In threes, children will take it in turns to bat. One person will bowl the ball underarm, with the batter then deciding who to bat to from straight on or diagonally, working on aiming three different ways.</p> <p>Activity 2 - Get children to begin moving while they are batting, moving out to come and meet any loose balls whilst also practising playing defensive block shots and leaving it where they are confident it would not hit their stumps.</p> <p>In threes, children will take it in turns to bat. One person will bowl the ball</p>
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	<p>they hit the rim of the post and 2 points if they get the ball into the goal. -Once a child scores from one spot move to another.</p> <p>Activity 3 – Line Ball with Posts -Play same rules as Line ball netball (use posts instead of the line)</p> <p>Cool down – Teacher’s choice Knowledge: Children know how to shoot effectively. Children know how to use power from different distances. Children know it is important to guide the ball when shooting. Skills: Children can follow feet apart, knees bent, one hand on the ball to shoot, one hand guiding the ball, flicking the wrist when shooting. Children can consistently hit the rim or score when shooting. Children can shoot from a range of angles and distances. Assessment: Children are able to shoot with consistency. Vocabulary: Shoot, Net, Rim, Guide.</p>		<p>underarm, with the batter moving out from the stumps then deciding who to bat to from straight on or diagonally, working on aiming three different ways. Get children to also practise defensive shots, pushing these out to the sides.</p> <p>Activity 3 - Depending on batting confidence, introduce different shot selections to children including the sweep shot, reverse sweep shot, drive, a cut shot and a square drive shot. Get children to practise these in groups, taking it in turns to bowl, field and bat the ball. Children will work on practising their drive shots as well as then being able to develop their cut shot. If children are confident with these three techniques, they will then move on to using a sweep shot and developing this technique. Cool Down – Teacher Choice</p> <p>Assessment: Children are able to play a range of shots confidently.</p> <p>Vocabulary – bowl, aim, under-arm, target, accuracy, control, hit, strike, shot, drive, sweep shot, cut shot, square shot</p>
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	<p>Lesson 6</p> <p>I can play in a game of netball using learnt skills accurately.</p> <p>Warm Up – Teacher’s choice</p> <p>Main Teaching – Teachers to remind children of all the skills they have learnt in netball this term and that we will be putting them into a game today. Recap each skill.</p> <p>Activity – Netball</p> <ol style="list-style-type: none"> 1. Children to now play a netball game. 2. Use a whole court with posts. <p>Teachers to identify children showing correct technique. (Use as assessment lesson)</p> <p>Cool down – Teacher’s choice</p> <p>Knowledge: Children know the rules of netball. Children know how to apply learnt skills into the game of netball. Children know how competition can be healthy and show sportsmanship throughout.</p> <p>Skills: Children can mark and defend as a team. Children can consistently shoot from different positions. Children can keep possession as a team through passing accurately.</p> <p>Assessment: Children are able to play a competitive game of netball showing a range of skills.</p> <p>Vocabulary: All of the above.</p>	<p>Lesson 6</p> <p>I understand that I need to pace myself according to the distance of a race.</p> <p>Knowledge: Children know they need to pace themselves when racing. Children know to extend their hands when receiving/giving the baton to their teammate. Children know how to keep their balance when using a space hopper.</p> <p>Assessment: Children can improve their times in a relay race by pacing themselves and extending their hands with the baton.</p> <p>Vocabulary: Relay race, pace, baton, balance, extending hands, starting position.</p>	<p>Lesson 6</p> <p>I can follow the basic rules of a game and put learnt skills in to practice</p> <p>Knowledge: Children know the basic rules of the game they are playing. Children know how to throw and catch with good accuracy. Children know how to work as a team effectively</p> <p>Skills: I can bowl a ball using an under-arm throw. I can catch a ball with control and accuracy. I can hit a ball with control and good accuracy. I can work as a team to catch/collect a ball in order to stop the opposing team from scoring.</p> <p>Warm Up – Teacher’s choice</p> <p>Main Activity – Children to choose to play a game of rounders or cricket using the skills they have learnt previously.</p> <p>Rounders – Split class into two teams. One team will bat, and one team will field. Put emphasis on the skills learnt previously (Throwing and catching, bowling and batting). Allow children in bat 3 attempts to hit the ball in order to get through whole class.</p> <p>Recap rules and expectations.</p> <p>Cool Down – Teacher’s Choice</p> <p>Assessment: Children are able to successfully play a simple game of rounders/cricket, understanding each role</p>
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			within the game. Children are able to improve on their own practise to further develop the game and support their team.
Year 5 I can...	I understand... Knowledge: I know how to apply skills into competitive games. I know how to self-evaluate my successes and improvements in an activity. Invasion Games - Football	I understand... Knowledge: I know how to apply skills into competitive games. I know how to work as part of a team to succeed in handball, bench ball and dodgeball. Ball Games – Handball, dodgeball, bench ball	I understand... Knowledge: I know how to develop flexibility, strength, technique, control and balance. I know how to compare my performances with previous ones. I know how to demonstrate improvement to achieve my personal best. Gymnastics
Skills I can use running, jumping, throwing and catching in isolation and in combination. I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Lesson 1 I can pass accurately using a range of power to control distance. Knowledge: Children know the key steps to passing a ball (inside of the foot, looking where they are passing). Children know how to accurately pass over increasing distances. Children know why passing a moving ball is more difficult. Skills: Children can use the correct techniques to pass the ball with accuracy and power. Children can select the right weight of pass. Children can begin to pass a ball on the move.	Lesson 1 I can use the correct technique to serve a shuttlecock. Knowledge: Children know to pinch the shuttle with the cork facing downwards and drop the shuttle (rather than throw up) when serving. Children to angle racket to ensure shuttle goes forwards when it is hit. Skills: Children are able to show hand eye coordination in order to hit a shuttle. Children can use the correct grip technique to ensure they do a forehand serve with some power.	Lesson 1 I can perform a variety of jumps with good technique. (Straight, star, tuck, pike, straddle) I can rotate some of my jumps in the air by 90,180 or 270 degrees. Lesson set up: Warm up – Teacher's choice Main activity - Children will explore a variety of shapes individually to ensure technical points are being followed and children are jumping safely. Practise a couple at a time before taking them onto the equipment. Walk slowly around the space, stepping on and off of the

<p>I can develop flexibility, strength, technique, control and balance</p> <p>I can perform dances using a range of movement patterns</p> <p>I can take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>I can compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively</p>	<p>Assessment: Children are able to pass a ball with increased accuracy and competency over a range of longer distances.</p> <p>Vocabulary: Pass, Inside of foot, Accuracy, Weight of pass</p>	<p>Assessment: Children are able to serve a shuttle over a range of distances.</p> <p>Vocabulary: Shuttle, badminton racket, forehand serve.</p>	<p>equipment. Then step on and perform a jump off. Repeat activity with each jump/group of jumps. Wider jumps will need to be performed in larger spaces so half the class observing and half watching would work best at these times. Encourage lots of examples and reinforce skills/knowledge to ensure best performance. Can the children perform a repeated pattern? Walk, step on, jump, repeat. Could the children change their jump each time? Practise rotation of jumps in isolation before repeating the above activity with rotation of jumps when leaving the equipment.</p> <p>Cool down – Teacher's choice</p> <p>Knowledge: Children know that legs must stay together during a jump and in some shapes arms and legs must stretch out straight. Children know that they should stretch until they can feel it, but not too far so that it hurts. Children know a jump starts and finishes with feet together. Children know that finding a spot to focus on when turning will help them stay upright. Children know that looking forwards when jumping forwards will encourage them to stay upright.</p> <p>Skills: Children can take-off and land with bent knees. Children can land with quiet feet. Children can hold a shape both statically and in the air. Children can show control when stepping onto the benches and jumping off.</p>
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<p>I can perform safe self-rescue in different water-based situations.</p>			<p><u>Stretch jump:</u> Children can stand with legs together straight and can reach up towards the ceiling with straight arms when practising the shape. Children can have a straight (not arched) back in the air.</p> <p><u>Star jump:</u> Children can stand with legs apart (slightly wider than hips) with arms out straight at a 45-degree angle from the top when practising the shape. Children can stretch arms and legs out wide when in the air and return together on landing.</p> <p><u>Tuck jump:</u> Children can sit with their knees bent and legs together (feet on the floor) to practise. Children can lift knees to chest when in the air.</p> <p><u>Pike jump:</u> Children can sit with legs stretched out in front of them and arms stretched out in front of them, parallel to the floor when practicing the shape. Children can stretch arms and legs out in front of them, parallel to the floor when in mid-flight.</p> <p><u>Straddle jump:</u> Children can sit with their legs straight and wide to create a 90-degree angle when practicing the shape. Children can hold their arms out straight, directly above each leg and parallel to the floor when practicing the shape. Children can stretch arms and legs out wide and parallel to the ground when in the air and return feet together on landing.</p> <p>Assessment: Children are able to perform a variety of jumps with good technique. Children are able to rotate some of their jumps in the air by 90,180 or 270 degrees.</p>
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			<p>Vocabulary: stretch, muscles, straight, star, tuck, pike, straddle, jump, together, perform, degrees, parallel, wide, tall.</p> <p>Equipment required: Benches</p>
	<p>Lesson 2</p> <p>I can dribble with control and precision.</p> <p>Knowledge: Children know how to dribble with control (small touches, ball close to feet, head up). Children know why dribbling is important in a game situation. Children know how to change direction efficiently when dribbling.</p> <p>Skills: Children can dribble a football with control. Children can dribble with increasing speed over longer distances. Children can change direction confidently and quickly when dribbling.</p> <p>Assessment: Children are able to keep close control and dribble through a set of cones at speed.</p> <p>Vocabulary: Dribble, Control</p>	<p>Lesson 2</p> <p>I can throw a ball with power and accuracy and catch a ball with confidence.</p> <p>Knowledge: Children know how much power to throw a ball with to reach a target. They understand the importance of positional play in order to block a ball and get into the best position to succeed in a game.</p> <p>Skills: Children can move into space to get into the best position to throw/catch the ball. Children can throw a ball with the correct power and trajectory to reach a target.</p> <p>Assessment: Children are able to throw a ball accurately to a team mate, block a ball by getting in the correct position and show control when catching a ball</p> <p>Vocabulary: Power, trajectory, positioning, blocking</p>	<p>Lesson 2</p> <p>I can travel from one space to another in a safe and creative manner.</p> <p>I can travel in different ways using different body parts.</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity - Children will explore different ways of travelling around the equipment (Not touching anything or anyone) Focus on various body parts to begin with to give children a bank of ideas. Travel on your back, tummy, knees, etc. Allow children to travel in their own way. Can they travel at a low/medium/high level? Can they travel at different speeds or in different directions? Share a few creative examples and challenge children to travel in an alternative way. Can you travel with two body parts touching the floor? Can you now travel with no hands on the floor? Etc</p> <p>Moving onto the equipment, allow children to explore in their own way first. Are they able to go under, over or through? Ensure children are looking over their shoulders if</p>

			<p>travelling backwards or sideways. Share examples of good, controlled practise and encourage positive and constructive feedback. Children should share one thing they liked about their peer's movement and one thing they could improve on. Can they suggest ways to correct or improve errors? Recap jumps from last lesson. Challenge children to travel towards the equipment, climb/step on and jump off. Share examples of good practise.</p> <p><u>Cool down</u> – Teacher's choice</p> <p>Knowledge: Children know that travelling is the movement of the body from one area to another. Children know that their bodies can travel in a variety of ways.</p> <p>Skills: Children can change the level in which they travel (High, medium, low). Children can change the speed in which they travel. (Fast, medium, slow) Children can change the body parts that are in contact with the floor when travelling (feet, knees, elbows, hands, back, tummy, bottom). Children can change the direction in which they travel (Forwards, backwards, sideways). Children can provide positive and constructive feedback by explaining one thing they liked about their peer's sequence and one thing they could improve on with suggestions on how this could be done.</p> <p>Assessment: Children are able to travel from one space to another in a safe and creative manner. Children are able to travel in different ways using different body</p>
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			<p>parts. Children are able to change speeds when instructed.</p> <p>Vocabulary: travel, level, high, low, medium, fast, slow, speed, contact, forwards, backwards, sideways,</p> <p>Equipment required: Benches/low level equipment</p>
	<p>Lesson 3</p> <p>I can shoot with accuracy and power.</p> <p>Knowledge: Children know how to shoot with power (using laces). Children know how to shoot with accuracy (side of the foot). Children know how different shots are used in different scenarios.</p> <p>Skills: Children can use the inside of their foot when shooting for accuracy. Children can use the laces action for power. Children can select the correct shot type in shooting drills.</p> <p>Assessment: Children are able to shoot with increased power and accuracy. Children are able to show awareness of when each shot is appropriate.</p> <p>Vocabulary: Laces, Shooting, Power, Placement</p>	<p>Lesson 3</p> <p>I can show good movement and think about positional placement.</p> <p>Knowledge: Children know when to throw underarm and when to throw overarm. Children know</p> <p>Skills: Children can move into space in order to provide options for their team mates. Children are thinking about tactics in order to win a game.</p> <p>Assessment: Children can throw a ball with the correct technique to a team mate. Children, thinking about their positional play, are able to intercept a ball.</p> <p>Vocabulary: underarm, overarm, trajectory, positional awareness</p>	<p>Lesson 3</p> <p>I can perform a variety of individual balances safely and correctly.</p> <p>I can perform a sequence of balances with a partner moving smoothly between movements.</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity – Recap some balances from last year. (V-sit, Straddle sit, arch and dish, arabesque) ensuring technical points are being followed and children are balancing safely. Can children switch between arch and dish without dropping arms/legs? Can children switch between v sit and straddle sit without dropping legs? Can they hold the balance for 5 and then 10 seconds? In pairs, children will watch each other's balances checking they are performed correctly. Then they will perform their balances together joining them with one body part each time. Watch lots of examples and reinforce skills/knowledge to ensure best performance. Encourage children to share their views on each</p>

			<p>other's work in a positive way. Introduce the other balances below (Front/back support, shoulder stand and headstand) Can children switch between front and back support without dropping hips? Can they hold a shoulder stand without tipping over? Who can hold a headstand straight for the longest time? In pairs, children will create a sequence of three balances from the ones they have practised. On the teacher's cue, children will perform the three balances one after another. If time, challenge children to create a new sequence with three of their own balances making sure they are connected by at least one body part each time.</p> <p><u>Cool down</u> – Teacher's choice</p> <p>Knowledge: Children know they should have their arms stretched out when balancing and flat hands if they are touching the floor. Children know that engaging core muscles can prevent them from wobbling. Children know that focusing on one point or holding a limb out straight can help them to balance.</p> <p>Skills: Children can engage (tense) muscles in order to hold their shape still. Children can stretch their arms out or focus on a fixed point to prevent wobbling. Children can create different balances by varying the points of contact with the floor. Children can smoothly move from one balance to another creating a sequence that can be performed in pairs.</p>
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			<p><u>V -sit:</u> From a tuck balance (small shape) children will balance on their bottoms only and straighten their legs to make their body into a v shape. Arms can be out to the side or holding onto legs.</p> <p><u>Straddle sit:</u> Similar to the v-sit, children will balance on their bottoms with their legs up and straight, this time with legs out wide (straddle position).</p> <p><u>Long shape:</u> Children stretch their bodies out along the floor with shoulders/arms (out in front) and legs lifted off of the floor. This could be on tummies (arch) or backs (dish).</p> <p><u>Arabesque:</u> Children lean slightly forward with their head up, looking forwards. Children lift one leg out straight, behind them.</p> <p><u>Shoulder stand:</u> Children sit up with legs in either a tuck or pike shape. They rock back and stretch their legs towards the ceiling, keeping their feet together. Elbows rest on the floor with hands holding onto hips to keep the shape stable. Head, shoulders and arms are touching the floor and the rest of the body is balancing in a straight line.</p> <p><u>Back support:</u> Children will start sitting in pike position with hands next to bottoms, fingers facing toes. Children will then lift their hips up and hold so their bodies are in a straight line.</p> <p><u>Front support:</u> Like back support, children will hold their bodies in a straight line but this time facing downwards towards the</p>
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			<p>floor rather than up to the ceiling. (Push up position)</p> <p><u>Headstand</u>: Children will start by sitting in a crouched position/knees on floor, making a triangle shape with their head (forming the top of the triangle) and their flat hands (making the bottom two corners) in front of them. Keeping their head and hands in place, children will lift their hips up to make an upside-down v shape. Children will gently and slowly walk their feet towards their head until they start to feel off balance and then fold their knees into their chest so they are balancing on their hands and head. If confident, children can stretch their legs up towards the ceiling, keeping their knees and ankles together. Children should lower feet back to the ground when finishing their balance. Try not to roll over.</p> <p>Assessment: Children are able to perform a variety of individual balances safely and correctly. Children are able to perform a sequence of balances with a partner moving smoothly between movements.</p> <p>Vocabulary: balance, stretch, tense, muscles, hold, long, arch, dish, pike, straddle, arabesque, front/back support, headstand</p> <p>Equipment required: None</p>
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	<p>Lesson 4 I can apply my passing technique into a game of footgolf. Knowledge: Children know the key steps to passing a ball (inside of the foot, looking where they are passing). Children know the rules of footgolf. Children know how to apply their passing and shooting technique to cover distance.</p> <p>Skills: Children can apply their knowledge of passing into a competitive game. Children can vary the power of their pass in relation to distance. Children can maintain accuracy over longer distances.</p> <p>Assessment: Children are able to show accuracy of passing and shooting over longer distances.</p> <p>Vocabulary: Footgolf, passing, distance, power.</p>	<p>Lesson 4: I can apply my throwing techniques in a game of handball. Knowledge: Children know they need to think about their positioning in order to block a ball. Children know they can feint a throw to deceive an opponent and throw at an angle to make it harder for a keeper to save.</p> <p>Skills: Children can work as part of a team and implement tactics to win – assigning positions (attacking/defending), throwing 2/3 balls at the same time to improve chances of scoring.</p> <p>Assessment: Children are implementing tactics in order to win a game.</p> <p>Vocabulary: throw feint, overarm throw, blocking</p>	<p>Lesson 4 I can perform a short sequence with a partner and small group (consisting of a travel, jump and balance) showing confidence and control. Lesson set up: <u>Warm up</u> – Teacher's choice <u>Main activity</u> - Practise individual jumps recapping on technical/safety aspects. Then add them to a style of travel. First provide the ideas and then allow the children to choose their own combination with a partner. Can children travel and then jump on cue? Can children repeat their combination until signalled to stop? Recap individual balances from last lesson going through the technical aspects. Then add a balance to the sequence. This can be individual or joined. Practise, perform, perfect. Challenge children to extend their sequence by performing two versions of each section. (Two travel, two jumps, two balances) Join pairs to make a small group. Challenge children to create a sequence together. This could be the short version or extended. This could be performed in unison or canon. <u>Cool down</u> – Teacher's choice Knowledge: Children know that travelling is the movement of the body from one area to another. Children know that their bodies can travel in a variety of ways. Children know that legs must stay together during a jump and in some shapes arms and legs must stretch out straight. Children know</p>
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			<p>that they should stretch until they can feel it, but not too far so that it hurts. Children know a jump starts and finishes with feet together. Children know they should have their arms stretched out when balancing and flat hands if they are touching the floor. Children know that engaging core muscles can prevent them from wobbling. Children know that focusing on one point can help them to balance.</p> <p>Skills: Children can work collaboratively to combine three movements to create a sequence (travel, jump and balance). Children can perform their sequence with control, showing stretched shapes. Children can perform their sequence to their peers with confidence. Children can provide positive and constructive feedback by explaining one thing they liked about their peer's sequence and one thing they could improve on.</p> <p>Assessment: Children are able to perform a short sequence with a partner and small group (consisting of a travel, jump and balance) showing confidence and control.</p> <p>Vocabulary: sequence, control, jump, straight, star, tuck, take-off, landing, balance, tense, muscles, travel, levels, speeds, movement, stretch, feedback.</p> <p>Equipment required: None</p>
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	<p>Lesson 5</p> <p>I can use dribbling, passing and shooting in combination.</p> <p>Knowledge: Children know how passing and dribbling can be used in combination. Children know how dribbling and shooting can be used in combination. Children know how using these skills in combination make a team more effective.</p> <p>Skills: Children can dribble and pass in combination at speed and under pressure. Children can dribble and shoot under pressure. Children can select when to dribble, pass or shoot in game situations.</p> <p>Assessment: Children are able to select the appropriate learnt skill in pressure situations.</p> <p>Vocabulary: Passing, Dribbling, Shooting</p>	<p>Lesson 5</p> <p>I can use tactics to know when to block and when to attack.</p> <p>Knowledge: Children know they need to decide when to defend and when to attack to give them the best chance of winning. Children know the best option when attacking e.g. passing to someone in a better position, a double attack, throwing the ball at an angle.</p> <p>Skills: Children can get into the best position to defend their goal. Children can throw over arm for power, throw at an angle towards a target, fake throw to deceive an opponent.</p> <p>Assessment: Children are making the correct decisions according to situation of a game.</p> <p>Vocabulary: fake throw, overarm throw, blocking, double throw.</p>	<p>Lesson 5</p> <p>I can mount the vault in a squat on and straddle on position.</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity – Start by practising bunny hops along and over the benches so children can get used to taking their weight on their arms. (Reach with hands first and then move body) Children should lift their hips and keep their knees tucked in to their chest when moving. Then try squatting in one space and bunny jumping with high hips over to another space. Can children hold their hips up for a second as they go? Move onto take off and landings. Children will need a short run up, taking off on two feet and landing on two feet. Standing next to a bench try jumping two feet to two feet on the floor (1), reach for the bench (2) and lift hips (3). Practise doing this quickly with a short run up. Move this sequence on to low level tables/vault. If using a springboard, ensure children jump just once on the top end of the board (nearest the vault/table) after a short run up. Once children have the hang of hands before lifting, try landing feet on the equipment rather than back on the floor. Hands will be positioned hip width apart with feet landing in between. This is a squat position. Some children will land on knees. This is ok to begin with. When confident practise landing with feet apart. This will require higher hips and straight legs. Children may</p>
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			<p>want to practise landing on knees first. This is progression to a straddle on. With all mounts, children can position feet together before jumping off to finish ensuring they are landing with bent knees and soft/quiet feet. Children may want to practise jumps or rotations from previous lessons.</p> <p>Cool down – Teacher’s choice</p> <p>Knowledge: Children know that their hands land on the vault before their feet. Children know that mounting a vault requires a two-feet to two-feet jump. Children know that their hips must rise in order to put their feet (tiptoes) on the vault. Children know that their knees and ankles should stay together when squatting on and their legs separate and stay straight when straddling on.</p> <p>Skills: Children can take off on two feet and land on two feet when jumping. Children can lift their hips in order to land on their feet. Children can position their hands on the vault before their feet (tiptoes). Children can land a jump with bent knees and soft/quiet feet.</p> <p>Assessment: Children are able to mount the vault in a squat on and straddle on position.</p> <p>Vocabulary: take off, mount, squat on, straddle on, crouch, spring.</p> <p>Equipment required: Vault split into two levels, spring board, tables of varying sizes, benches, mats, crash mat.</p>
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	<p>Lesson 6</p> <p>I can play a competitive game applying learnt skills.</p> <p>Knowledge: Children know how formations can affect a game of football. Children know a range of basic attacking and defending tactics. Children know how to apply skills into competitive situations.</p> <p>Skills: Children can play effectively in a position on the pitch. Children can use a greater number of attacking and defensive tactics to game play. Children can show learnt skills when performing movements at speed.</p> <p>Assessment: Children are able to explain how formations and tactics influence a game. Children are able to confidently play in one position.</p> <p>Vocabulary: Tactics, Formation, Teamwork, Sportsmanship.</p>	<p>Lesson 6</p> <p>I can succeed in a competitive game of dodgeball.</p> <p>Knowledge: Children know the rules of dodgeball and how to implement tactics in order to win a game.</p> <p>Skills: Children can duck, jump, side step to avoid getting hit. Children can throw with accuracy and power in order to hit an opponent. Children can catch a ball.</p> <p>Assessment: Children can explain the rules of dodgeball. Children are able to implement effective tactics in order to win a game.</p> <p>Vocabulary: duck, jump, side step, dodge, teamwork.</p>	<p>Lesson 6</p> <p>I can use strength and coordination to safely climb up and down the climbing frame.</p> <p>I can remember and safely perform balances and jumps from previous lessons.</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity – Children will be split into three groups and will rotate around three stations. This allows for more space and control within the lesson. Each station will recap or allow exploration of using skills in various ways. Station 1: The climbing frame. Try where possible to have this out ready before the lesson. Children will gently explore the equipment first in their own way, looking out for others and finding space. Then encourage children to move through/across/around the equipment with their feet together or feet apart. Can they use different body parts to balance? Station 2: Area for benches/tables/beam etc connected at different angles. Children will practise their travelling and jumping skills. Encourage children to stretch limbs and look for space. Station 3: Mats. Children will practise the various balances learned so far. Children can practise individually, in pairs or groups creating their own versions as they go. Discuss rules and expectations before anyone uses any equipment and introduce each section individually so children are aware of their options before they start using them. Give</p>
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			<p>each area a time limit, pause for sharing and then rotate and repeat so everyone gets to try each area twice allowing time to practise different ideas and improve performances.</p> <p><u>Cool down</u> – Teacher’s choice</p> <p>Knowledge: Children know how to perform each skill safely. Children know how to use equipment including the climbing frame safely.</p> <p>Skills: Children can engage (tense) muscles in order to hold their shape when climbing. Children can stretch their fingers/toes if required. Children can keep their focus on one point or stretch out a limb in order to maintain balance.</p> <p>Assessment: Children are able to use strength and coordination to safely climb up and down the climbing frame. Children are able to remember and safely perform balances and jumps from previous lessons.</p> <p>Vocabulary: stretch, wide, tall, small, tuck, pike, straddle, rotate, squat, shape, together, apart, travel, jump, balance.</p> <p>Equipment required: Mats, climbing frame, low level equipment (benches, beam, tables)</p>
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<p>Year 5</p> <p>I can...</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to use running, jumping, throwing and catching in isolation and in combination.</p> <p>I know how to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>Netball</p> <p>Videos of all activities can be found here: https://primarypeplanning.com/lesson-planning-resources/key-stage-2-years-5-6/ks2-y56-netball/</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to complete a variety of jumps safely in including the triple jump.</p> <p>I know the correct technique to maximise the shotput throwing distance.</p> <p>I know how to pace myself in race and perform an efficient baton changeover in a relay race.</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to throw under-arm and catch a ball with control and accuracy.</p> <p>I know how to strike a ball with control and accuracy.</p> <p>I know how to play a simple game of Rounders or Cricket and I understand the roles of each team.</p> <p>I know how to strike a ball with accuracy with a cricket bat and can begin to bowl with accuracy.</p> <p>I know how to develop batting techniques.</p> <p>Rounders/Football Rounders and Cricket</p>
<p>Skills</p> <p>I can use running, jumping, throwing and catching in isolation and in combination.</p> <p>I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>I can develop flexibility, strength,</p>	<p>Lesson 1</p> <p>I can pass a ball with precision and control.</p> <p>Warm Up – Teacher’s choice</p> <p>Main Teaching – Children to discuss: What is important when throwing and catching a ball? Children to complete the following:</p> <p>Activity 1 – Chest, Bounce and Shoulder pass</p> <p>Chest pass:</p> <ol style="list-style-type: none"> 1. Pairs to stand on spots 2–3 metres apart. 2. Pairs to practise a chest pass. 3. Teacher to recap/model the key points of a chest pass. 4. Teacher can ask pairs to demonstrate good chest passes. 	<p>Lesson 1</p> <p>I understand how to perform a triple jump correctly.</p> <p>Knowledge: Children know how to take off and land in a controlled manner for the long jump and triple jump. Children know how to maximise the distance of their hop, step and jump to improve distance. Children know to use their arms for momentum</p> <p>Assessment: Children are able to improve their triple jump distance by improving their hop, step and jump.</p> <p>Vocabulary: hop, step, jump, take off, landing, momentum.</p>	<p>Lesson 1</p> <p>Football Rounders – I can successfully play a game of Football Rounders. I can kick a ball with accuracy and force.</p> <p>Knowledge - Children know that the ball is rolled along the ground to the kicking team. Children know that the person kicking the ball must kick it as far away from them as possible. Children know that the fielding team must stop the ball from going past them. Children know that they can only earn a point if they run around the outside of all 4 cones before the ball gets back.</p>

<p>technique, control and balance I can perform dances using a range of movement patterns</p> <p>I can take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>I can compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively</p> <p>I can perform safe self-rescue in</p>	<p>5. Chest pass challenge – how many passes can you do in 30 seconds? Chest pass:</p> <ol style="list-style-type: none"> 1. Pairs to stand on spots 2–3 metres apart. 2. Pairs to practise a chest pass. 3. Teacher to recap/model the key points of a chest pass. 4. Teacher can ask pairs to demonstrate good chest passes. 5. Chest pass challenge – how many passes can you do in 30 seconds? <p>Discuss what is important with a bounce pass.</p> <p>Shoulder pass:</p> <ol style="list-style-type: none"> 1. Children to stand on a spot 3–5 metres apart. 2. Children in pairs to practise their shoulder passes. 3. Teacher to now go through/model the key points of a shoulder pass. 4. Shoulder pass challenge – how many passes can you do in 30 seconds? <p>Discuss what is important with a shoulder pass?</p> <p>When would we use each pass?</p> <p>Activity 2 – Pass and Move</p> <ol style="list-style-type: none"> 1. Teacher to organise children into groups of 5/6. 2. Children to stand as shown in the diagram. 3. Child number 1 performs a chest pass to child 2; then child 1 runs to the back 		<p>Skills – I can roll a ball in a straight line. I can kick a ball with force and accuracy. I can kick a ball using the inside of my foot. I can block a ball from travelling past me.</p> <p>Warm up – Using the inside of the foot, children will practise kicking the ball backwards and forwards to their partner passing the ball between two cones. Gradually bring cones closer together creating a narrower target. Stop the ball first then kick back. Then when accuracy is good try one touch back.</p> <p>Activity 1 – Join three pairs to make a group of 6. Using one hand, child one will roll the ball to child two. Child two kicks it away from partner one aiming for as far as possible. The remaining four children will act as fielders and attempt to stop the ball getting away. Rotate so everyone gets x2 turns to roll and kick.</p> <p>Activity 2 – Split the class in half. One half takes turns to kick the ball. The other half act as fielders and retrieving the balls. Fielders spread out and decide who will cover what area. Their aim is to get the ball to the base in front of the runner before they reach it. Kicking team have one go each and will earn a point if they can run all the way around the four cones before the ball gets there. Kickers will be out if the ball is caught in the air straight from their kick. They will also be out if the fielders get the ball to the cone (base) before them.</p>
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different water-based situations	<p>of the opposite queue. Children to remember “Pass and move”.</p> <ol style="list-style-type: none"> Children continue to practise this drill. Teacher can use as an example some groups who are working well, showing good chest passes. Repeat the drill, this time with a bounce pass. Repeat the drill, this time with a shoulder pass. <p>Activity 3 – Superhero Netball (Extension)</p> <ol style="list-style-type: none"> Set up the court with a hoop at each end. Split the players into equal teams using bibs, with no more than 6 players in each team. Give each team a superhero name: e.g. Team Superman. One player from each team must stand in the target circle at the end of the opposing team’s half; swap this player during the game. You score a point by throwing the ball into your superhero’s hands (player in circle). To score, the superhero must catch the ball without it bouncing. Once the superhero has the ball in their hands, they pass it to the opposing team so they can attack and try to score. This game is non-contact – players can intercept but cannot stand with arms up in front of their opponent 		<p>Swop teams over so everyone has a chance to kick and field.</p> <p>Cool Down – Teacher's Choice</p> <p>Assessment – Children are able to play Football Rounders. Children are able to kick a ball away from them with force and accuracy.</p> <p>Vocabulary – kick, roll, field, aim, accuracy, force, space, retrieve, run, out, base.</p>
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	<p>8. Players cannot run/move with the ball – to get the ball to the superhero. The children have to pass the ball to each other.</p> <p>9. Children only have 4 seconds holding the ball, then they must pass it to another player.</p> <p>10. Players must be 1m away from the person with the ball.</p> <p>11. When the ball goes out of play it is a free pass from the side of the court where it went out in favour of the appropriate team.</p> <p>Cool down – Teacher's choice</p> <p>Knowledge: Children know the 3 types of passes used in netball and when to use them. Children know how to pass with precision. Children know how to control a pass.</p> <p>Skills: Children can perform a chest, shoulder and bounce pass with accuracy. Children can select the right pass for different situations. Children can show control over a pass.</p> <p>Assessment: Children are able to pass and receive a ball with increased accuracy and precision over shorter distances.</p> <p>Vocabulary: Pass, Chest, Shoulder, Bounce, Accuracy, Precision.</p>		
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	<p>Lesson 2</p> <p>I can perform a stop and pivot when receiving a ball with control.</p> <p>Warm Up – Teacher’s choice</p> <p>Main Teaching – Recap the way in which we can stop in netball. 1-foot, 2-feet and jump and to use this in simulated game situations.</p> <p>Activity 1 – Recapping stops</p> <ol style="list-style-type: none"> 1. Teacher to model/recap the stride stop. 2. Children to jog around – if teacher calls “stride stop” children perform a stride stop. 3. Repeat again; this time add a pivot onto the stride stop. 4. Teacher to model/recap the jump stop. 5. Children to jog around – if teacher calls “jump stop” children perform a jump stop. 6. Repeat again; this time add a pivot onto the jump stop. <p>Teaching Points:</p> <p>Stride stops with a pivot</p> <ol style="list-style-type: none"> 1. As they land children call “One, two and pivot”. 2. Pivot on the foot stuck to the spot (on the ball of the foot) 3. Pivot forwards 4. Always pivot forward – never backwards as this takes you off balance. <p>Jump stops with a pivot</p> <ol style="list-style-type: none"> 1. Land two feet at the same time 2. Pivot on either foot (on the ball of the foot) 	<p>Lesson 2</p> <p>I understand how to throw with greater control, power & accuracy when throwing a shot put and javelin.</p> <p>Knowledge: Children know to throw a shotput with the correct technique, control and power. Children know to rest shotput on the palm of their hand, tuck into the neck area. Children know to Stand side on, crouch down placing all the weight on one leg and aim with the free arm at an angle. Children know how to maximise their throwing distance in the javelin.</p> <p>Assessment: Children are able to use the correct technique to help them throw a shotput and javelin for distance.</p> <p>Vocabulary: shotput, project, release, control, standing side on, javelin, angle.</p>	<p>Lesson 2</p> <p>Rounders– I can throw under-arm and catch a ball with control and accuracy.</p> <p>Knowledge - Children know that bowling is an under-arm action. Children know that their hands must be positioned with smallest fingers alongside each other, and all other fingers spread apart to have the best chance of catching the ball.</p> <p>Skills – I can bowl a ball using an under-arm throw. I can accurately bowl a ball into an open space/a target area. I can catch a ball with control and some accuracy.</p> <p>Warm up – Children will practise throwing the ball up and catching it in their hands. Encourage children to stay in control and throw accurately upwards, not away. Children will gradually throw higher. Try catching with one hand to increase difficulty. In pairs, aiming for above knees but below shoulder area, children will practise underarm throws and catches.</p> <p>Activity 1 - In pairs, one child will use an underarm action to throw the ball to their partner. The receiver will use their choice of bat/racket to hit the ball back to their partner. 5 goes each and then swop over. Children must stand in a sideways position, swinging forwards with both hands on their equipment. To make the task more difficult, the batter can aim to hit the ball</p>
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	<p>3. Always pivot forward – never backwards as this takes you off balance</p> <p>Activity 2 – Pass and Move</p> <ol style="list-style-type: none"> 1. Teacher to organise children into groups of 5/6. 2. Children to stand as shown in the diagram. 3. Child number 1 performs a chest pass to child 2; then child 1 runs to the back of the opposite queue. Children to remember “Pass and move”. 4. Children continue to practise this drill. 5. Teacher can use as an example some groups who are working well, showing good chest passes. 6. Repeat the drill, this time with a bounce pass. 7. Repeat the drill, this time with a shoulder pass. <p>Activity 3 – Footwork Practice</p> <ol style="list-style-type: none"> 1. Children to stay in the same set-up in their groups as in Activity 2. 2. Add a “feeder” (someone who passes the ball). 3. Child number 1 performs a chest pass to the feeder; then child 1 runs to the middle to receive the ball (from the feeder). Child 1 then passes the ball to child 2 opposite who repeats it all again. Child 1 joins the back of the queue. 4. Swap the feeder. <p>Activity 4 – Keep Ball</p>		<p>over their partners head and the bowler will attempt to catch it. If they miss, they must retrieve it as fast as they can.</p> <p>Activity 3 - Split class into two teams. One team will bat, and one team will field. The batting team will take it in turns to hit the ball with their choice of bat/racket and run around the bases that are set out in a diamond shape around the bowler. They must run the whole way round without getting ‘out’ to earn a point. The fielding team will spread out around the bases ready to catch the ball and send it to the base in front of the runner. If the ball reaches the base before the runner gets there, or if the ball is caught in the air straight after leaving the racket/bat, the runner is out. If the runner thinks they are going to be caught, they can stop at a base and continue running when the next batter hits their ball. Runners must not overtake.</p> <p>Cool Down – Teacher's Choice</p> <p>Assessment – Children are able to bowl a ball accurately towards a target. Children are able to hit a ball with control and accuracy.</p> <p>Vocabulary – bowl, aim, under-arm, target, accuracy, control, field, force, space, retrieve, run, out, base.</p>
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	<p>1. 3 v 1 (three attacking, one defending).</p> <p>2. Set up a square with spots or cones.</p> <p>3. How many passes can the players do without the ball being intercepted?</p> <p>4. When the ball gets intercepted the players swap the superhero over.</p> <p>5. If the attackers make 5 passes, they win a point. If the defender intercepts it, they win a point. Ensure you swap defenders.</p> <p>Rules: Players are not allowed to move when they have the ball. Only 4 seconds to pass the ball.</p> <p>Cool down – Teacher's choice</p> <p>Knowledge: Children know how to stop effectively. Children know the 2 ways they can stop in netball. Children know how to receive a ball and stop.</p> <p>Skills: Children can begin to perform a stride stop. Children can perform a controlled jump stop. Children can begin to receive a ball and stop using one of the taught ways.</p> <p>Assessment: Children are able to receive a ball when running at speed and stop.</p> <p>Vocabulary: Stride Stop, Jump Stop, Pivot,</p>		
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	<p>Lesson 3 I can dodge into a space and receive a ball.</p> <p>Warm Up – Teacher’s choice</p> <p>Main Task – Discuss how dodges are used within a variety of games they know and why they are used before looking at 3 that can be used. Children then put these in to practice in a game.</p> <p>Activity 1 – Dodging Fun</p> <ol style="list-style-type: none"> 1. Teacher to model dodges showing how to get away from your player. (The Drive, The Dodge and The Double Dodge). 2. Children to have a go at The Drive on their own in a space. 3. Children to have a go at The Dodge on their own in a space. 4. Children to have a go at The Double Dodge on their own in a space <p>The Drive - 1. On toes (balls of feet) 2. Sprint into a space</p> <p>The Dodge - 1. On toes (balls of feet) 2. Drop shoulder, pretending to go one way 3. Sprint into space.</p> <p>The Double Dodge - 1. On toes (balls of feet) 2. Drop shoulders one way then the other 3. Sprint into space.</p> <p>Activity 2 – Line Ball</p> <ul style="list-style-type: none"> • Line ball is a non-contact game • The aim of the game is to beat the opposing team by scoring more ‘goals’. • You play line ball on a third of a netball court in teams of four/five each side. • You are allowed anywhere in the area. 	<p>Lesson 3 I understand how to combine running and jumping techniques.</p> <p>Knowledge: Children know how to pace themselves when running. Children are able to show the correct starting movements to “On your marks” “Get set” “Go” C. Children are able to combine running and jumping to overcome a variety of obstacles. Children are able to develop relay baton changeover skills.</p> <p>Assessment: Children are able to pace their running over a set period of time. Children are able to take part in a relay race. Children can navigate through a variety of jumping equipment altering the types of jumps they need to complete.</p> <p>Vocabulary: pace, hurdles, relay baton, “On your marks” “Get set” “Go”, speed bounce, change direction, accelerate, decelerate.</p>	<p>Lesson 3</p> <p>Rounders– I can strike a ball with control and accuracy. I understand everyone’s roles within the game and can use my teamwork skills to enhance the performance of myself and my team.</p> <p>Knowledge - Children know that their bodies face sideways when striking the ball. Children know that they must bend their knees to have a strong and steady stance. Children know that they must strike a ball with force and accuracy for it to travel away from them. Children know that a fielder must stop the ball and return it to the bowler. Children know that a batter must run around the outside of all 4 cones.</p> <p>Skills – I can hit a ball into an open space/a target area with control and some accuracy. I can work as a team to catch/collect a ball to stop the opposing team from scoring.</p> <p>Warm up – Teacher’s choice</p> <p>Activity – Split class into two teams. One team will bat, and one team will field.</p> <p>Recap last lessons rules and expectations.</p> <p>Cool Down – Teacher's Choice</p> <p>Assessment – Children are able to successfully play a game of Rounders,</p>
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	<ul style="list-style-type: none"> • To score a goal, you have to place the ball on your opponents' end line. • Once a goal has been scored, the possession of the ball goes to the other team. • High five netball rules apply - 4 seconds with the ball, no marking the ball, correct footwork, pass the ball, no contact. <p>Cool down – Teacher's choice Knowledge: Children know why it is important to dodge in netball. Children know the 3 types of dodges. Children can choose a dodge and perform it to evade a marker. Skills: Children can perform each of the 3 dodges (Drive, Dodge, Double Dodge). Children can select the appropriate dodge to evade a defender. Children can use explosive movements to evade a marker and receive a ball. Assessment: Children are able to perform a dodge for effect to evade a marker. Vocabulary: Dodge, Double Dodge, Drive, Evade, Space.</p>		<p>understanding each role within the game. Children are able to improve on their own practise to further develop the game and support their team.</p> <p>Vocabulary – bowl, aim, under-arm, target, accuracy, control, hit, strike, run, catch, out.</p>
	<p>Lesson 4 I can mark a player, stop them getting the ball and attempt to intercept the pass. Warm Up – Teacher's choice Main Task – Children to discuss the importance of defending and how we can defend best within games. Talking points: Close to attacker, eyes on player and ball, stepping in front to intercept. Activity 1 - Marking a Player</p>	<p>Lesson 4 I understand how to perform a variety of different jumps correctly and safely.</p> <p>Knowledge: Children know how complete quick steps through an agility ladder. Children know how to jump over hurdles safely. Children know the best technique to complete speed bounces quickly. Children know the three steps of the triple</p>	<p>Lesson 4 Cricket – I can strike a ball with accuracy with a cricket bat. I can bowl with accuracy.</p> <p>Knowledge: Children know that their bodies face sideways when striking the ball. Children know that they must bend their knees to have a strong and steady stance. Children know that they must strike</p>

	<ol style="list-style-type: none"> 1. Teacher to go through how to defend a player. 2. Children in pairs. 3. Set up a square with cones/throw-down spots. 4. Stand side-on and follow your partner. Partner A (Attacker) to dodge (like last week) away from their partner. 5. Partner B (Defender) to mark their partner, sticking to them like glue. In high-fives you can mark your partner (man-to-man) – you cannot put your hands up in front to mark the ball. <p>Activity 2 – Defending</p> <ol style="list-style-type: none"> 1. Children to now get into groups of three. 2. Each child has a role: feeder, defender and attacker. 3. The feeder starts off with the ball and says “Go” – the aim is for the feeder to get the ball to the attacker. 4. The attacker has to try and dodge away from the defender to receive the ball. 5. The defender has to stop the attacker getting the ball (and try and intercept it). 6. Children to swap roles. 7. You can add a time limit whereby the ball has to be passed within 4 seconds. <p>Activity 3 – Line Ball (Extension)</p> <ul style="list-style-type: none"> • Line ball is a non-contact game • The aim of the game is to beat the opposing team by scoring more ‘goals’. 	<p>jump. Children are able to pace themselves to complete a variety of different jumps in a row.</p> <p>Assessment: Children are able to complete a variety of different jumps with good technique.</p> <p>Vocabulary: pace, agility ladder, hurdles, hopping, speed bounce, hop scotch, skipping, long jump, triple jump, distance, speed.</p>	<p>a ball with force and accuracy for it to travel away from them.</p> <p>Skills: I can hit a ball into an open space/a target area. I can hit a ball with control and accuracy.</p> <p>Warm Up – Teacher's Choice</p> <p>Main Teaching – Split class into 3 groups of similar ability. Set up the 3 stations below - Each group starts at a different station.</p> <ol style="list-style-type: none"> 1. Bowling accuracy Split group into teams of 5. Each team has a set of stumps or a rebound net. Pupil 1 is the wicket keeper, pupils 2, 3, 4 and 5 are the bowlers with a ball each 8 to 12 yards away. Pupil 2 bowls the ball at the stumps and runs to become wicket keeper, the wicket keeper gathers the ball and runs behind pupil 3. Pupil 3 underarm bowls at the stumps and so on. Teams get 1 point if they hit the stumps. Highest scorers win. Catchphrase – ‘Watch the wicket and you’re likely to hit it!’ Additional key teaching points: -Point opposite foot towards stumps (Looking foot). -Aim looking over top of ball. -Bring ball past hip and smoothly throw from low to high in a rainbow shape. -Weight and accuracy of bowl.
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- You play line ball on a third of a netball court in teams of four/five each side.
- You are allowed anywhere in the area.
- To score a goal, you have to place the ball on your opponents' end line.
- Once a goal has been scored, the possession of the ball goes to the other team.

- High five netball rules apply - 4 seconds with the ball, no marking the ball, correct footwork, pass the ball, no contact.

Cool down – Teacher's choice

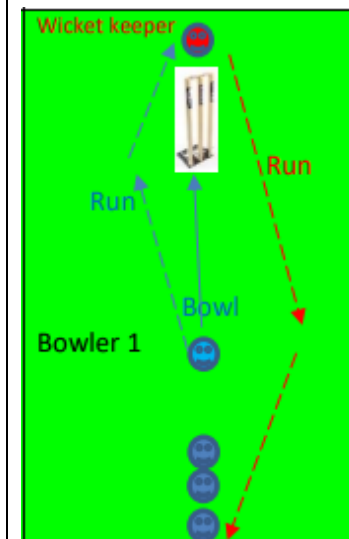
Knowledge: Children know why defending and interceptions are important. Children know how to intercept legally in netball.

Skills: Children can follow a player closely. Children can follow the steps for effective marking (Close to player, Eyes on the ball, Ready to react). Children can use defending techniques in game situations.

Assessment: Children are able to mark a player closely making it difficult to receive a ball.

Vocabulary: Mark, Intercept, React.

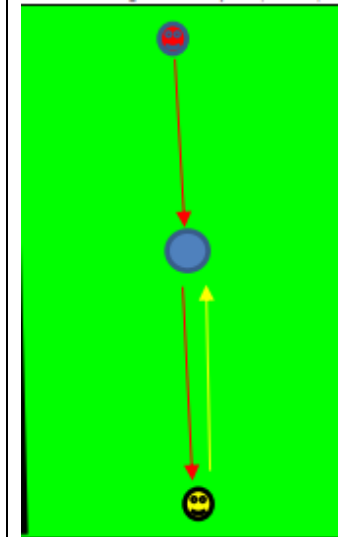
Progression – Overarm bowl if space available and safe to do so.



2. Bowling technique

Split group into pairs. They stand opposite each other with a spot in-between 5 yards away. Pupil 1 has 3 tennis balls and bowls 1 at a time attempting to hit to the spot, pupil 2 stops the each ball ready for their turn. Ball 1 = hold at chest (So you can see ball) and push towards spot. Ball 2 = Hold ball straight in the air above head (So you cannot see the ball) and throw down towards spot keeping arm straight. Ball 3 = Overarm bowl – TIPS – Hold ball by mouth, put other arm straight in the air, weight on back foot, take ball down back and round and transfer weight onto front foot - Head forwards (Not to the side) / High arm / Straight arm (Not darts throw). 'Down, back and round.'


First pupil to 5 points wins.



3. Batting practice

Split group into 5's. Have 1 batter in the middle and 4 bowlers (2 either side with a ball each). Each bowler takes turns to bowl at the batter who strikes the ball back. If the bowler catches the ball the team wins 1 point. The first team to 5 points wins. Repeat with a different bowler. Key teaching points – Stand side on, feet shoulder width apart, strike with the flat side of the bat in a low to high motion. AS indoors encourage a gentle stroke – accuracy rather than power.

Progression – Increase Distance

			 <p>Cool Down – Teacher's Choice</p> <p>Assessment – Children are able to hit a ball with control and some accuracy, away from their body.</p> <p>Vocabulary – bowl, aim, under-arm, target, accuracy, control, hit, strike.</p>
	<p>Lesson 5</p> <p>I can flick my wrist and wave goodbye to the ball when I shoot.</p> <p>Warm Up – Teacher's choice</p> <p>Main Teaching – Children to be introduced to shooting and the key teaching points with this: feet apart, knees bent, one hand on the ball to shoot, one hand guiding the ball, flicking the wrist when shooting.</p> <p>Activity 1 – Shoot it</p>	<p>Lesson 5</p> <p>I understand the correct techniques to throw a shot put and basketball, perform the triple jump and balance on a space hopper.</p> <p>Knowledge: Children know how to complete multiple athletic events in a carousel. Children know how to refine running, jumping and throwing skills in competition. Children know to apply appropriate techniques for a range of events.</p>	<p>Lesson 5</p> <p>Cricket – I can develop batting techniques.</p> <p>Knowledge: Children know a range of cricket shots. Children know how to play shots into space. Children know how to communicate effectively when running in pairs.</p> <p>Skills: Children can confidently play a drive. Children can select a range of shot types.</p>

	<p>1. Teacher to model/show the correct shooting technique.</p> <p>2. All children to stand holding the ball in the correct position.</p> <p>3. Children to stand in a space and shoot, pushing the ball up high into the air, waving “goodbye to the ball”.</p> <p>4. When in starting position – children to remember: “Bend, push and wave goodbye to the ball”.</p> <p>Teaching Points:</p> <ul style="list-style-type: none"> • Stand feet slightly apart. • Hold the ball high with your arms stretched up high. • Place one hand under the ball and the other at the side of the ball supporting it. • Bend knees. • Lower the ball slightly behind your head. • Push up from feet through body to release the ball. • Wave goodbye to the ball; flick of the wrist. • Finish off on the tip of your toes <p>Activity 2 – Net Shooting</p> <ul style="list-style-type: none"> - Place netball post on the court at the correct height - Place 5 spots or cones around the net in a shooting arc. - Aim of game: Children to take it in turns practising to shoot into the goal. They can 	<p>Assessment: Children know the correct techniques to succeed in throwing, running and jumping events.</p> <p>Vocabulary: Shotput, power, explode, extending the arm, balance, chest push, pace, triple jump, take off, landing.</p>	<p>Warm Up – Teacher Choice</p> <p>Main Teaching - Introduce the aims of the session, working on being able to hit the ball with accuracy before trying to develop a number of strokes. Show children the correct way to hold the bat when batting, looking at how they then position themselves in relation to the stumps. During the session, introduce different strokes to children for them to work on.</p> <p>Activity 1 - Get children to initially practise just hitting the ball with the bat in pairs/ small groups. Children will underarm bowl the ball in the air to the batter who will then use the bat to hit the ball back to the bowler. Take it in turns practising this to get used to holding the bat and being able to aim centrally. In threes, children will take it in turns to bat. One person will bowl the ball underarm, with the batter then deciding who to bat to from straight on or diagonally, working on aiming three different ways.</p> <p>Activity 2 - Get children to begin moving while they are batting, moving out to come and meet any loose balls whilst also practising playing defensive block shots and leaving it where they are confident it would not hit their stumps. In threes, children will take it in turns to bat. One person will bowl the ball underarm, with the batter moving out from</p>
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	<p>choose which spot to shoot from. In this adapted game children can get 1 point if they hit the rim of the post and 2 points if they get the ball into the goal. -Once a child scores from one spot move to another.</p> <p>Activity 3 – Line Ball with Posts -Play same rules as Line ball netball (use posts instead of the line) Cool down – Teacher’s choice Knowledge: Children know how to shoot effectively. Children know how to use power from different distances. Children know it is important to guide the ball when shooting. Skills: Children can follow feet apart, knees bent, one hand on the ball to shoot, one hand guiding the ball, flicking the wrist when shooting. Children can consistently hit the rim or score when shooting. Children can shoot from a range of angles. Assessment: Children are able to shoot from a range of angles Vocabulary: Shoot, Net, Rim, Guide.</p>		<p>the stumps then deciding who to bat to from straight on or diagonally, working on aiming three different ways. Get children to also practise defensive shots, pushing these out to the sides.</p> <p>Activity 3 - Depending on batting confidence, introduce different shot selections to children including the sweep shot, reverse sweep shot, drive, a cut shot and a square drive shot. Get children to practise these in groups, taking it in turns to bowl, field and bat the ball. Children will work on practising their drive shots as well as then being able to develop their cut shot. If children are confident with these three techniques, they will then move on to using a sweep shot and developing this technique. Cool Down – Teacher Choice</p> <p>Assessment: Children are able to play a range of shots confidently.</p> <p>Vocabulary – bowl, aim, under-arm, target, accuracy, control, hit, strike, shot, drive, sweep shot, cut shot, square shot.</p>
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	<p>Lesson 6</p> <p>I can play a game of netball using learnt skills.</p> <p>Warm Up – Teacher’s choice</p> <p>Main Teaching – Teachers to remind children of all the skills they have learnt in netball this term and that we will be putting them into a game today. Recap each skill.</p> <p>Activity – Netball</p> <ol style="list-style-type: none"> 1. Children to now play a netball game. 2. Use a whole court with posts. <p>Teachers to identify children showing correct technique. (Use as assessment lesson)</p> <p>Cool down – Teacher’s choice</p> <p>Knowledge: Children know the rules of netball. Children know how to apply learnt skills into the game of netball. Children know how competition can be healthy and show sportsmanship throughout.</p> <p>Skills: Children can mark and defend as a team. Children can consistently shoot from different positions. Children can keep possession as a team through passing accurately.</p> <p>Assessment: Children are able to play a competitive game of netball showing a range of skills.</p> <p>Vocabulary: All of the above.</p>	<p>Lesson 6</p> <p>I understand that I need to pace myself according to the distance of a race.</p> <p>Knowledge: Children know they need to pace themselves when racing. Children know to extend their hands when receiving/giving the baton to their teammate. Children know how to keep their balance when using a space hopper.</p> <p>Assessment: Children are able to improve their times in a relay race by pacing themselves and extending their hands with the baton.</p> <p>Vocabulary: Relay race, pace, baton, balance, extending hands, starting position.</p>	<p>Lesson 6</p> <p>I can follow the basic rules of a game and put learnt skills in to practice</p> <p>Knowledge: Children know the basic rules of the game they are playing. Children know how to throw and catch with accuracy. Children know how to work as a team with increasing efficiency.</p> <p>Skills: I can bowl a ball using an under-arm throw. I can catch a ball with control and accuracy. I can hit a ball with control and increased accuracy. I can work as a team to catch/collect a ball in order to stop the opposing team from scoring.</p> <p>Warm Up – Teacher’s choice</p> <p>Main Activity – Children to choose to play a game of rounders or cricket using the skills they have learnt previously.</p> <p>Rounders – Split class into two teams. One team will bat, and one team will field. Put emphasis on the skills learnt previously (Throwing and catching, bowling and batting). Allow children in bat 3 attempts to hit the ball in order to get through whole class.</p> <p>Recap rules and expectations.</p> <p>Cool Down – Teacher’s Choice</p> <p>Assessment: Children are able to successfully play a simple game of rounders/cricket, understanding each role</p>
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			within the game. Children are able to improve on their own practise to further develop the game and support their team.
Year 4 I can...	I understand... Knowledge: I know how to apply skills into competitive games. I know how to self-evaluate my successes and improvements in an activity. Invasion Games - Football	Knowledge: I know the basic rules of dodgeball, handball and bench ball. I know how to self-evaluate my successes and improvements in an activity. Ball Games – Handball, dodgeball, bench ball	Knowledge: I know how to develop flexibility, strength, technique, control and balance. I know how to compare my performances with previous ones. I know how to demonstrate improvement to achieve my personal best. Gymnastics
Skills I can use running, jumping, throwing and catching in isolation and in combination. I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Lesson 1 I can pass with accuracy over increased distances. Knowledge: Children know the key steps to passing a ball (inside of the foot, looking where they are passing). Children know that laces can be used for passing over Children know accurately pass over increasing distances. Children know how passing a ball first time can affect accuracy. Skills: Children can use the correct techniques to pass the ball with accuracy and power. Children can select the right	Lesson 1 I can use the correct technique to rally with a partner. Knowledge: Children know to angle the racket toward their partner when returning a shot. Children know to hit the shuttle with enough power and the correct direction to reach their partner. Skills: Children can position their rackets correctly. Children can swing their arm to generate enough power.	Lesson 1 I can perform a variety of jumps with control and good technique. (Straight, star, tuck, pike, straddle) I can rotate some of my jumps in the air by 90 or 180 degrees. Lesson set up: Warm up – Teacher's choice Main activity - Children will explore a variety of shapes individually to ensure technical points are being followed and children are jumping safely. Practise a couple at a time before taking them onto the equipment. Walk slowly around the space, stepping on and off of the

<p>I can develop flexibility, strength, technique, control and balance</p> <p>I can perform dances using a range of movement patterns</p> <p>I can take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>I can compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively</p>	<p>weight of pass. Children can begin to pass a ball first time.</p> <p>Assessment: Children are able to pass a ball with increased accuracy and competency over longer distances.</p> <p>Vocabulary: Pass, Inside of foot, Laces, Accuracy, Weight of pass</p>	<p>Assessment: Children are able to use the correct technique in order to be able to rally with a partner</p> <p>Vocabulary: Shuttle, hand eye coordination, power, accuracy</p>	<p>equipment. Then step on and perform a jump off. Repeat activity with each jump/group of jumps. Wider jumps will need to be performed in larger spaces so half the class observing and half watching would work best at these times. Encourage lots of examples and reinforce skills/knowledge to ensure best performance. Can the children perform a repeated pattern? Walk, step on, jump, repeat. Could the children change their jump each time? Practise rotation of jumps in isolation before repeating the above activity with rotation of jumps when leaving the equipment.</p> <p>Cool down – Teacher's choice</p> <p>Knowledge: Children know that legs must stay together during a jump and in some shapes arms and legs must stretch out straight. Children know that they should stretch until they can feel it, but not too far so that it hurts. Children know a jump starts and finishes with feet together. Children know that finding a spot to focus on when turning will help them stay upright. Children know that looking forwards when jumping forwards will encourage them to stay upright.</p> <p>Skills: Children can take-off and land with both feet and bent knees. Children can land with quiet feet. Children can hold a shape both statically and in the air. Children can show control when stepping onto the low-level apparatus (beam/benches/tables) and jumping off.</p>
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<p>I can perform safe self-rescue in different water-based situations</p>			<p><u>Stretch jump:</u> Children stand with legs together straight and can reach up towards the ceiling with straight arms when practising the shape. Children have a straight (not arched) back in the air.</p> <p><u>Star jump:</u> Children stand with legs apart (slightly wider than hips) with arms out straight at a 45-degree angle from the top when practising the shape. Children stretch arms and legs out wide when in the air and return together on landing.</p> <p><u>Tuck jump:</u> Children sit with their knees bent and legs together (feet on the floor) to practise. Children lift knees to chest when in the air.</p> <p><u>Pike jump:</u> Children sit with legs stretched out in front of them and arms stretched out in front of them, parallel to the floor when practicing the shape. Children stretch arms and legs out in front of them, parallel to the floor when in mid-flight.</p> <p><u>Straddle jump:</u> Children sit with their legs straight and wide to create a 90-degree angle when practicing the shape. Children hold their arms out straight, directly above each leg and parallel to the floor when practicing the shape. Children stretch arms and legs out wide and parallel to the ground when in the air and return feet together on landing.</p> <p>Assessment: Children are able to perform a variety of jumps with control and good technique.</p>
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			<p>Vocabulary: stretch, muscles, straight, star, tuck, pike, straddle, jump, together, perform, degrees, parallel, wide, tall.</p> <p>Equipment required: Benches/low level equipment (tables, beam)</p>
	<p>Lesson 2</p> <p>I can dribble with control and precision.</p> <p>Knowledge: Children know how to dribble with control (small touches, ball close to feet, head up). Children know why dribbling is important in a game situation. Children know how to change direction efficiently when dribbling.</p> <p>Children know how to dribble at speed and the risks this brings.</p> <p>Skills: Children can dribble a football with control. Children can dribble with increasing speed over longer distances. Children can dribble without looking at the ball. Children can change direction confidently and quickly when dribbling.</p> <p>Assessment: Children are able to show correct technique when dribbling at speed.</p> <p>Vocabulary: Dribble, Control</p>	<p>Lesson 2</p> <p>I can use the correct technique to succeed in a competitive game of bench ball</p> <p>Knowledge: Children know to spread out fingers to get a better grip of the ball. Children know to step into a throw to generate more power.</p> <p>Skills: Children can generate enough power and correct trajectory to get a ball to their team mate. Children get into the best position in order to block a ball.</p> <p>Assessment: Children are able to use the correct tactics in order to win a bench ball game.</p> <p>Vocabulary: Power, trajectory, positioning, blocking, tactical play</p>	<p>Lesson 2</p> <p>I can travel from one space to another in a safe and creative manner.</p> <p>I can travel in different ways using different body parts.</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity - Children will explore different ways of travelling around the equipment (Not touching anything or anyone) Focus on various body parts to begin with to give children a bank of ideas. Travel on your back, tummy, knees, etc. Allow children to travel in their own way. Can they travel at a low/medium/high level? Watch a few creative examples and challenge children to travel in an alternative way. Can you travel with two body parts touching the floor? Can you now travel with no hands on the floor? Etc</p> <p>Moving onto the equipment, allow children to explore in their own way first. Are they able to go under, over or through? Ensure children are looking over their shoulders when travelling backwards or sideways.</p>

			<p>Share examples of good, controlled practise and encourage positive and constructive feedback. Children should share one thing they liked about their peer's movement and one thing they could improve on. Are they able to suggest ways to correct or improve errors? Recap jumps from last lesson. Challenge children to travel towards the equipment, climb/step on and jump off. Repeat the sequence and share examples of good practise.</p> <p><u>Cool down</u> – Teacher's choice</p> <p>Knowledge: Children know that travelling is the movement of the body from one area to another. Children know that their bodies can travel in a variety of ways.</p> <p>Skills: Children can change the level in which they travel (High, medium, low). Children can change the speed in which they travel. (Fast, medium, slow) Children can change the body parts that are in contact with the floor when travelling (feet, knees, elbows, hands, back, tummy, bottom). Children can change the direction in which they travel (Forwards, backwards, sideways). Children can provide positive and constructive feedback by explaining one thing they liked about their peer's sequence and one thing they could improve on with suggestions on how this could be done.</p> <p>Assessment: Children are able to travel from one space to another in a safe and creative manner. Children are able to travel in different ways using different body</p>
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			<p>parts. Children are able to change speeds when instructed.</p> <p>Vocabulary: travel, level, high, low, medium, fast, slow, speed, contact, forwards, backwards, sideways,</p> <p>Equipment required: Benches/low level equipment</p>
	<p>Lesson 3</p> <p>I can select to shoot when appropriate with accuracy and power.</p> <p>Knowledge: Children know how to shoot with accuracy (side of the foot). Children know how to manage the power of a shot.</p> <p>Skills: Children can use the inside of their foot when shooting for accuracy. Children can shoot accurately when aiming for a target.</p> <p>Assessment: Children are able to shoot with increased power and accuracy. Children are able to show awareness of when shooting is appropriate.</p> <p>Vocabulary: Laces, Shooting, Power, Placement</p>	<p>Lesson 3</p> <p>I can use effective tactics in order to succeed in a competitive game of bench ball.</p> <p>Knowledge: Children know where to position themselves. Children know how to work as part of a team and know that communication is important.</p> <p>Skills: Children can communicate effectively with their team mates in order to win a game. Children can implement a range of tactics to improve their attacking and defending play.</p> <p>Assessment: Children are using a range of tactics to improve their chance of winning</p> <p>Vocabulary: communication, positioning, tactics.</p>	<p>Lesson 3</p> <p>I can perform a variety of individual and partner balances safely and correctly.</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity - Children will explore a variety of balances individually in a space first to ensure technical points are being followed and children are balancing safely. Using some ideas from last lesson, children will travel around the space, pausing on a cue to perform a given balance. Can they hold the balance for 3,5,7 and then 10 seconds? In pairs, children will watch each other's balances checking they are performed correctly and then mirror their partners balances counting together to hold them still. Watch lots of examples and reinforce skills/knowledge to ensure best performance. Encourage children to share their views on each other's work in a positive way. In pairs, children will create a sequence of three balances from the ones they have just learnt making sure they are connected by at least one body part each</p>

			<p>time. On the teacher's que, children will perform the three balances one after another. If time, challenge children to create a new sequence with three of their own balances making sure they are connected by at least one body part each time.</p> <p><u>Cool down</u> – Teacher's choice</p> <p>Knowledge: Children know they should have their arms stretched out when balancing and flat hands if they are touching the floor. Children know that engaging core muscles can prevent them from wobbling. Children know that focusing on one point can help them to balance.</p> <p>Skills: Children can engage (tense) muscles in order to hold their shape still. Children can stretch their arms out or focus on a fixed point to prevent wobbling. Children can create different balances by varying the points of contact with the floor. Children can smoothly move from one balance to another creating a sequence that can be performed in pairs.</p> <p><u>Tall shape</u>: Children stretch arms up straight and lift body up onto their toes with straight legs. Children repeat balance on one leg.</p> <p><u>Wide shape</u>: Children stretch an arm and leg (of the same side) out straight, to the side of the body.</p> <p><u>Small shape</u>: Children sit in a tuck shape on the floor, tilting their body backwards</p>
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			<p>slightly and lifting their feet off of the floor.</p> <p><u>V -sit</u> – From a tuck balance (small shape) children will balance on their bottoms only and straighten their legs to make their body into a v shape. Arms can be out to the side or holding onto legs.</p> <p><u>Straddle sit</u> – Similar to the v-sit, children will balance on their bottoms with their legs up and straight, this time with legs out wide (straddle position).</p> <p><u>Long shape</u>: Children stretch their bodies out along the floor with shoulders/arms (out in front) and legs lifted off of the floor. This could be on tummies (arch) or backs (dish).</p> <p><u>Arabesque</u>: Children lean slightly forward with their head up, looking forwards. Children lift one leg out straight, behind them.</p> <p>Assessment: Children are able to perform a variety of individual and partner balances safely and correctly.</p> <p>Vocabulary: balance, stretch, tense, muscles, hold, straight, tall, wide, small, long, arch, dish, tuck, arabesque.</p> <p>Equipment required: None</p>
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	<p>Lesson 4</p> <p>I can apply my passing technique into a game of footgolf.</p> <p>Knowledge: Children know the key steps to passing a ball (inside of the foot, looking where they are passing). Children know the rules of footgolf. Children know how to apply their passing and shooting technique to cover distance.</p> <p>Skills: Children can apply their knowledge of passing into a competitive game. Children can vary their pass type in relation to distance. Children can maintain accuracy over increased distances.</p> <p>Assessment: Children are able to show accuracy of passing and shooting over longer distances.</p> <p>Vocabulary: Footgolf, passing, distance, power.</p>	<p>Lesson 4:</p> <p>I can use the correct technique to succeed in a competitive game of hand ball</p> <p>Knowledge: Children know the key steps to throwing a ball and defending a goal. Children know the basic rules of handball</p> <p>Skills: Children can apply their knowledge of attacking and defending in a competitive game of handball</p> <p>Assessment: Children are able to throw with more power and accuracy to reach a target.</p> <p>Vocabulary: Power, blocking, positioning.</p>	<p>Lesson 4</p> <p>I can perform a short sequence with a partner and small group (consisting of a travel, jump and balance) showing confidence and control.</p> <p>Lesson set up:</p> <p>Warm up – Teacher’s choice</p> <p>Main activity - Practise individual jumps recapping on technical/safety aspects. Then add them to a style of travel. First provide the ideas and then allow the children to choose their own combination with a partner. Can children travel and then jump on cue? Can children repeat their combination until signalled to stop? Recap individual balances from last lesson going through the technical aspects. Then add a balance to the sequence. This can be individual or joined. Practise, perform, perfect. Challenge children to extend their sequence by performing two versions of each section. (Two travel, two jumps, two balances) Join pairs to make a small group. Challenge children to create a sequence together. This could be the short version or extended. This could be performed in unison or canon.</p> <p>Cool down – Teacher’s choice</p> <p>Knowledge: Children know that travelling is the movement of the body from one area to another. Children know that their bodies can travel in a variety of ways. Children know that legs must stay together during a jump and in some shapes arms and legs must stretch out straight. Children know</p>
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			<p>that they should stretch until they can feel it, but not too far so that it hurts. Children know a jump starts and finishes with feet together. Children know they should have their arms stretched out when balancing and flat hands if they are touching the floor. Children know that engaging core muscles can prevent them from wobbling. Children know that focusing on one point can help them to balance.</p> <p>Skills: Children can work collaboratively to combine three movements to create a sequence (travel, jump and balance). Children can perform their sequence with control, showing stretched shapes. Children can perform their sequence to their peers with confidence. Children can provide positive and constructive feedback by explaining one thing they liked about their peer's sequence and one thing they could improve on.</p> <p>Assessment: Children are able to perform a short sequence with a partner and small group (consisting of a travel, jump and balance) showing confidence and control.</p> <p>Vocabulary: sequence, control, jump, straight, star, tuck, take-off, landing, balance, tense, muscles, travel, levels, speeds, movement, stretch, feedback.</p> <p>Equipment required: None</p>
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	<p>Lesson 5</p> <p>I can use dribbling, passing and shooting in combination.</p> <p>Knowledge: Children know how passing and dribbling can be used in combination. Children know how dribbling and shooting can be used in combination. Children know that passing, dribbling and shooting are only effective when used correctly.</p> <p>Skills: Children can dribble and pass in combination at an increased speed. Children can dribble and shoot in combination. Children can select when to dribble, pass or shoot when playing 3 vs 3 games.</p> <p>Assessment: Children are able to select the appropriate learnt skill.</p> <p>Vocabulary: Passing, Dribbling, Shooting</p>	<p>Lesson 5</p> <p>I can use tactics to know when to block and when to attack.</p> <p>Knowledge: Children know they need to decide when to defend and when to attack to give them the best chance of winning. Children know the best option when attacking e.g. passing to someone in a better position, a double attack, throwing the ball at an angle.</p> <p>Skills: Children can get into the best position to defend their goal. Children can throw over arm for power, throw at an angle towards a target, fake throw to deceive an opponent.</p> <p>Assessment: Children are making the correct decisions according to situation of a game.</p> <p>Vocabulary: fake throw, overarm throw, blocking, double throw.</p>	<p>Lesson 5</p> <p>I can perform a roll including the forward roll with good technique and control.</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity – Recap rolls learnt in KS1 (Pencil, egg, teddy bear/circle, sideways, rock back) Are children still remembering their names and how to perform them correctly? Today the children will perfect their forward roll. Start with rock back on their own followed by rock back and stand up with and then without hands. A partner can help someone stand by holding their hands as they come forward from their rock back. Follow the steps to a forward roll demonstrating with a willing participant at each stage and reinforcing safety aspects as you go. (Flat hands/no heads on the floor/chin to chests/heads between legs when rolling/forward motion) Once all steps are practised, encourage children to vary their start and ending positions. Can they start with feet together or on one leg? Can they finish and stand with straight legs or wide legs?</p> <p>Cool down – Teacher's choice</p> <p>Knowledge: Children know that a roll involves the turning of the whole body. Children know that a roll can be performed in different shapes. Children know that stretched rolls require pointed fingers/toes. Children know that our bodies/muscles need to be tense in order to hold a shape during a roll. Children know</p>
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			<p>that a forward roll should be performed with flat hands and their heads do not touch the floor at any point. Children know that their chins should be by their chest and their bodies should be tucked in as they roll over.</p> <p>Skills: Children can engage (tense) muscles in order to hold their shape during their roll. Children can stretch their fingers/toes if required. Children can keep their bodies moving in the direction that is required in order to complete their roll.</p> <p><u>Rock back:</u> Children sit in a tucked position with their arms wrapped around their knees. Children rock backwards and forwards keeping their balance central at all times. Ankles and knees should remain stuck together at all times. To progress the roll children should reach forward when rocking forward creating momentum to stand up. Start by placing hands on the floor to support standing up first if required. Do not cross legs coming up.</p> <p><u>Forward roll:</u></p> <p><u>Step 1:</u> Children will crouch down with flat hands on the floor and bottoms sitting on heels. Feet slightly apart. Encourage the children to straighten their legs as much as is comfortable so their heads are by their knees and their hips are in the air. Can they put their heads between their legs?</p> <p><u>Step 2:</u> Following on from step 1, children will gently lean forwards, without moving their hands or feet and roll over. Some children will require a slope or crash mat in</p>
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			<p>front of them when rolling. Some children will roll to the side. Encourage children to tense their tummy muscles and keep their hands and feet still. The only movement should be their core rolling over. Many children will take some time to build up to this as the thought/feeling of going over can be scary to begin with. Allow time to repeat the leaning over without rolling to get use to the feeling of being upside down. Chin should be by chest at all times and body tucked in as the child rolls over.</p> <p><u>Step 3:</u> At the end of the roll, children can either finish with legs tucked in like a rock back/tucked shape or legs out wide in a straddle shape. If a child is more advanced, challenge them to stand up like they did after their rock back.</p> <p><u>Step 4:</u> If a roll can be performed correctly from start to finish independently then the last step is to perfect the start and finish position by standing in a tall shape (arms stretched up alongside head) and standing up at the end unaided.</p> <p>Assessment: Children are able to perform a roll including a forward roll with good technique and control.</p> <p>Vocabulary: roll, pencil, egg, wide, circle/teddy bear, sideways, forward, stretch, pointed toes, long, back, rock, side, tuck, shape.</p> <p>Equipment required: Mats</p>
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	<p>Lesson 6 I can play a competitive game applying learnt skills. Knowledge: Children know a range of basic attacking and defending tactics. Children know how to apply skills into competitive situations.</p> <p>Skills: Children can play effectively in a range of position on the pitch. Children can use a greater number of attacking and defensive tactics to game play. Children can show learnt skills when performing movements at speed. Children can adjust formations according to their opposition.</p> <p>Assessment: Children are able to explain how tactics influence a game. Children are able to confidently play in a range of positions and understand their role.</p> <p>Vocabulary: Tactics, Formation, Teamwork, Sportsmanship.</p>	<p>Lesson 6 I can succeed in a competitive game of dodgeball. Knowledge: Children know the rules of dodgeball and how to implement tactics in order to win a game.</p> <p>Skills: Children can duck, jump, side step to avoid getting hit. Children can throw with accuracy and power in order to hit an opponent. Children can catch a ball.</p> <p>Assessment: Children can explain the rules of dodgeball. Children are able to implement effective tactics in order to win a game.</p> <p>Vocabulary: duck, jump, side step, dodge, teamwork.</p>	<p>Lesson 6 I can use strength and coordination to safely climb up and down the climbing frame. I can remember and safely perform balances, jumps and rolls from previous lessons. Lesson set up: <u>Warm up</u> – Teacher's choice <u>Main activity</u> – Children will be split into three groups and will rotate around three stations. This allows for more space and control within the lesson. Each station will recap or allow exploration of using skills in various ways. Station 1: The climbing frame. Try where possible to have this out ready before the lesson. Children will gently explore the equipment first in their own way, looking out for others and finding space. Then encourage children to move through/across/around the equipment with their feet together or feet apart. Can they use different body parts to balance? Station 2: Area for benches/tables/beam etc connected at different angles. Children will practise their travelling and jumping skills. Encourage children to stretch limbs and look for space. Station 3: Mats. Children will practise the various rolls learned so far. Make sure children are rolling correctly and safely one at a time and in the same direction. Discuss rules and expectations before anyone uses any equipment and introduce each section individually so children are aware of their</p>
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			<p>options before they start using them. Give each area a time limit, pause for sharing and then rotate and repeat so everyone gets to try each area twice allowing time to practise different ideas and improve performances.</p> <p>Cool down – Teacher's choice</p> <p>Knowledge: Children know how to perform each skill safely. Children know how to use equipment including the wall bars safely.</p> <p>Skills: Children can engage (tense) muscles in order to hold their shape when climbing. Children can stretch their fingers/toes if required. Children can keep their bodies moving in the direction that is required in order to complete their roll.</p> <p>Assessment: Children are able to use strength and coordination to safely climb up and down the climbing frame. Children are able to remember and safely perform balances, jumps and rolls from previous lessons.</p> <p>Vocabulary: roll, pencil, egg, wide, long, circle/teddy bear, sideways, forward, stretch, pointed toes, back, rock, side, tuck, shape, together, apart.</p> <p>Equipment required: Mats, climbing frame, low level equipment (benches, beam, tables)</p>
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<p>Year 4</p> <p>I can...</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to use running, jumping, throwing and catching in isolation and in combination.</p> <p>I know how to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>Netball</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to safely perform, jumps and throws.</p> <p>I know the correct technique for throwing shotputs and javelins.</p> <p>I know how to pace myself according to the distance/task set.</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to throw under-arm and catch a ball with control and accuracy.</p> <p>I know how to strike a ball with control and accuracy.</p> <p>I know how to play a simple game of Rounders or Cricket and I understand the roles of each team.</p> <p>I know how to strike a ball with accuracy with a cricket bat and can begin to bowl with accuracy.</p> <p>I know how to develop batting techniques.</p> <p>Rounders/Football Rounders and Cricket</p>
<p>Skills</p> <p>I can use running, jumping, throwing and catching in isolation and in combination.</p> <p>I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>I can develop flexibility, strength,</p>	<p>Lesson 1</p> <p>I can develop my catching skills. I understand how to chest pass.</p> <p>Warm up – Teacher’s Choice</p> <p>Main Teaching – Children to start this unit by practicing their catching as this is vital within netball. Children to begin to develop on the basic netball pass (chest) alongside the catching. Children to discuss why passing and catching are so important in netball.</p> <p>Activity 1</p> <p>1. In pairs allow children to practice passing and catching to a partner</p> <p>2. Then see how many catches the pair can make in 1 minute, make sure they count – they will need this number at the end of the lesson</p> <p>Activity 2 – Correct catching technique</p>	<p>Lesson 1</p> <p>I understand how to perform a variety of different jumps with good balance and posture.</p> <p>Knowledge: Children know how to perform a standing long jump to maximise distance. Children know to bend their legs for balance when taking off and landing. Children know to use equipment to create their own jumping obstacle course</p> <p>Assessment: Children are able to improve their distance when carrying out a variety of different jumps.</p> <p>Vocabulary: Bent knees, swinging arms, hopscotch, obstacle course, momentum, standing long jump, distance, correct posture.</p>	<p>Lesson 1</p> <p>I can throw under-arm and catch a ball with control and accuracy.</p> <p>Knowledge - Children know that bowling is an under-arm action. Children know that their hands must be positioned with smallest fingers alongside each other, and all other fingers spread apart to have the best chance of catching the ball.</p> <p>Skills – I can bowl a ball using an under-arm throw. I can accurately bowl a ball into an open space/a target area. I can catch a ball with control and some accuracy.</p> <p>Warm up – Stuck in the mud. All children have a tennis ball. Two children are</p>

<p>technique, control and balance</p> <p>I can perform dances using a range of movement patterns</p> <p>I can take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>I can compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively</p> <p>I can perform safe self-rescue in</p>	<p>1. Teacher/child demonstrates correct catching technique – Teaching Point's (TP'S) – Eyes on ball , W shape hands behind ball ,soft loose fingers, clamp fingers around ball when ball hits hands</p> <p>2. Allow pupils to practice their passing and catching using correct catching technique</p> <p>3. Then again see how many catches the pairs can do in 1 minute – show of hands who beat their 1st score</p> <p>Activity 3 – The Chest pass</p> <p>1. Teacher/child demonstrates the chest pass – TP's – W shape hands behind ball, Push ball out, step in to pass, hands to then point to target/partner</p> <p>2. Allow pupils to practice the chest pass in their pairs, increasing the distance between them if the pass is too easy</p> <p>(Progression)</p> <p>3. Two pairs join together and play piggy in the middle (3v1) – In order to score 3 chest passes must be made, if the piggy gets it they get a point, 1st to 5 points then swap piggy</p> <p>4. Then pupils to see how many passes and catches they can do in 1 minute</p> <p>Cool Down – Teacher's Choice</p> <p>Knowledge: Children know how to catch using correct technique. Children know the correct technique for a chest pass. Children know how to increase the distance on their passes.</p> <p>Skills: Children can catch a ball with 2 hands. Children can chest pass using the</p>	<p>taggers. Everyone runs in the designated area with their ball in their hand. The two taggers must tag their peers to get them stuck in the mud. If stuck, the children place their ball on the floor between their feet. The only way the tagged child can move is if someone else throws them their ball. Then if they catch the ball, the person without a ball takes the spare one on the floor and continues running.</p> <p>Activity 1 – Children will practise throwing the ball up and catching it in their hands. Encourage children to stay in control and throw accurately upwards, not away. Children will gradually throw higher. Try catching with one hand to increase difficulty.</p> <p>Activity 2 – In pairs, aiming for above knees but below shoulder area, children will practise underarm throws and catches.</p> <p>Activity 3 -</p> <p>Split class into groups of 6. 3 children on each side. One side is throwing the ball under-arm, the other side is fielding. The throwing side will take it in turns to throw the ball across the other sides line. The fielding team will stand in front of their line defending it. When the ball is thrown the fielders must stop the ball from crossing their line. Once all 3 children have a had a go at throwing, the sides will swop over.</p> <p>Cool Down – Teacher's Choice</p> <p>Assessment – Children are able to bowl a ball accurately towards a target.</p>
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different water-based situations	<p>correct technique. Children can begin to chest pass over increased distance.</p> <p>Assessment: Children are able to confidently complete a chest pass over an increasing distance and catch a ball with increased competence.</p> <p>Vocabulary: Pass, Catch, Chest Pass, Throw.</p>		<p>Vocabulary – bowl, aim, under-arm, target, accuracy, control.</p>
	<p>Lesson 2</p> <p>I can develop different passing techniques (Bounce/Overhead)</p> <p>Warm up – Teacher’s Choice</p> <p>Main Teaching – Children to recap previous lessons learning and discuss how we pass over longer distances. Re-introduce the children to the bounce pass and overhead pass. Children to spend the lesson developing these skills with increased accuracy.</p> <p>Activity 1 – Bounce pass</p> <ol style="list-style-type: none"> 1. Allow children to experiment with bounce passing, then see how many they can do in 1 minute 2. Teacher then demonstrates bounce pass and explains TP’s – W shape with hands, Step in to pass, push ball down and out. Pupils in their pairs practice the bounce pass using the correct technique 3. Then pupils see how many passes they can make in 1 minute. Discuss outcome between both sets of scores, who can beat 1st score, why? <p>Progression:</p>	<p>Lesson 2</p> <p>I understand how to throw with greater control, efficiency & accuracy.</p> <p>Knowledge: Children know to Pull the javelin back with your shoulder as far as possible (angle the javelin at about 45 degrees) Children know to project the javelin forwards, trying to release at roughly a 45 degrees angle. Children know the correct release time and angle.</p> <p>Assessment: Children are able to use the correct technique to help them throw a javelin for distance.</p> <p>Vocabulary: Javelin, 45 degree angles, project, release, standing side on.</p>	<p>Lesson 2</p> <p>Rounders– I can strike a ball with control and accuracy.</p> <p>Knowledge - Children know that their bodies face sideways when striking the ball. Children know that they must bend their knees to have a strong and steady stance. Children know that they must strike a ball with force and accuracy for it to travel away from them.</p> <p>Skills – I can hit a ball into an open space/a target area. I can hit a ball with control and some accuracy.</p> <p>Warm up – Children will practise bouncing the tennis ball up and down on their tennis rackets, always staying in control. Advanced students could practise this on a slimmer bat.</p> <p>Activity 1 – In pairs, one child will use an underarm action to throw the ball to their partner. The receiver will use their tennis</p>

	<p>Children to try bounce pass using hula-hoop in the middle. How many. Ball must always bounce in hoop and be caught successfully.</p> <p>Activity 2 – Overhead pass</p> <p>1. Teacher demonstrates the overhead pass. TP's – hands spread either side of the ball, lift ball over and behind head slightly, step in to throw, swing ball overhead and release. Pupils to then practice in their pairs</p> <p>Progression:</p> <p>2 pairs join up to make a 4. 2 pupils need 1 ball each, 1 pupil is receiver and 1 is static defender, set out as below. Use 1 group to demonstrate.</p> <p>X X O V</p> <p>X = pupils with ball, O = defender, V = receiver</p> <p>Pupils with ball take it in turns to use overhead throw to get ball over defender, 3 tries each then swap roles.</p> <p>Activity 3 – Game play</p> <p>Children play a game 3v1 (piggy in the middle). Aim is for pupils to use the variety of passes they have learnt. 3 passes = 1 point, piggy gets 1 point for every time they get ball, swap piggy after 1 team gets 5 points</p> <p>Cool Down - Teacher's Choice</p> <p>Knowledge: Children know all 3 passes they can use in netball. Children know the correct technique of these passes and how to add accuracy. Children know when to use each pass.</p>		<p>racket/bat to hit the ball back to their partner. 5 goes each and then swop over. Start by hitting forwards and then move to a sideways position when children are comfortable. To make the task more difficult, the batter can aim to hit the ball over their partners head and the bowler will attempt to catch it. If they miss, they must retrieve it as fast as they can.</p> <p>Activity 2 - Split class into two teams. One team will bat, and one team will field. The batting team will take it in turns to hit the ball with their racket/bat and run around the bases that are set out in a diamond shape around the bowler. They must run the whole way round to earn a point. The fielding team will spread out around the bases ready to catch the ball and return to the bowler. If the ball reaches the bowler before the runner passes the last cone, or if the ball is caught in the air straight after leaving the racket/bat, the runner is out. If the runner thinks they are going to be caught, they can stop at a base and continue running when the next batter hits their ball.</p> <p>Cool Down – Teacher's Choice</p> <p>Assessment – Children are able to hit a ball with control and some accuracy, away from their body.</p> <p>Vocabulary – bowl, aim, under-arm, target, accuracy, control, hit, strike.</p>
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	<p>Skills: Children can begin to perform a bounce pass to a partner. Children can begin to use an overhead pass for distance and accuracy. Children can select an appropriate pass in a game situation.</p> <p>Assessment: Children are able to perform all 3 passes confidently showing correct technique and accuracy.</p> <p>Vocabulary: Overhead Pass, Bounce Pass.</p>		
	<p>Lesson 3</p> <p>I can pivot effectively and begin to understand the footwork rule.</p> <p>Warm up – Teacher’s Choice</p> <p>Main Teaching – Children will recap the footwork rule and how it is used in netball. Children will continue to develop their pivot and begin to see how it can be used effectively in a game.</p> <p>Activity 1 – Pivoting</p> <ol style="list-style-type: none"> 1. Teacher explains to pupils what pivoting is and demonstrates how to do it. (Once you have landed from a catch can pivot to change our bodies direction) 2. Pupils to move around the area when they hear the whistle they stop and pivot to change direction <p>Progression</p> <p>Split the class in half, 1 half with a ball, 1 half without, the children with balls find a space, the pupils without must move around the area, receive a pass, pivot and pass back. Swap over after a few minutes.</p> <p>Activity 2 – Footwork</p>	<p>Lesson 3</p> <p>I understand how to combine running and jumping techniques.</p> <p>Knowledge: Children know how to pace themselves when running. Children are able to combine running and jumping to overcome a variety of obstacles.</p> <p>Assessment: Children are able to pace their running over a set period of time. Children can navigate through a variety of jumping equipment altering the types of jumps they need to complete.</p> <p>Vocabulary: pace, agility ladder, hurdles, hopping, speed bounce, change direction, accelerate, decelerate.</p>	<p>Lesson 3</p> <p>Rounders– I can play a simple game of Rounders. I understand the roles of each team.</p> <p>Knowledge - Children know that their bodies face sideways when striking the ball. Children know that they must bend their knees to have a strong and steady stance. Children know that they must strike a ball with force and accuracy for it to travel away from them. Children know that a fielder must stop the ball and return it to the bowler. Children know that a batter must run around the outside of all 4 cones.</p> <p>Skills – I can hit a ball into an open space/a target area with control and some accuracy. I can work as a team to catch/collect a ball in order to stop the opposing team from scoring.</p> <p>Warm up – Teacher’s choice</p>

	<p>1. Teacher explains the footwork rule - which you cannot move the foot you landed on until you've passed the ball, but can pivot on it.</p> <p>2. Pupils then move around the area, when they hear the whistle, they stop and then pivot on the foot they landed on</p> <p>Progression</p> <p>Children continue with game above, but this time the teacher is watching to see if any children move landed foot, if teacher chooses a child they are out and become judge and help spot others moving landing foot. Aim is for children to stop and think about which foot they are allowed to move.</p> <p>3. Split the class in half again, 1 half with a ball, 1 half without, the children with balls find a space, the pupils without must move around the area, receive a pass, pivot and pass back, pupils have 3 lives, if they lift their landing foot they lose a life, person passing ball is judge, then swap roles.</p> <p>Cool Down - Teacher's Choice</p> <p>Knowledge: Children know to stop when they have the ball in netball. Children know the basic pivot technique. Children know how to pivot forward for balance.</p> <p>Skills: Children can stop quickly when receiving a ball. Children can pivot on the spot. Children can pivot with a ball to find a pass.</p> <p>Assessment: Children are able to pivot in a controlled manor.</p>		<p>Activity --Split class into two teams. One team will bat, and one team will field.</p> <p>Recap last lessons rules and expectations.</p> <p>Cool Down – Teacher's Choice</p> <p>Assessment – Children are able to successfully play a simple game of rounders, understanding each role within the game. Children are able to improve on their own practise to further develop the game and support their team.</p> <p>Vocabulary – bowl, aim, under-arm, target, accuracy, control, hit, strike, run, catch, out.</p>
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	Vocabulary: Pivot.		
	<p>Lesson 4</p> <p>I can mark effectively and develop my dodging technique.</p> <p>Warm up – Teacher’s Choice</p> <p>Main Teaching – Children will look at the importance of dodging and moving away from a marker in a game. They will develop a range of dodges and be able to evade a marker to receive a pass.</p> <p>Activity 1 – Dodging</p> <p>1. In pairs 1 pupil starts on line, other pupil in the middle, the aim is for the pupil on the line to dodge past their partner without being touched, allow for 5 tries each then swap. Allow children to discuss what they did and if it worked, then ask children to give their answers and allow good answers to be demonstrated.</p> <p>2. From what the children have said, decide as a class what the TP’s are for dodging (dummy going one direction, then change to other direction and sprint off)</p> <p>3. Then 2 pairs join to create groups of 4. Set up as below. Children now take it in turns to practice dodging in order to</p>	<p>Lesson 4</p> <p>I understand how to perform a variety of different jumps correctly and safely.</p> <p>Knowledge: Children know how complete quick steps through an agility ladder. Children know how to jump over hurdles safely. Children know the best technique to complete speed bounces quickly. Children are able to pace themselves to complete a variety of different jumps in a row.</p> <p>Assessment: Children are able to complete a variety of different jumps with good technique.</p> <p>Vocabulary: pace, agility ladder, hurdles, hopping, speed bounce, hop scotch, skipping, long jump.</p>	<p>Lesson 4</p> <p>Cricket – I can strike a ball with some accuracy with a cricket bat. I can bowl with some accuracy.</p> <p>Knowledge: Children know that their bodies face sideways when striking the ball. Children know that they must bend their knees to have a strong and steady stance. Children know that they must strike a ball with force and accuracy for it to travel away from them.</p> <p>Skills: I can hit a ball into an open space/a target area. I can hit a ball with control and some accuracy.</p> <p>Warm Up – Teacher's Choice</p> <p>Main Teaching – Split class into 3 groups of similar ability. Set up the 3 stations below - Each group starts at a different station.</p> <p>1. Bowling accuracy</p> <p>Split group into teams of 5. Each team has a set of stumps or a rebound net. Pupil 1 is the wicket keeper, pupils 2, 3, 4 and 5 are</p>

receive a pass from the feeder. 2 children, 1 at a time will take it in turns to dodge defender to receive pass from feeder, if they receive pass it is 1 point, if not point to defender, 3 tries each then swap roles.

X X O V

X = pupils with ball, O = defender, V = feeder

Activity 2 – Marking

Children to work through the following with their partner, teacher takes children through each step – children in their pairs to have 1 try then swap on each step

1. Follow partner around everywhere they go

2. Stand straight on

3. Stand side on

4. Stand close to person with ball

5. Stand next to partner

6. Stand close to partner

Allow time for pairs/4's to discuss which method they think is best – then teacher to select children to give their answers and as a class decide on best method of marking (Standing sideways on, closer to person marking, but not right near them Then back in to 4's, set up as previous activity. Aim of this activity though is for the defender to intercept the ball when attacker tries to dodge and receive pass. Who can get the most points when defending/marking?

Game play – 4v3

2 groups of 4 to join up to create a game.
1 child from 1 of the team becomes

the bowlers with a ball each 5 to 8 yards away.

Pupil 2 bowls the ball at the stumps and runs to become wicket keeper, the wicket keeper gathers the ball and runs behind pupil

3. Pupil 3 underarm bowls at the stumps and so on. Teams get 1 point if they hit the stumps.

Highest scorers win.

Catchphrase – 'Watch the wicket and you're likely to hit it!'

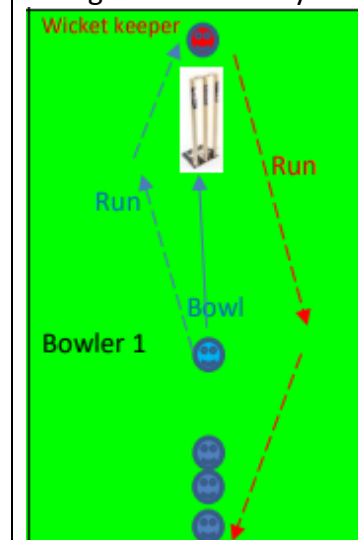
Additional key teaching points:

-Point opposite foot towards stumps (Looking foot).

-Aim looking over top of ball.

-Bring ball past hip and smoothly throw from low to high in a rainbow shape.

-Weight and accuracy of bowl.



2. Bowling technique

referee, checking for correct footwork and keeping score and then swaps around. The aim of the game is to put 3 passes together to score; the ball then gets given to the other team.

Cool Down - Teacher's Choice

Knowledge: Children know why marking is important in netball. Children know the most effective way of marking. Children know that netball is non-contact and interceptions are important.

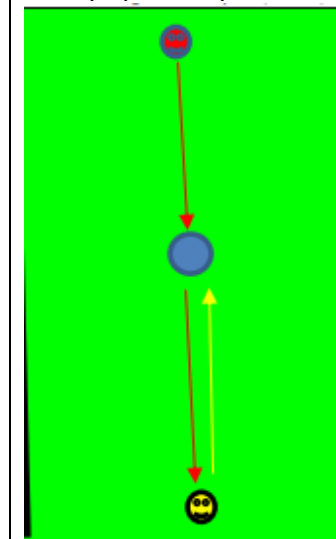
Skills: Children can get side on and stay close to the attacker. Children can begin to implement the concept of intercepting. Children can keep close to the attacker.

Assessment: Children are able to stay close to their partner and begin to intercept when appropriate.

Vocabulary: Marking, Intercept, Defender.

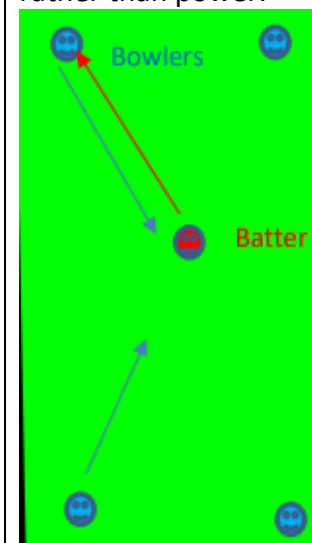
Split group into pairs. They stand opposite each other with a spot in-between 5 yards away. Pupil 1 has 3 tennis balls and bowls 1 at a time attempting to hit to the spot, pupil 2 stops the each ball ready for their turn. Ball 1 = hold at chest (So you can see ball) and push towards spot. Ball 2 = Hold ball straight in the air above head (So you cannot see the ball) and throw down towards spot keeping arm straight. Ball 3 = Overarm bowl – TIPS – Hold ball by mouth, put other arm straight in the air, weight on back foot, take ball down back and round and transfer weight onto front foot - Head forwards (Not to the side) / High arm / Straight arm (Not darts throw). 'Down, back and round.'

First pupil to 5 points wins.



3. Batting practice

Split group into 5's. Have 1 batter in the middle and 4 bowlers (2 either side with a ball each). Each bowler takes turns to bowl at the batter who strikes the ball back. If the bowler catches the ball the team wins 1 point. The first team to 5 points wins. Repeat with a different bowler. Key teaching points – Stand side on, feet shoulder width apart, strike with the flat side of the bat in a low to high motion. AS indoors encourage a gentle stroke – accuracy rather than power.



Cool Down – Teacher's Choice

Assessment – Children are able to hit a ball with control and some accuracy, away from their body.

Vocabulary – bowl, aim, under-arm, target, accuracy, control, hit, strike.

	<p>Lesson 5</p> <p>I can develop my shooting technique. I understand the importance of using space in a game situation.</p> <p>Warm up – Teacher’s Choice</p> <p>Main Teaching – Children will further develop their shooting skills looking at the correct technique. Children will begin to shoot from different angles. Children will look at the importance of being accurate when shooting.</p> <p>Activity 1 – Shooting technique</p> <ol style="list-style-type: none"> 1. Teacher explains and demonstrates the correct technique for shooting. TP’s – Non-shooting hand supporting ball on side, bend knees and as you jump release ball, by flicking wrist, push ball up and out 2. Allow pupils in their pairs to practice technique (not using posts) <p>Then send 2 teams of 7 to start activity 2</p> <ol style="list-style-type: none"> 3. Having 2 groups of 7 left allow them to take it in turns (1 ball each) to practice shooting correctly at the goal. 	<p>Lesson 5</p> <p>I understand the correct technique to throw a shotput.</p> <p>Knowledge: Children know how to Hold the shot (tennis ball) at the bottom and place the thumb and little finger each side of the shot. Children know to place the shot under the chin and touching the neck. Children know to explode upwards, bring the hips around and forwards to face throwing area. Children know to extend the throwing arm up quickly and powerfully.</p> <p>Assessment: Children are able to show they can use the correct technique to powerfully throw a shotput.</p> <p>Vocabulary: Shotput, power, explode, extending the arm.</p>	<p>Cricket – I can develop batting techniques.</p> <p>Knowledge: Children know a range of cricket shots. Children know how to play shots into space. Children know how to communicate effectively when running in pairs.</p> <p>Skills: Children can confidently play a drive. Children can confidently select a range of shot types. Children can play shots accurately into space.</p> <p>Warm Up – Teacher Choice</p> <p>Main Teaching - Introduce the aims of the session, working on being able to hit the ball with accuracy before trying to develop a number of strokes. Show children the correct way to hold the bat when batting, looking at how they then position themselves in relation to the stumps. During the session, introduce different strokes to children for them to work on.</p> <p>Activity 1 – Get children to initially practise just hitting the ball with the bat in pairs/</p>

	<p>Progression for MA – Encourage them to shoot from further distances and different angles</p> <p>4. Then have cones set out in semi-circle (varying distances and angles) and allow children to work their way around each cone, only moving on if they have scored</p> <p>5. Allow pupils to practice shooting whilst someone stands in front of them, with arms by side, children to take it in turns.</p> <p>Activity 2 – Game play (7v7)</p> <p>1. Teacher to set up 2 small playing areas and allow children in their teams to play a game, in which 4 passes equals a goal/point. Play for a few minutes then stop both games and get teams to discuss how that went, then ask children to give answers/reasons.</p> <p>2. Play game again in larger area – encouraging children to move in to space when they haven't got the ball</p> <p>Cool Down - Teacher's Choice</p> <p>Knowledge: Children know the correct technique for shooting. Children know that goals can only be scored by GA and GS. Children know they can only shoot inside the shooting circle.</p> <p>Skills: Children can develop their shooting technique. Children can shoot from a range of angles accurately. Children can show confidence when shooting.</p> <p>Assessment: Children are able to show the correct technique when shooting from a range of angles.</p>		<p>small groups. Children will underarm bowl the ball in the air to the batter who will then use the bat to hit the ball back to the bowler. Take it in turns practising this to get used to holding the bat and being able to aim centrally.</p> <p>In groups, children will take it in turns to bat. One person will bowl the ball underarm, with the batter then deciding who in the spread out group to aim their shot too, working on aiming at different areas.</p> <p>Activity 2 – Get children to begin moving while they are batting, moving out to come and meet any loose balls whilst also practising playing defensive block shots and leaving it where they are confident it would not hit their stumps.</p> <p>In groups, children will take it in turns to bat. One person will bowl the ball underarm, with the batter then deciding who in the spread out group to aim their shot too, working on aiming at different areas. Batters will practise moving out to meet the ball, pushing defensive shots to the side and raising the bat to leave shots, developing their understanding of how the ball bounces and where their stumps are.</p> <p>Activity 3 – Depending on batting confidence, introduce different shot selections to children including the sweep shot, reverse sweep shot, drive, a cut shot and a square drive shot. Get children to practise these in groups, taking it in turns to bowl, field and bat the ball.</p>
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	<p>Vocabulary: Shoot, Goal Attack, Goal Shooter, Shooting circle.</p>		<p>Children will work on developing all techniques, deciding which to use depending on where the ball is and where people in their group are. This will help children become more confident in using all areas of the bat and being aware of what is around them.</p> <p>Cool Down – Teacher Choice</p> <p>Assessment: Children are able to play a range of shots confidently.</p> <p>Vocabulary: shot, strike, drive, bowl, under-arm, bat, field, aim, space, accuracy.</p>
	<p>Lesson 6</p> <p>I can play as part of a team in netball. I understand the rules of netball</p> <p>Warm up – Teacher's Choice</p> <p>Main Teaching – Children to recap all of the skills learnt in the previous 5 sessions and begin to develop these in game situations. Children will be identified for showing the correct techniques taught.</p> <p>Activity</p> <p>In classroom before heading out – show pupils a netball court and the different positions; explain which position marks which position. Get children in to mixed ability teams of 7 and get them to decide on position. Recap footwork rule and last weeks.</p> <p>Have 2 pitches set up – 1 on basketball/netball court, 1 on space</p>	<p>Lesson 6</p> <p>I understand that I need to pace myself according to the distance of a race.</p> <p>Knowledge: Children know they need to pace themselves when racing. Children know to extend their hands when receiving/giving the baton to their team mate. Children know how to keep their balance when using a space hopper.</p> <p>Assessment: Children are able to improve their times in a relay race by pacing themselves and extending their hands with the baton.</p> <p>Vocabulary: Relay race, pace, baton, balance, extending hands, starting position.</p>	<p>Lesson 6</p> <p>I can follow the basic rules of a game and put learnt skills in to practice</p> <p>Knowledge – Children know the basic rules of the game they are playing. Children know how to throw and catch with some accuracy. Children know how to work as a team with some efficiency.</p> <p>Skills: I can bowl a ball using an under-arm throw. I can catch a ball with control and some accuracy. I can hit a ball with control and some accuracy. I can work as a team to catch/collect a ball in order to stop the opposing team from scoring.</p> <p>Warm Up – Teacher's choice</p>

	<p>behind marked out with cones and 2 hoops, 1 at either end for goal)</p> <p>Pitch 1 (basketball/netball court) – A goal is scored by shooting in to posts, only GA and GS can score (swap positions)</p> <p>Pitch 2 – A goal is scored by GS or GA placing the ball in to a hoop.</p> <p>Make sure children on pitch 1 rotate with children on pitch 2 to allow for everyone to get a chance to play a full game. Try to rotate children between GA and GS, so children are able to have a try at shooting.</p> <p>Cool Down - Teacher's Choice</p> <p>Knowledge: Children know the rules of netball. Children know how to apply learnt skills into the game of netball. Children know how competition can be healthy and show sportsmanship throughout.</p> <p>Skills: Children can mark and defend as a team. Children can shoot from a range of positions in a controlled manor under pressure. Children can keep possession as a team through passing accurately.</p> <p>Assessment: Children are able to play a competitive game of netball showing a range of skills.</p> <p>Vocabulary: All of the above.</p>		<p>Main Activity – Children to choose to play a game of rounders or cricket using the skills they have learnt previously.</p> <p>Rounders – Split class into two teams. One team will bat, and one team will field. Put emphasis on the skills learnt previously (Throwing and catching, bowling and batting). Allow children in bat 3 attempts to hit the ball in order to get through whole class.</p> <p>Recap rules and expectations.</p> <p>Cool Down – Teacher's Choice</p> <p>Assessment: Children are able to successfully play a simple game of rounders/cricket, understanding each role within the game. Children are able to improve on their own practise to further develop the game and support their team.</p>
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<p>Year 3</p> <p>I can...</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to apply skills into competitive games.</p> <p>I know how to self-evaluate my successes and improvements in an activity.</p> <p>Invasion Games - Football</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to apply skills into competitive games.</p> <p>I know how to get into the correct positions to help my team win.</p> <p>Ball Games – Handball, dodgeball, bench ball</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to develop flexibility, strength, technique, control and balance.</p> <p>I know how to compare my performances with previous ones.</p> <p>I know how to demonstrate improvement to achieve my personal best.</p> <p>Gymnastics</p>
<p>Skills</p> <p>I can use running, jumping, throwing and catching in isolation and in combination.</p> <p>I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>I can develop flexibility, strength, technique, control and balance</p> <p>I can perform dances using a range of movement patterns</p>	<p>Lesson 1</p> <p>I can pass with accuracy.</p> <p>Knowledge: Children know the key steps to passing a ball (inside of the foot, looking where they are passing). Children know accurately pass. Children know how to control a ball.</p> <p>Skills: Children can use the correct techniques to pass the ball with accuracy. Children can select the right weight of pass. Children can begin to pass with power.</p> <p>Assessment: Children are able to pass a ball with accuracy.</p> <p>Vocabulary: Pass, Inside of foot, Laces, Accuracy, Weight of pass</p>	<p>Lesson 1</p> <p>I can hold a tennis correctly in order to hit a tennis ball</p> <p>Knowledge: Children know to hold a racket on the grip and hold it level in order to hit a ball straight up. Children know that they need to hit the ball with the right amount of power to keep a rally going.</p> <p>Skills: Children can position their rackets correctly. Children can hit a ball in the air and move their feet to allow them to hit the ball.</p> <p>Assessment: Children are able to use the correct technique and foot movement to hit a ball</p> <p>Vocabulary: grip, hand eye coordination, feet movement, tennis racket (not bat).</p>	<p>Lesson 1</p> <p>I can perform a variety of jumps with control and good technique. (Straight, star, tuck, pike, straddle)</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity – Children will explore a variety of shapes individually to ensure technical points are being followed and children are jumping safely. Practise a couple at a time before taking them onto the equipment. Walk slowly around the space, stepping on and off of the equipment. Then step on and perform a jump off. Repeat activity with each jump/group of jumps. Wider jumps will need to be performed in larger spaces so half the class observing and half watching would work best at these times. Encourage lots of examples and continuously reinforce skills/knowledge to ensure best performance. Can the children perform a repeated pattern? Walk, step on, jump, repeat. Could the children change their jump each time?</p>

<p>I can take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>I can compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively</p> <p>I can perform safe self-rescue in different water-based situations.</p>			<p><u>Cool down</u> – Teacher’s choice</p> <p>Knowledge: Children know that legs must stay together during a jump and in some shapes arms and legs must stretch out straight. Children know that they should stretch until they can feel it, but not too far so that it hurts. Children know a jump starts and finishes with feet together. Children know that looking forwards when jumping forwards will encourage them to stay upright.</p> <p>Skills: Children can take-off and land with both feet and bent knees. Children can land with quiet feet. Children can hold a shape both statically and in the air. Children can show control when stepping onto the low-level apparatus (beam/benches/tables) and jumping off.</p> <p><u>Stretch jump:</u> Children stand with legs together straight and can reach up towards the ceiling with straight arms when practising the shape. Children have a straight (not arched) back in the air.</p> <p><u>Star jump:</u> Children stand with legs apart (slightly wider than hips) with arms out straight at a 45-degree angle from the top when practising the shape. Children stretch arms and legs out wide when in the air and return together on landing.</p> <p><u>Tuck jump:</u> Children sit with their knees bent and legs together (feet on the floor) to practise. Children lift knees to chest when in the air.</p> <p><u>Pike jump:</u> Children sit with legs stretched out in front of them and arms stretched</p>
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			<p>out in front of them, parallel to the floor when practicing the shape. Children stretch arms and legs out in front of them, parallel to the floor when in mid-flight.</p> <p><u>Straddle jump:</u> Children sit with their legs straight and wide to create a 90-degree angle when practicing the shape. Children hold their arms out straight, directly above each leg and parallel to the floor when practicing the shape. Children stretch arms and legs out wide and parallel to the ground when in the air and return feet together on landing.</p> <p>Assessment: Children are able to perform a variety of jumps with control and good technique.</p> <p>Vocabulary: stretch, muscles, straight, star, tuck, pike, straddle, jump, together, perform, degrees, parallel, wide, tall.</p> <p>Equipment required: Benches/low level equipment</p>
	<p>Lesson 2</p> <p>I can dribble with control.</p> <p>Knowledge: Children know how to dribble with control (small touches, ball close to feet, head up). Children know why dribbling is important in a game situation. Children know how to change direction efficiently when dribbling.</p> <p>Skills: Children can dribble a football with control. Children can dribble over longer distances. Children can change direction confidently when dribbling.</p>	<p>Lesson 2</p> <p>I can use the correct body positioning to throw a ball with accuracy</p> <p>Knowledge: Children know spread fingers to grip as much of the ball as possible, hold the elbow at a right angle when throwing overarm and legs should be shoulder width apart to help balance.</p> <p>Skills: Children can position their body to correctly throw a ball. Children can throw with enough accuracy to hit a small (pointed cone) target.</p>	<p>Lesson 2</p> <p>I can travel from one space to another in a safe and creative manner.</p> <p>I can travel in different ways using different body parts.</p> <p>Lesson set up:</p> <p><u>Warm up</u> – Teacher's choice</p> <p><u>Main activity</u> - Children will explore different ways of travelling around the equipment (Not touching anything or anyone) Focus on various body parts to begin with to give children a bank of ideas. Travel on your back, tummy, knees, etc. Allow children to travel in their own way.</p>

	<p>Assessment: Children are able to show correct technique when dribbling at speed.</p> <p>Vocabulary: Dribble, Control</p>	<p>Assessment: Children are able to use the correct body positioning to hit a pointed cone.</p> <p>Vocabulary: accuracy, grip, balance, over arm.</p>	<p>Can they travel at a low/medium/high level? Watch a few creative examples and challenge children to travel in an alternative way. Can you travel with two body parts touching the floor? Can you now travel with no hands on the floor? Etc</p> <p>Moving onto the equipment, allow children to explore in their own way first. Are they able to go under, over or through? Ensure children are looking over their shoulders when travelling backwards or sideways. Share examples of good, controlled practise and encourage positive and constructive feedback. Children should share one thing they liked about their peer's movement and one thing they could improve on. Recap jumps from last lesson. Challenge children to travel towards the equipment, climb/step on and jump off. Repeat the sequence and share examples of good practise.</p> <p><u>Cool down</u> – Teacher's choice</p> <p>Knowledge: Children know that travelling is the movement of the body from one area to another. Children know that their bodies can travel in a variety of ways.</p> <p>Skills: Children can change the level in which they travel (High, medium, low). Children can change the body parts that are in contact with the floor when travelling (feet, knees, elbows, hands, back, tummy, bottom). Children can change the direction in which they travel (Forwards, backwards, sideways). Children can provide positive and constructive feedback by</p>
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			<p>explaining one thing they liked about their peer's sequence and one thing they could improve on.</p> <p>Assessment: Children are able to travel from one space to another in a safe and creative manner. Children can travel in different ways using different body parts.</p> <p>Vocabulary: travel, level, high, low, medium, contact, forwards, backwards, sideways,</p> <p>Equipment required: Benches/low level equipment</p>
	<p>Lesson 3</p> <p>I can select to shoot when appropriate with accuracy.</p> <p>Knowledge: Children know how to shoot with accuracy (side of the foot). Children know why shooting is important.</p> <p>Skills: Children can use the inside of their foot when shooting for accuracy. Children can shoot through gates to score points.</p> <p>Assessment: Children are able to shoot with increased accuracy. Children are able to show awareness of when shooting is appropriate.</p> <p>Vocabulary: Laces, Shooting, Power, Placement</p>	<p>Lesson 3</p> <p>I am thinking about my positioning in order to help my team win.</p> <p>Knowledge: Children know to move into space to give more options to their team mate.</p> <p>Children know how to work as part of a team and know that communication is important.</p> <p>Skills: Children can communicate effectively with their team mates in order to win a game. Children use their positioning to get into areas that will help the team succeed.</p> <p>Assessment: Children are using the space around them effectively</p> <p>Vocabulary: communication, positioning, movement, space</p>	<p>Lesson 3</p> <p>I can perform a variety of individual and partner balances safely and correctly.</p> <p>Lesson set up:</p> <p><u>Warm up</u> – Teacher's choice</p> <p><u>Main activity</u> - Children will explore a variety of balances individually in a space first to ensure technical points are being followed and children are balancing safely. Using some ideas from last lesson, children will travel around the space, pausing on a cue to perform a given balance. Can they hold the balance for 3,5,7 and then 10 seconds? In pairs, children will watch each other's balances checking they are performed correctly and then mirror their partners balances counting together to hold them still. Watch lots of examples and reinforce skills/knowledge to ensure best performance. Encourage children to share their views on each other's work in a positive way. In pairs, children will follow a</p>

			<p>sequence of balances learnt. They will then create two of their own balances making sure they are connected by at least one body part each time. Are they able to add these balances to their original sequence?</p> <p><u>Cool down</u> – Teacher’s choice</p> <p>Knowledge: Children know they should have their arms stretched out when balancing and flat hands if they are touching the floor. Children know that engaging core muscles can prevent them from wobbling. Children know that focusing on one point can help them to balance.</p> <p>Skills: Children can engage (tense) muscles in order to hold their shape still. Children can stretch their arms out or focus on a fixed point to prevent wobbling. Children can create different balances by varying the points of contact with the floor. Children can smoothly move from one balance to another creating a sequence that can be performed in pairs or small groups.</p> <p><u>Tall shape</u>: Children stretch arms up straight and lift body up onto their toes with straight legs. Children repeat balance on one leg.</p> <p><u>Wide shape</u>: Children stretch an arm and leg (of the same side) out straight, to the side of the body.</p> <p><u>Small shape</u>: Children sit in a tuck shape on the floor, tilting their body backwards slightly and lifting their feet off of the floor.</p>
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			<p><u>Long shape:</u> Children stretch their bodies out along the floor with shoulders/arms (out in front) and legs lifted off of the floor. This could be on tummies (arch) or backs (dish).</p> <p><u>Arabesque:</u> Children lean slightly forward with their head up, looking forwards. Children lift one leg out straight, behind them.</p> <p>Assessment: Children are able to perform a variety of individual and partner balances safely and correctly.</p> <p>Vocabulary: balance, stretch, tense, muscles, hold, straight, tall, wide, small, long, arch, dish, tuck, arabesque.</p> <p>Equipment required: None</p>
	<p>Lesson 4</p> <p>I can apply my passing technique into a game of footgolf.</p> <p>Knowledge: Children know the key steps to passing a ball (inside of the foot, looking where they are passing). Children know the rules of footgolf. Children know how to apply their passing and shooting technique to cover distance.</p> <p>Skills: Children can apply their knowledge of passing into a competitive game. Children can vary their pass type in relation to distance. Children can maintain accuracy.</p> <p>Assessment: Children are able to show accuracy of passing and shooting.</p> <p>Vocabulary: Footgolf, passing, distance, power.</p>	<p>Lesson 4:</p> <p>I can use the correct technique to throw a ball with enough power.</p> <p>Knowledge: Children know the key steps to throwing a ball with enough power to hit a target. Children are combining their throwing skills with effective positioning in order to help the team succeed.</p> <p>Skills: Children can apply their knowledge of positional play and throwing to beat their opposition in a competitive game.</p> <p>Assessment: Children are able to throw with more power and accuracy to reach a target.</p> <p>Vocabulary: Power, positioning, movement, tactics.</p>	<p>Lesson 4</p> <p>I can perform a short sequence with a partner (consisting of a travel, jump and balance) showing confidence and control.</p> <p>Lesson set up:</p> <p><u>Warm up</u> – Teacher's choice</p> <p><u>Main activity</u> - Practise individual jumps recapping on technical/safety aspects. Then add them to a style of travel. First provide the ideas and then allow the children to choose their own combination with a partner. Can children travel and then jump on cue? Can children repeat their combination until signalled to stop? Recap individual balances from last lesson going through the technical aspects. Then add a balance to the sequence. Practise, perform, perfect. Challenge children to</p>

			<p>extend their sequence by performing two of each section.</p> <p>Cool down – Teacher's choice</p> <p>Knowledge: Children know that travelling is the movement of the body from one area to another. Children know that their bodies can travel in a variety of ways. Children know that legs must stay together during a jump and in some shapes arms and legs must stretch out straight. Children know that they should stretch until they can feel it, but not too far so that it hurts. Children know a jump starts and finishes with feet together. Children know they should have their arms stretched out when balancing and flat hands if they are touching the floor. Children know that engaging core muscles can prevent them from wobbling. Children know that focusing on one point can help them to balance.</p> <p>Skills: Children can work collaboratively to combine three movements to create a sequence (travel, jump and balance). Children can perform their sequence with control, showing stretched shapes. Children can perform their sequence to their peers with confidence. Children can provide positive and constructive feedback by explaining one thing they liked about their peer's sequence and one thing they could improve on.</p> <p>Assessment: Children are able to perform a short sequence with a partner (consisting of a travel, jump and balance) showing confidence and control.</p>
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			<p>Vocabulary: sequence, control, jump, straight, star, tuck, take-off, landing, balance, tense, muscles, travel, levels, speeds, movement, stretch, feedback.</p> <p>Equipment required: None</p>
	<p>Lesson 5</p> <p>I can use dribbling, passing and shooting in combination.</p> <p>Knowledge: Children know how passing and dribbling can be used in combination. Children know how dribbling and shooting can be used in combination.</p> <p>Skills: Children can dribble and pass in combination. Children can dribble and shoot. Children can select when to dribble, pass or shoot when playing 2 vs 2 games.</p> <p>Assessment: Children are able to select the appropriate learnt skill in pressure situations.</p> <p>Vocabulary: Passing, Dribbling, Shooting</p>	<p>Lesson 5</p> <p>I can use the skills learnt in previous lessons to succeed in a handball game.</p> <p>Knowledge: Children know they need to decide when to defend and when to attack to give them the best chance of winning. Children know the best option when attacking e.g. passing to someone in a better position, a double attack, throwing the ball at an angle.</p> <p>Skills: Children can get into the best position to defend their goal. Children can throw over arm for power, throw at an angle towards a target, fake throw to deceive an opponent.</p> <p>Assessment: Children are making the correct decisions according to situation of a game.</p> <p>Vocabulary: fake throw, overarm throw, blocking, double throw.</p>	<p>Lesson 5</p> <p>I can perform a roll including the forward roll with good technique and control.</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity – Recap rolls learnt in KS1. (Pencil, egg, teddy bear/circle, sideways)</p> <p>Are children still remembering their names and how to perform them correctly? Today children will explore the rock back roll before attempting the forward roll. They will start with rock back on their own followed by rock back and stand up with and then without hands. A partner can help someone stand by holding their hands as they come forward from their rock back. Follow the steps to a forward roll demonstrating with a willing participant at each stage and reinforcing safety aspects as you go. (Flat hands/no heads on the floor/chin to chests/heads between legs when rolling/forward motion)</p> <p>Cool down – Teacher's choice</p> <p>Knowledge: Children know that a roll involves the turning of the whole body.</p>

			<p>Children know that a roll can be performed in different shapes. Children know that stretched rolls require pointed fingers/toes. Children know that our bodies/muscles need to be tense in order to hold a shape during a roll. Children know that a forward roll should be performed with flat hands and their heads do not touch the floor at any point. Children know that their chins should be by their chest and their bodies should be tucked in as they roll over.</p> <p>Skills: Children can engage (tense) muscles in order to hold their shape during their roll. Children can stretch their fingers/toes if required. Children can keep their bodies moving in the direction that is required in order to complete their roll.</p> <p><u>Rock back:</u> Children sit in a tucked position with their arms wrapped around their knees. Children rock backwards and forwards keeping their balance central at all times. Ankles and knees should remain stuck together at all times. To progress the roll children should reach forward when rocking forward creating momentum to stand up. Start by placing hands on the floor to support standing up first if required. Do not cross legs coming up.</p> <p><u>Forward roll:</u></p> <p><u>Step 1:</u> Children will crouch down with flat hands on the floor and bottoms sitting on heels. Feet slightly apart. Encourage the children to straighten their legs as much as is comfortable so their heads are by their</p>
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			<p>knees and their hips are in the air. Can they put their heads between their legs?</p> <p><u>Step 2:</u> Following on from step 1, children will gently lean forwards, without moving their hands or feet and roll over. Some children will require a slope or crash mat in front of them when rolling. Some children will roll to the side. Encourage children to tense their tummy muscles and keep their hands and feet still. The only movement should be their core rolling over. Many children will take some time to build up to this as the thought/feeling of going over can be scary to begin with. Allow time to repeat the leaning over without rolling to get use to the feeling of being upside down. Chin should be by chest at all times and body tucked in as the child rolls over.</p> <p><u>Step 3:</u> At the end of the roll, children can either finish with legs tucked in like a rock back/tucked shape or legs out wide in a straddle shape. If a child is more advanced, challenge them to stand up like they did after their rock back.</p> <p><u>Step 4:</u> If a roll can be performed correctly from start to finish independently then the last step is to perfect the start and finish position by standing in a tall shape (arms stretched up alongside head) and standing up at the end unaided.</p> <p>Assessment: Children are able to perform a roll including a forward roll with good technique and control.</p> <p>Vocabulary: roll, pencil, egg, wide, circle/teddy bear, sideways, forward,</p>
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			<p>stretch, pointed toes, long, back, rock, side, tuck, shape.</p> <p>Equipment required: Mats</p>
	<p>Lesson 6</p> <p>I can play a competitive game applying learnt skills.</p> <p>Knowledge: Children know a range of basic attacking tactics. Children know how to apply skills into competitive situations.</p> <p>Skills: Children can use a number of attacking tactics to game play. Children can show learnt skills when performing movements.</p> <p>Assessment: Children are able to explain how tactics influence a game.</p> <p>Vocabulary: Tactics, Formation, Teamwork, Sportsmanship.</p>	<p>Lesson 6</p> <p>I can succeed in a competitive game of dodgeball.</p> <p>Knowledge: Children know the rules of dodgeball and how to implement tactics in order to win a game.</p> <p>Skills: Children can duck, jump, side step to avoid getting hit. Children can throw with accuracy and power in order to hit an opponent. Children can catch a ball.</p> <p>Assessment: Children can explain the rules of dodgeball. Children are able to implement effective tactics in order to win a game.</p> <p>Vocabulary: duck, jump, side step, dodge, teamwork.</p>	<p>Lesson 6</p> <p>I can use strength and coordination to safely climb up and down the climbing frame.</p> <p>I can remember and safely perform balances, jumps and rolls from previous lessons.</p> <p>Lesson set up:</p> <p><u>Warm up</u> – Teacher's choice</p> <p><u>Main activity</u> – Children will be split into three groups and will rotate around three stations. This allows for more space and control within the lesson. Each station will recap or allow exploration of using skills in various ways. Station 1: The climbing frame. Try where possible to have this out ready before the lesson. Children will gently explore the equipment first in their own way, looking out for others and finding space. Then encourage children to move through/across/around the equipment with their feet together or feet apart. Can they use different body parts to balance? Station 2: Area for benches/tables/beam etc connected at different angles. Children</p>

			<p>will practise their travelling and jumping skills. Encourage children to stretch limbs and look for space. Station 3: Mat. Children will practise the various rolls learned so far. Make sure children are rolling correctly and safely one at a time and in the same direction. Discuss rules and expectations before anyone uses any equipment and introduce each section individually so children are aware of their options before they start using them. Give each area a time limit, pause for sharing and then rotate and repeat so everyone gets to try each area two to three times allowing time to practise different ideas and improve performances.</p> <p><u>Cool down</u> – Teacher's choice</p> <p>Knowledge: Children know how to perform each skill safely. Children know how to use equipment including the wall bars safely.</p> <p>Skills: Children can engage (tense) muscles in order to hold their shape when climbing. Children can stretch their fingers/toes if required. Children can keep their bodies moving in the direction that is required in order to complete their roll.</p> <p>Assessment: Children are able to use strength and coordination to safely climb up and down the climbing frame (wall bars). Children are able to remember and safely perform balances, jumps and rolls from previous lessons.</p> <p>Vocabulary: roll, pencil, egg, wide, long, circle/teddy bear, sideways, forward,</p>
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			stretch, pointed toes, back, rock, side, tuck, shape, together, apart. Equipment required: Mats. Climbing frame, low level equipment (benches, beam, tables)
Year 3 I can...	I understand... Knowledge: I know how to use running, jumping, throwing and catching in isolation and in combination. I know how to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Netball	I understand... Knowledge: I know how to complete a variety of different jumps with control and in a safe manner. I can throw a variety of different objects with control and power to hit a target. I can pace myself when running and navigate around obstacles.	I understand... Knowledge: I know how to throw under-arm and catch a ball with control and accuracy. I know how to strike a ball with control and accuracy. I know how to play a simple game of Rounders or Cricket and I understand the roles of each team. I know how to strike a ball with accuracy with a cricket bat and can begin to bowl with accuracy. I know how to develop batting techniques. Rounders/Football Rounders and Cricket

<p>Skills</p> <p>I can use running, jumping, throwing and catching in isolation and in combination.</p> <p>I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>I can develop flexibility, strength, technique, control and balance</p> <p>I can perform dances using a range of movement patterns</p> <p>I can take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>I can compare their performances with</p>	<p>Lesson 1</p> <p>I can develop my catching skills. I understand how to chest pass.</p> <p>Warm up – Teacher’s Choice</p> <p>Main Teaching – Children to start this unit by practicing their catching as this is vital within netball. Children to begin to work on the basic netball pass (chest) alongside the catching. Children to discuss why passing and catching are so important in netball.</p> <p>Activity 1</p> <ol style="list-style-type: none"> 1. In pairs allow children to practice passing and catching to a partner 2. Then see how many catches the pair can make in 1 minute, make sure they count – they will need this number at the end of the lesson <p>Activity 2 – Correct catching technique</p> <ol style="list-style-type: none"> 1. Teacher/child demonstrates correct catching technique – Teaching Point’s (TP’S) – Eyes on ball , W shape hands behind ball ,soft loose fingers, clamp fingers around ball when ball hits hands 2. Allow pupils to practice their passing and catching using correct catching technique 3. Then again see how many catches the pairs can do in 1 minute – show of hands who beat their 1st score <p>Activity 3 – The Chest pass</p> <ol style="list-style-type: none"> 1. Teacher/child demonstrates the chest pass – TP’s – W shape hands behind ball, Push ball out, step in to pass, hands to then point to target/partner 	<p>Lesson 1</p> <p>I understand how to perform the long jump with good balance and posture.</p> <p>Knowledge: Children know how to perform a standing long jump to maximise distance. Children know to bend their legs for balance when taking off and landing. Children know to swing their arms for momentum and arms should be going forwards when they are jumping forwards.</p> <p>Assessment: Children are able to improve their distance when carrying out the standing long jump.</p> <p>Vocabulary: bent knees, swinging arms, momentum, standing long jump, distance, correct posture.</p>	<p>Lesson 1</p> <p>I can throw under-arm and catch a ball with control and accuracy.</p> <p>Knowledge - Children know that bowling is an under-arm action. Children know that their hands must be positioned with smallest fingers alongside each other, and all other fingers spread apart to have the best chance of catching the ball.</p> <p>Skills – I can bowl a ball using an under-arm throw. I can accurately bowl a ball into an open space/a target area. I can catch a ball with control and some accuracy.</p> <p>Warm up – Stuck in the mud. All children have a tennis ball. Two children are taggers. Everyone runs in the designated area with their ball in their hand. The two taggers must tag their peers to get them stuck in the mud. If stuck, the children place their ball on the floor between their feet. The only way the tagged child can move is if someone else throws them their ball. Then if they catch the ball, the person without a ball takes the spare one on the floor and continues running.</p> <p>Activity 1 – Children will practise throwing the ball up and catching it in their hands. Encourage children to stay in control and throw accurately upwards, not away. Children will gradually throw higher. Try</p>
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<p>previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively</p> <p>I can perform safe self-rescue in different water-based situations.</p>	<p>2. Allow pupils to practice the chest pass in their pairs, increasing the distance between them if the pass is too easy (Progression)</p> <p>3. Two pairs join together and play piggy in the middle (3v1) – In order to score 3 chest passes must be made, if the piggy gets it they get a point, 1st to 5 points then swap piggy</p> <p>4. Then pupils to see how many passes and catches they can do in 1 minute Cool Down – Teacher's Choice Knowledge: Children know how to catch using correct technique. Children know the correct technique for a chest pass. Children know why passing and catching is important. Skills: Children can catch a ball with 2 hands. Children can chest pass using the correct technique. Children can begin to chest pass over increased distance. Assessment: Children are able to confidently complete a chest pass and catch a ball with increased competence. Vocabulary: Pass, Catch, Chest Pass, Throw.</p>		<p>catching with one hand to increase difficulty. Activity 2 – In pairs, aiming for above knees but below shoulder area, children will practise underarm throws and catches. Activity 3 -Split class into groups of 6. 3 children on each side. One side is throwing the ball under-arm, the other side is fielding. The throwing side will take it in turns to throw the ball across the other sides line. The fielding team will stand in front of their line defending it. When the ball is thrown the fielders must stop the ball from crossing their line. Once all 3 children have a had a go at throwing, the sides will swop over. Cool Down – Teacher's Choice</p> <p>Assessment – Children are able to bowl a ball accurately towards a target.</p> <p>Vocabulary – bowl, aim, under-arm, target, accuracy, control.</p>
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	<p>Lesson 2</p> <p>I can develop different passing techniques (Bounce/Overhead)</p> <p>Warm up – Teacher’s Choice</p> <p>Main Teaching – Children to recap previous lessons learning and discuss how we pass over longer distances. Introduce the children to the bounce pass and overhead pass. Children to begin to practice these skills.</p> <p>Activity 1 – Bounce pass</p> <ol style="list-style-type: none"> 1. Allow children to experiment with bounce passing, then see how many they can do in 1 minute 2. Teacher then demonstrates bounce pass and explains TP’s – W shape with hands, Step in to pass, push ball down and out. Pupils in their pairs practice the bounce pass using the correct technique 3. Then pupils see how many passes they can make in 1 minute. Discuss outcome between both sets of scores, who can beat 1st score, why? <p>Progression:</p> <p>Children to try bounce pass using hula-hoop in the middle. How many. Ball must always bounce in hoop and be caught successfully.</p> <p>Activity 2 – Overhead pass</p> <ol style="list-style-type: none"> 1. Teacher demonstrates the overhead pass. TP’s – hands spread either side of the ball, lift ball over and behind head slightly, step in to throw, swing ball overhead and release. Pupils to then practice in their pairs 	<p>Lesson 2</p> <p>I understand how to generate power when completing a chest push.</p> <p>Knowledge: Children know to bend their legs and lean back slightly to generate power. Children know to spread out their fingers when holding a basketball to grip onto a larger area.</p> <p>Assessment: Children are able to generate more power when completing a chest push resulting in the basketball travelling further before it lands.</p> <p>Vocabulary: fingers spread out, chest push, balance, power, grip.</p>	<p>Lesson 2</p> <p>Rounders– I can strike a ball with control and accuracy.</p> <p>Knowledge - Children know that their bodies face sideways when striking the ball. Children know that they must bend their knees to have a strong and steady stance. Children know that they must strike a ball with force and accuracy for it to travel away from them.</p> <p>Skills – I can hit a ball into an open space/a target area. I can hit a ball with control and some accuracy.</p> <p>Warm up – Children will practise bouncing the tennis ball up and down on their tennis rackets, always staying in control.</p> <p>Activity 1 – In pairs, one child will use an underarm action to throw the ball to their partner. The receiver will use their tennis racket to hit the ball back to their partner. 5 goes each and then swop over. Start by hitting forwards and then move to a sideways position when children are comfortable. To make the task more difficult, the batter can aim to hit the ball over their partners head and the bowler will attempt to catch it. If they miss, they must retrieve it as fast as they can.</p> <p>Activity 2 -Split class into two teams. One team will bat, and one team will field. The batting team will take it in turns to hit the</p>
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	<p>Progression: 2 pairs join up to make a 4. 2 pupils need 1 ball each, 1 pupil is receiver and 1 is static defender, set out as below. Use 1 group to demonstrate. X X O V X = pupils with ball, O = defender, V = receiver Pupils with ball take it in turns to use overhead throw to get ball over defender, 3 tries each then swap roles.</p> <p>Activity 3 – Game play Children play a game 3v1 (piggy in the middle). Aim is for pupils to use the variety of passes they have learnt. 3 passes = 1 point, piggy gets 1 point for every time they get ball, swap piggy after 1 team gets 5 points</p> <p>Cool Down - Teacher's Choice Knowledge: Children know a further 2 passes they can use in netball. Children know the correct technique of these passes. Children know when to use each pass. Skills: Children can begin to perform a bounce pass to a partner. Children can begin to use an overhead pass for distance. Children can select an appropriate pass in a game situation. Assessment: Children are able to perform all 3 passes confidently showing correct technique. Vocabulary: Overhead Pass, Bounce Pass.</p>		<p>ball with their racket and run around the bases that are set out in a diamond shape around the bowler. They must run the whole way round to earn a point. The fielding team will spread out around the bases ready to catch the ball and return to the bowler. If the ball reaches the bowler before the runner passes the last cone, or if the ball is caught in the air straight after leaving the racket/bat, the runner is out.</p> <p>Cool Down – Teacher's Choice</p> <p>Assessment – Children are able to hit a ball with control and some accuracy, away from their body.</p> <p>Vocabulary – bowl, aim, under-arm, target, accuracy, control, hit, strike.</p>
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	<p>Lesson 3</p> <p>I can pivot effectively and begin to understand the footwork rule.</p> <p>Warm up – Teacher’s Choice</p> <p>Main Teaching – Children will learn the footwork rule and how it is used in netball. Children will begin to develop their pivot and begin to see how it can be used effectively in a game.</p> <p>Activity 1 – Pivoting</p> <ol style="list-style-type: none"> 1. Teacher explains to pupils what pivoting is and demonstrates how to do it. (Once you have landed from a catch can pivot to change our bodies direction) 2. Pupils to move around the area when they hear the whistle they stop and pivot to change direction <p>Progression</p> <p>Split the class in half, 1 half with a ball, 1 half without, the children with balls find a space, the pupils without must move around the area, receive a pass, pivot and pass back. Swap over after a few minutes.</p> <p>Activity 2 – Footwork</p> <ol style="list-style-type: none"> 1. Teacher explains the footwork rule - which you cannot move the foot you landed on until you’ve passed the ball, but can pivot on it. 2. Pupils then move around the area, when they hear the whistle, they stop and then pivot on the foot they landed on <p>Progression</p> <p>Children continue with game above, but this time the teacher is watching to see if any children move landed foot, if teacher</p>	<p>Lesson 3</p> <p>I understand how to combine running and jumping techniques.</p> <p>Knowledge: Children know how to pace themselves when running. Children are able to combine running and jumping to overcome a variety of obstacles.</p> <p>Assessment: Children are able to pace their running over a set period of time. Children can navigate through a variety of jumping equipment altering the types of jumps they need to complete.</p> <p>Vocabulary: pace, agility ladder, hurdles, hopping, speed bounce, change direction, accelerate, decelerate.</p>	<p>Lesson 3</p> <p>Rounders– I can play a simple game of Rounders. I understand the roles of each team.</p> <p>Knowledge - Children know that their bodies face sideways when striking the ball. Children know that they must bend their knees to have a strong and steady stance. Children know that they must strike a ball with force and accuracy for it to travel away from them. Children know that a fielder must stop the ball and return it to the bowler. Children know that a batter must run around the outside of all 4 cones.</p> <p>Skills – I can hit a ball into an open space/a target area with control and some accuracy. I can work as a team to catch/collect a ball in order to stop the opposing team from scoring.</p> <p>Warm up – Teacher’s choice</p> <p>Activity --Split class into two teams. One team will bat, and one team will field.</p> <p>Recap last lessons rules and expectations.</p> <p>Cool Down – Teacher's Choice</p> <p>Assessment – Children are able to successfully play a simple game of rounders, understanding each role within the game. Children are able to improve on</p>
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	<p>chooses a child they are out and become judge and help spot others moving landing foot. Aim is for children to stop and think about which foot they are allowed to move.</p> <p>3. Split the class in half again, 1 half with a ball, 1 half without, the children with balls find a space, the pupils without must move around the area, receive a pass, pivot and pass back, pupils have 3 lives, if they lift their landing foot they lose a life, person passing ball is judge, then swap roles.</p> <p>Cool Down - Teacher's Choice</p> <p>Knowledge: Children know to stop when they have the ball in netball. Children know the basic pivot technique. Children know how to pivot forward for balance.</p> <p>Skills: Children can stop quickly when receiving a ball. Children can pivot on the spot. Children can pivot with a ball to find a pass.</p> <p>Assessment: Children are able to pivot in a controlled manor.</p> <p>Vocabulary: Pivot.</p>		<p>their own practise to further develop the game and support their team.</p> <p>Vocabulary – bowl, aim, under-arm, target, accuracy, control, hit, strike, run, catch, out.</p>
	<p>Lesson 4</p> <p>I can mark effectively and develop my dodging technique.</p> <p>Warm up – Teacher's Choice</p> <p>Main Teaching – Children will look at the importance of dodging and moving away from a marker in a game. They will learn a range of dodges and be able to evade a marker to receive a pass.</p> <p>Activity 1 – Dodging</p>	<p>Lesson 4</p> <p>I understand how to perform a variety of different jumps correctly and safely.</p> <p>Knowledge: Children know how complete quick steps through an agility ladder. Children know how to jump over hurdles safely. Children know the best technique to complete speed bounces quickly.</p>	<p>Lesson 4</p> <p>Cricket – I can begin to strike a ball with accuracy with a cricket bat. I can begin to bowl with accuracy</p> <p>Knowledge: Children know that their bodies face sideways when striking the ball. Children know that they must bend their knees to have a strong and steady stance. Children know that they must strike</p>

	<p>1. In pairs 1 pupil starts on line, other pupil in the middle, the aim is for the pupil on the line to dodge past their partner without being touched, allow for 5 tries each then swap. Allow children to discuss what they did and if it worked, then ask children to give their answers and allow good answers to be demonstrated.</p> <p>2. From what the children have said, decide as a class what the TP's are for dodging (dummy going one direction, then change to other direction and sprint off)</p> <p>3. Then 2 pairs join to create groups of 4. Set up as below. Children now take it in turns to practice dodging in order to receive a pass from the feeder. 2 children, 1 at a time will take it in turns to dodge defender to receive pass from feeder, if they receive pass it is 1 point, if not point to defender, 3 tries each then swap roles.</p> <p>XX O V X = pupils with ball, O = defender, V = feeder their</p> <p>Activity 2 – Marking Children to work through the following with partner, teacher takes children through each step – children in their pairs to have 1 try then swap on each step</p> <ol style="list-style-type: none"> 1. Follow partner around everywhere they go 2. Stand straight on 3. Stand side on 4. Stand close to person with ball 5. Stand next to partner 	<p>Assessment: Children are able to complete a variety of different jumps with good technique.</p> <p>Vocabulary: pace, agility ladder, hurdles, hopping, speed bounce, hopscotch, skipping, long jump.</p>	<p>a ball with force and accuracy for it to travel away from them.</p> <p>Skills: I can hit a ball into an open space/a target area. I can hit a ball with control and some accuracy.</p> <p>Warm Up – Teacher's Choice Main Teaching – Split class into 3 groups of similar ability. Set up the 3 stations below - Each group starts at a different station.</p> <ol style="list-style-type: none"> 1. Bowling accuracy Split group into teams of 5. Each team has a set of stumps or a rebound net. Pupil 1 is the wicket keeper, pupils 2, 3, 4 and 5 are the bowlers with a ball each 5 to 8 yards away. Pupil 2 bowls the ball at the stumps and runs to become wicket keeper, the wicket keeper gathers the ball and runs behind pupil 3. Pupil 3 underarm bowls at the stumps and so on. Teams get 1 point if they hit the stumps. Highest scorers win. Catchphrase – 'Watch the wicket and you're likely to hit it!' Additional key teaching points: -Point opposite foot towards stumps (Looking foot). -Aim looking over top of ball. -Bring ball past hip and smoothly throw from low to high in a rainbow shape. -Weight and accuracy of bowl.
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6. Stand close to partner
Allow time for pairs/4's to discuss which method they think is best – then teacher to select children to give their answers and as a class decide on best method of marking (Standing sideways on, closer to person marking, but not right near them Then back in to 4's, set up as previous activity. Aim of this activity though is for the defender to intercept the ball when attacker tries to dodge and receive pass. Who can get the most points when defending/marking?

Game play – 4v3

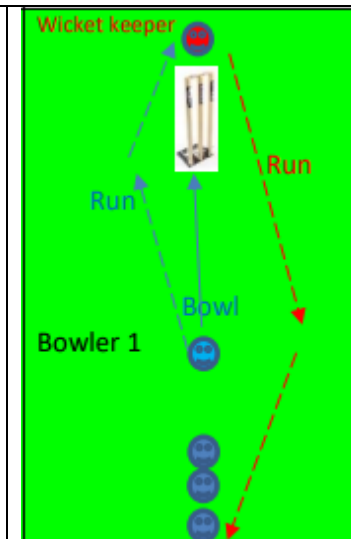
2 groups of 4 to join up to create a game. 1 child from 1 of the team becomes referee, checking for correct footwork and keeping score and then swaps around. The aim of the game is to put 3 passes together to score; the ball then gets given to the other team.

Cool Down - Teacher's Choice

Knowledge: Children know why marking is important in netball. Children know the most effective way of marking. Children know that netball is non-contact and interceptions are important.

Skills: Children can get side on and stay close to the attacker. Children can begin to understand the concept of intercepting. Children can keep close to the attacker.

Assessment: Children are able to stay close to their partner and begin to intercept when appropriate.

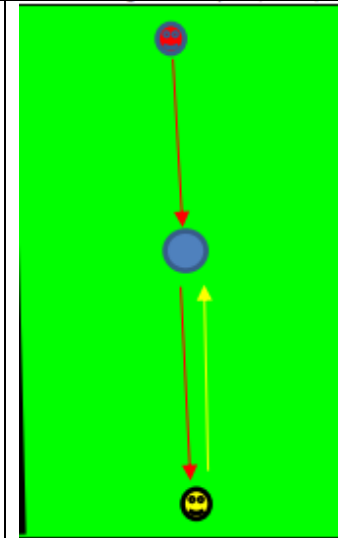


2. Bowling technique

Split group into pairs. They stand opposite each other with a spot in-between 5 yards away. Pupil 1 has 3 tennis balls and bowls 1 at a time attempting to hit to the spot, pupil 2 stops the each ball ready for their turn. Ball 1 = hold at chest (So you can see ball) and push towards spot. Ball 2 = Hold ball straight in the air above head (So you cannot see the ball) and throw down towards spot keeping arm straight. Ball 3 = Overarm bowl – TIPS – Hold ball by mouth, put other arm straight in the air, weight on back foot, take ball down back and round and transfer weight onto front foot - Head forwards (Not to the side) / High arm / Straight arm (Not darts throw). 'Down, back and round.'


First pupil to 5 points wins.

Vocabulary: Marking, Intercept, Defender.



3. Batting practice

Split group into 5's. Have 1 batter in the middle and 4 bowlers (2 either side with a ball each). Each bowler takes turns to bowl at the batter who strikes the ball back. If the bowler catches the ball the team wins 1 point. The first team to 5 points wins. Repeat with a different bowler. Key teaching points – Stand side on, feet shoulder width apart, strike with the flat side of the bat in a low to high motion. AS indoors encourage a gentle stroke – accuracy rather than power.

			 <p>Cool Down – Teacher's Choice</p> <p>Assessment – Children are able to hit a ball with control and some accuracy, away from their body.</p> <p>Vocabulary – bowl, aim, under-arm, target, accuracy, control, hit, strike.</p>
	<p>Lesson 5</p> <p>I can develop my shooting technique. I understand the importance of using space in a game situation.</p> <p>Warm up – Teacher's Choice</p> <p>Main Teaching – Children will develop their shooting skills looking at the correct technique. Children will begin to shoot into nets. Children will look at the importance of being accurate when shooting.</p> <p>Activity 1 – Shooting technique</p>	<p>Lesson 5</p> <p>I understand that a pentathlon has five events that include running, jumping and throwing.</p> <p>Knowledge: Children know how to pace a race, generate power when throwing, perform a running long jump, keep balance on a space hopper.</p>	<p>Lesson 5</p> <p>Cricket – I can develop batting techniques.</p> <p>Knowledge: Children know a range of cricket shots. Children know how to play shots into space. Children know how to communicate effectively when running in pairs.</p> <p>Skills: Children can confidently play a drive. Children can confidently select a range of shot types. Children can play shots accurately into space.</p>

	<p>1. Teacher explains and demonstrates the correct technique for shooting. TP's – Non-shooting hand supporting ball on side, bend knees and as you jump release ball, by flicking wrist, push ball up and out</p> <p>2. Allow pupils in their pairs to practice technique (not using posts)</p> <p>Then send 2 teams of 7 to start activity 2</p> <p>3. Having 2 groups of 7 left allow them to take it in turns (1 ball each) to practice shooting correctly at the goal.</p> <p>Progression for MA – Encourage them to shoot from further distances and different angles</p> <p>4. Then have cones set out in semi-circle (varying distances and angles) and allow children to work their way around each cone, only moving on if they have scored</p> <p>5. Allow pupils to practice shooting whilst someone stands in front of them, with arms by side, children to take it in turns.</p> <p>Activity 2 – Game play (7v7)</p> <p>1. Teacher to set up 2 small playing areas and allow children in their teams to play a game, in which 4 passes equals a goal/point. Play for a few minutes then stop both games and get teams to discuss how that went, then ask children to give answers/reasons.</p> <p>2. Play game again in larger area – encouraging children to move in to space when they haven't got the ball</p> <p>Cool Down - Teacher's Choice</p> <p>Knowledge: Children know the correct technique for shooting. Children know</p>	<p>Assessment: Children are able to complete a pentathlon that involves running, throwing and jumping events.</p> <p>Vocabulary: pentathlon, pace, power, running long jump, balance.</p>	<p>Warm Up – Teacher Choice</p> <p>Main Teaching - Introduce the aims of the session, working on being able to hit the ball with accuracy before trying to develop a number of strokes. Show children the correct way to hold the bat when batting, looking at how they then position themselves in relation to the stumps. During the session, introduce different strokes to children for them to work on.</p> <p>Activity 1 – Get children to initially practise just hitting the ball with the bat in pairs/ small groups. Children will underarm bowl the ball in the air to the batter who will then use the bat to hit the ball back to the bowler. Take it in turns practising this to get used to holding the bat and being able to aim centrally.</p> <p>In groups, children will take it in turns to bat. One person will bowl the ball underarm, with the batter then deciding who in the spread-out group to aim their shot too, working on aiming at different areas.</p> <p>Activity 2 – Get children to begin moving while they are batting, moving out to come and meet any loose balls whilst also practising playing defensive block shots and leaving it where they are confident it would not hit their stumps.</p> <p>In groups, children will take it in turns to bat. One person will bowl the ball underarm, with the batter then deciding who in the spread-out group to aim their</p>
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	<p>that goals can only be scored by GA and GS. Children know they can only shoot inside the shooting circle.</p> <p>Skills: Children can begin to use the correct shooting technique. Children can shoot from close range accurately. Children can show confidence when shooting.</p> <p>Assessment: Children are able to show the correct technique when shooting from close range.</p> <p>Vocabulary: Shoot, Goal Attack, Goal Shooter, Shooting circle.</p>		<p>shot too, working on aiming at different areas. Batters will practise moving out to meet the ball, pushing defensive shots to the side and raising the bat to leave shots, developing their understanding of how the ball bounces and where their stumps are.</p> <p>Activity 3 – Depending on batting confidence, introduce different shot selections to children including the sweep shot, reverse sweep shot, drive, a cut shot and a square drive shot. Get children to practise these in groups, taking it in turns to bowl, field and bat the ball. Children will work on developing all techniques, deciding which to use depending on where the ball is and where people in their group are. This will help children become more confident in using all areas of the bat and being aware of what is around them.</p> <p>Cool Down – Teacher Choice</p> <p>Assessment: Children are able to play a range of shots confidently.</p> <p>Vocabulary: shot, strike, drive, bowl, under-arm, bat, field, aim, space, accuracy.</p>
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	<p>Lesson 6</p> <p>I can play as part of a team in netball. I understand the rules of netball</p> <p>Warm up – Teacher’s Choice</p> <p>Main Teaching – Children to recap all of the skills learnt in the previous 5 sessions and begin to use these in game situations. Children will be identified for showing the correct techniques taught.</p> <p>Activity</p> <p>In classroom before heading out – show pupils a netball court and the different positions; explain which position marks which position. Get children in to mixed ability teams of 7 and get them to decide on position. Recap footwork rule and last weeks.</p> <p>Have 2 pitches set up – 1 on basketball/netball court, 1 on space behind marked out with cones and 2 hoops, 1 at either end for goal)</p> <p>Pitch 1 (basketball/netball court) – A goal is scored by shooting in to posts, only GA and GS can score (swap positions)</p> <p>Pitch 2 – A goal is scored by GS or GA placing the ball in to a hoop.</p> <p>Make sure children on pitch 1 rotate with children on pitch 2 to allow for everyone to get a chance to play a full game. Try to rotate children between GA and GS, so children are able to have a try at shooting.</p> <p>Cool Down - Teacher’s Choice</p> <p>Knowledge: Children know the rules of netball. Children know how to apply</p>	<p>Lesson 6</p> <p>I understand that I need to pace myself when running over longer distances.</p> <p>Knowledge: Children know they need to pace themselves when racing. Children know to extend their hands when receiving/giving the baton to their team mate. Children know how to keep their balance when using a space hopper.</p> <p>Assessment: Children are able to improve their times in a relay race by pacing themselves and extending their hands with the baton.</p> <p>Vocabulary: relay race, pace, baton, balance, extending hands.</p>	<p>Lesson 6</p> <p>I can follow the basic rules of a game and put learnt skills in to practice</p> <p>Knowledge: Children know the basic rules of the game they are playing. Children know how to throw and begin to catch with accuracy. Children know how to work as a team with some efficiency.</p> <p>Skills: I can bowl a ball using an under-arm throw. I can catch a ball with some control. I can begin to hit a ball with control. I can work as a team to catch/collect a ball in order to stop the opposing team from scoring.</p> <p>Warm Up – Teacher’s choice</p> <p>Main Activity – Children to choose to play a game of rounders or cricket using the skills they have learnt previously.</p> <p>Rounders – Split class into two teams. One team will bat, and one team will field. Put emphasis on the skills learnt previously (Throwing and catching, bowling and batting). Allow children in bat 3 attempts to hit the ball in order to get through whole class.</p> <p>Recap rules and expectations.</p> <p>Cool Down – Teacher’s Choice</p> <p>Assessment: Children are able to successfully play a simple game of rounders/cricket, understanding each role</p>
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	<p>learnt skills into the game of netball. Children know how competition can be healthy and show sportsmanship throughout.</p> <p>Skills: Children can mark and defend as a team. Children can shoot in a controlled manor under pressure. Children can keep possession as a team through passing accurately.</p> <p>Assessment: Children are able to play a competitive game of netball showing a range of skills.</p> <p>Vocabulary: All of the above.</p>		<p>within the game. Children are able to improve on their own practise to further develop the game and support their team.</p>
<p>Year 2</p> <p>I can...</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to apply skills into competitive games.</p> <p>I know how to self-evaluate my successes and improvements in an activity.</p> <p>Invasion Games - Football</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to effectively throw a ball to hit a target.</p> <p>I know how to work as part of a team to succeed in a game.</p> <p>Ball Games – Handball, dodgeball, bench ball</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to develop my balance, agility and co-ordination.</p> <p>I know how to master basic movements including running and jumping.</p> <p>I know how to apply these skills in a range of activities. Gymnastics</p>
<p>Skills</p> <p>I can use running, jumping, throwing and catching in isolation and in combination.</p> <p>I can play competitive games, modified where appropriate, and apply basic</p>	<p>Lesson 1</p> <p>I can pass with accuracy over increased distances.</p> <p>Knowledge: Children know the key steps to passing a ball (inside of the foot, looking where they are passing). Children know that laces can be used for passing over</p> <p>Children know accurately pass over increasing distances. Children know how passing a ball first time can affect accuracy.</p>	<p>Lesson 1</p> <p>I can balance a tennis ball on a racket</p> <p>Knowledge: Children know they need to keep the plastic racket level to balance the ball. Children know they need to ensure they keep their eyes, hands and legs working together.</p> <p>Skills: Children can keep a ball balanced on a plastic racket while stationary. Children can move their hand to keep a ball balanced while moving.</p>	<p>Lesson 1</p> <p>I can travel in different ways using different body parts. (Jog, frog jump, roll, crawl, shuffle on bottoms, own travelling style, etc)</p> <p>Lesson set up:</p> <p><u>Warm up</u> – Teacher's choice</p> <p><u>Main activity</u> - Children will explore different ways of travelling through the theme of animals. This could be comparing animals/habitats or retelling a story through movement. (Can you make a tall</p>

<p>principles suitable for attacking and defending</p> <p>I can develop flexibility, strength, technique, control and balance</p> <p>I can perform dances using a range of movement patterns</p> <p>I can take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>I can compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>Skills: Children can use the correct techniques to pass the ball with accuracy and power. Children can select the right weight of pass. Children can begin to pass a ball first time.</p> <p>Assessment: Children are able to pass a ball with increased accuracy and competency over longer distances.</p> <p>Vocabulary: Pass, Inside of foot, Laces, Accuracy, Weight of pass</p>	<p>Assessment: Children are able balance a ball on a racket over a short distance</p> <p>Vocabulary: hand eye coordination, tennis racket (not bat), balance, level.</p>	<p>shape like a giraffe? Lets move it around the hall. The giraffe is feeling sleepy so he is moving slowly. Now the giraffe has spotted some trees to nibble on. Can you make the giraffe move a little faster? Etc)</p> <p>Encourage lots of examples and reinforce skills/knowledge to ensure best performance. Ensure children are looking over their shoulders when travelling backwards or sideways. Encourage the use of different body parts when changing levels/speeds etc</p> <p>Cool down – Teacher's choice</p> <p>Knowledge: Children know that travelling is the movement of the body from one area to another. Children know that their bodies can travel in a variety of ways.</p> <p>Skills: Children can change the speed in which they travel. (Fast, medium, slow)</p> <p>Children can change the level in which they travel (High, medium, low). Children can change the body parts that are in contact with the floor when travelling (feet, knees, elbows, hands, back, tummy, bottom).</p> <p>Children can change the direction in which they travel (Forwards, backwards, sideways).</p> <p>Assessment: Children are able to travel in different ways using different body parts. Children are able to change speed, level and direction when instructed. Children can create a sequence of movements to get from one area to another.</p>
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<p>I can use a range of strokes effectively</p> <p>I can perform safe self-rescue in different water-based situations.</p>			<p>Vocabulary: travel, speed, fast, medium, slow, level, high, low, contact, forwards, backwards, sideways.</p> <p>Equipment required: None</p>
	<p>Lesson 2</p> <p>I can dribble with control and precision. Knowledge: Children know how to dribble with control (small touches, ball close to feet, head up). Children know why dribbling is important in a game situation. Children know how to change direction efficiently when dribbling. Children know how to dribble at speed and the risks this brings.</p> <p>Skills: Children can dribble a football with control. Children can dribble with increasing speed over longer distances. Children can dribble without looking at the ball. Children can change direction confidently and quickly when dribbling.</p> <p>Assessment: Children are able to show correct technique when dribbling at speed.</p> <p>Vocabulary: Dribble, Control</p>	<p>Lesson 2</p> <p>I can throw a ball overarm with some accuracy</p> <p>Knowledge: Children know the correct technique for throwing overarm. Children can position their hands to give them the best chance of catching a ball.</p> <p>Skills: Children can throw with some accuracy to hit a target. Children are able to position their hands in the correct way in order to catch a ball.</p> <p>Assessment: Children are able to hit a cone by throwing overarm. Students are able to catch a ball thrown towards them.</p> <p>Vocabulary: overarm, accuracy, catching.</p>	<p>Lesson 2</p> <p>I can perform a variety of jumps with good technique. (Straight, star, tuck, straddle)</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity - Children will explore a variety of shapes individually to ensure technical points are being followed and children are jumping safely. Practise a couple at a time before taking them onto the equipment. Recap ways of travelling from last lesson and use these ideas to travel from one bench to another. When a bench is met children will step on and perform a jump off. Repeat activity with each jump/group of jumps. Wider jumps will need to be performed in larger spaces so half the class observing and half watching would work best at these times. Encourage lots of examples and reinforce skills/knowledge to ensure best performance. Can the children perform a repeated pattern? Travel, step on, jump and repeat.</p> <p>Cool down – Teacher's choice</p>

			<p>Knowledge: Children know that legs must stay together during a jump and in some shapes arms and legs must stretch out straight. Children know that they should stretch until they can feel it, but not too far so that it hurts. Children know a jump starts and finishes with feet together. Children know that looking forwards when jumping forwards will encourage them to stay upright.</p> <p>Skills: Children can take-off and land with bent knees. Children can land with quiet feet. Children can hold a shape both statically and in the air. Children can show control when stepping onto the low-level apparatus (beam/benches/tables) and jumping off.</p> <p><u>Stretch jump:</u> Children stand with legs together straight and can reach up towards the ceiling with straight arms when practising the shape. Children have a straight (not arched) back in the air.</p> <p><u>Star jump:</u> Children stand with legs apart (slightly wider than hips) with arms out straight at a 45-degree angle from the top when practising the shape. Children stretch arms and legs out wide when in the air and return together on landing.</p> <p><u>Tuck jump:</u> Children sit with their knees bent and legs together (feet on the floor) to practise. Children lift knees to chest when in the air.</p> <p><u>Straddle jump:</u> Children sit with their legs straight and wide to create a 90-degree angle when practicing the shape. Children</p>
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			<p>hold their arms out straight, directly above each leg and parallel to the floor when practicing the shape. Children stretch arms and legs out wide and parallel to the ground when in the air and return feet together on landing.</p> <p>Assessment: Children are able to perform a variety of jumps with good technique.</p> <p>Vocabulary: stretch, muscles, straight, star, tuck, straddle, jump, together, perform, degrees, parallel, wide, tall.</p> <p>Equipment required: Benches</p>
	<p>Lesson 3</p> <p>I can select to shoot when appropriate with accuracy and power.</p> <p>Knowledge: Children know how to shoot with power (using laces). Children know how to shoot with accuracy (side of the foot). Children know how to select whether to pass or shoot in game scenarios.</p> <p>Skills: Children can use the inside of their foot when shooting for accuracy. Children can use the laces action for power. Children can select whether to pass or shoot when facing defenders.</p> <p>Assessment: Children are able to shoot with increased power and accuracy. Children are able to show awareness of when shooting is appropriate.</p>	<p>Lesson 3</p> <p>I can throw a ball with some power</p> <p>Knowledge: Children know throwing overarm generates more power. Children know to combine power and accuracy when aiming for a target.</p> <p>Skills: Children can throw a ball to a partner with accuracy. Children can combine accuracy with power to knock over a cone.</p> <p>Assessment: Children are able knock over cones in a competitive game of cone ball.</p> <p>Vocabulary: accuracy, power, cone ball</p>	<p>Lesson 3</p> <p>I can hold a balance for 10 seconds.</p> <p>Lesson set up:</p> <p>Warm up – Teacher’s choice</p> <p>Main activity - Children will explore a variety of balances individually in a space first to ensure technical points are being followed and children are balancing safely. Explore balancing on different body parts to create similar shapes. Children will travel around the space, pausing on a cue to perform a given balance. Can they hold the balance for 5 seconds? Children can pair up and mirror their partners balances or watch each other’s balances checking they are performed correctly. Children can count for their partner. Can they hold their balance for 10 seconds? Encourage lots of examples and reinforce skills/knowledge to ensure best performance.</p> <p>Cool down – Teacher’s choice</p> <p>Knowledge: Children know they should have their arms stretched out when</p>

	<p>Vocabulary: Laces, Shooting, Power, Placement</p>		<p>balancing and flat hands if they are touching the floor. Children know that engaging core muscles can prevent them from wobbling. Children know that focusing on one point can help them to balance.</p> <p>Skills: Children can engage (tense) muscles in order to hold their shape still. Children can stretch their arms out or focus on a fixed point to prevent wobbling. Children can create different balances by varying the points of contact with the floor. Children can smoothly move from one balance to another creating a sequence that can be performed in pairs or small groups.</p> <p><u>Tall shape</u>: Children stretch arms up straight and lift body up onto their toes with straight legs. Children repeat balance on one leg.</p> <p><u>Wide shape</u>: Children stretch an arm and leg (of the same side) out straight, to the side of the body.</p> <p><u>Small shape</u>: Children sit in a tuck shape on the floor, tilting their body backwards slightly and lifting their feet off of the floor.</p> <p><u>Long shape</u>: Children stretch their bodies out along the floor with shoulders/arms (out in front) and legs lifted off of the floor. This could be on tummies (arch) or backs (dish).</p> <p>Assessment: Children are able to hold a balance for 10 seconds.</p>
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			<p>Vocabulary: balance, stretch, tense, muscles, hold, straight, tall, wide, small, long, arch, dish, tuck.</p> <p>Equipment required: None</p>
	<p>Lesson 4</p> <p>I can apply my passing technique into a game of footgolf.</p> <p>Knowledge: Children know the key steps to passing a ball (inside of the foot, looking where they are passing). Children know the rules of footgolf. Children know how to apply their passing and shooting technique to cover distance.</p> <p>Skills: Children can apply their knowledge of passing into a competitive game. Children can vary their pass type in relation to distance. Children can maintain accuracy over longer distances.</p> <p>Assessment: Children are able to show accuracy of passing and shooting over longer distances.</p> <p>Vocabulary: Footgolf, passing, distance, power.</p>	<p>Lesson 4</p> <p>I can throw a ball with enough power and accuracy to hit a target.</p> <p>Knowledge: Children know the correct technique to throw a ball at a smaller target. Children know that throwing balls of different material/sizes will affect the distance.</p> <p>Skills: Children can decide whether to throw overarm or underarm in different situations. Children can explain the difference when throwing balls of different sizes/materials.</p> <p>Assessment: Children are getting more confident at decision making when competing in a competitive situation</p> <p>Vocabulary: size/material of ball, power, accuracy.</p>	<p>Lesson 4</p> <p>I can perform a short sequence with a partner (consisting of a travel, jump and balance) showing confidence and control.</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity - Practise individual jumps recapping on technical/safety aspects. Then add them to a style of travel. First provide the ideas and then allow the children to choose their own combination. Can children travel and then jump on cue? Can children repeat their combination to make a repeated pattern? Encourage some performances with the audience sharing one thing they liked and one thing they think could be improved explaining why if possible. Allow time to make improvements. Recap balances going through the technical aspects first. Then add a balance to the repeated pattern. Practise, perform, perfect. Challenge children to repeat the final activity with a partner. Can they learn both routines and perform them one after the other?</p>

			<p><u>Cool down</u> – Teacher’s choice</p> <p>Knowledge: Children know that travelling is the movement of the body from one area to another. Children know that their bodies can travel in a variety of ways. Children know that legs must stay together during a jump and in some shapes arms and legs must stretch out straight. Children know that they should stretch until they can feel it, but not too far so that it hurts. Children know a jump starts and finishes with feet together. Children know they should have their arms stretched out when balancing and flat hands if they are touching the floor. Children know that engaging core muscles can prevent them from wobbling. Children know that focusing on one point can help them to balance.</p> <p>Skills: Children can work collaboratively to combine three movements to create a sequence (travel, jump and balance). Children can perform their sequence with control, showing stretched shapes (This can be both on or off low-level equipment). Children can perform their sequence to their peers with confidence. Children can provide positive and constructive feedback by explaining one thing they liked about their peer’s sequence and one thing they could improve on.</p> <p>Assessment: Children are able to perform a short sequence with a partner (consisting of a travel, jump and balance) showing confidence and control.</p>
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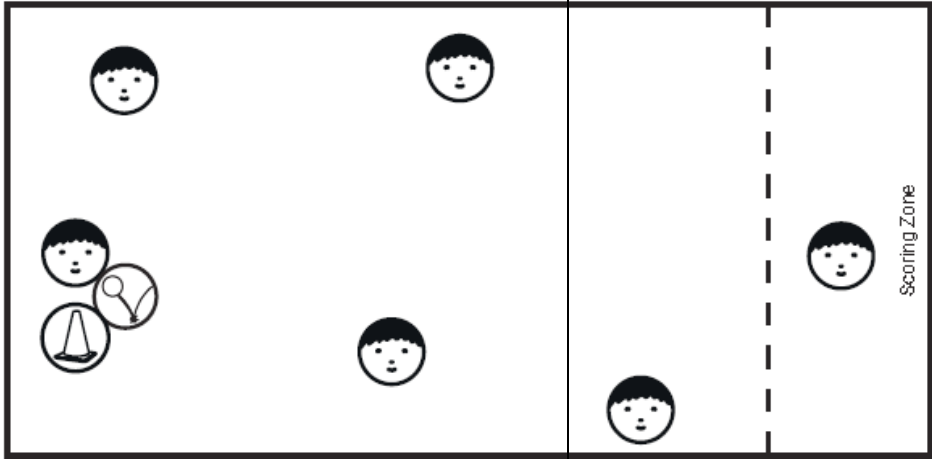
			<p>Vocabulary: sequence, control, jump, straight, star, tuck, take-off, landing, balance, tense, muscles, travel, levels, speeds, movement, stretch, feedback.</p> <p>Equipment required: None</p>
	<p>Lesson 5</p> <p>I can use dribbling, passing and shooting in combination.</p> <p>Knowledge: Children know how passing and dribbling can be used in combination. Children know how dribbling and shooting can be used in combination. Children know that passing, dribbling and shooting are only effective when used correctly.</p> <p>Skills: Children can dribble and pass in combination at speed and under pressure. Children can dribble and shoot under pressure. Children can select when to dribble, pass or shoot when playing 3 vs 3 games.</p> <p>Assessment: Children are able to select the appropriate learnt skill in pressure situations.</p> <p>Vocabulary: Passing, Dribbling, Shooting</p>	<p>Lesson 5</p> <p>I can work as part of a team.</p> <p>Knowledge: Children know how throwing and movement can be used in combination. Children know how using these skills in combination make a team more effective.</p> <p>Skills: Children can throw and move in combination. Children can select when to throw or pass to a team mate.</p> <p>Assessment: Children are able to select the appropriate learnt skill in a game</p> <p>Vocabulary: throwing, movement, team work, communication.</p>	<p>Lesson 5</p> <p>I can perform a roll with good technique.</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity - Children will explore a variety of rolls individually in a space to ensure technical points are being followed and children are rolling safely. Can children perform a roll on a que showing clear start and finish positions? Can they recognise a roll by its name? Children can pair up and watch each other's rolls. They can call out rolls and see if their partner can perform them correctly, remembering which roll have which name. Split the class or have small groups at a time perform their rolls to the class. Provide and encourage positive feedback. (I love how..... is pointing their toes. Look how stretched arms are.) Always reinforce technique vocabulary and allow time for improvements. Challenge children to perform rolls one after the after showing smooth transitions?</p> <p>Cool down – Teacher's choice</p>

			<p>Knowledge: Children know that a roll involves the turning of the whole body. Children know that a roll can be performed in different shapes. Children know that stretched rolls require pointed fingers/toes. Children know that our bodies/muscles need to be tense in order to hold a shape during a roll.</p> <p>Skills: Children can engage (tense) muscles in order to hold their shape during their roll. Children can stretch their fingers/toes if required. Children can keep their bodies moving in the direction that is required in order to complete their roll.</p> <p><u>Pencil roll:</u> Children lay on their backs with their arms stretched out along the floor/above their head. Children keep this shape as they turn onto their tummies and continue rolling in the same direction back onto their backs.</p> <p><u>Egg roll:</u> Children kneel down with the front of their feet pressing against the floor. Children fold their bodies to make a small/egg shape (arms tucked in towards their chests). Children keep this shape as they roll on to their side, back and other side.</p> <p><u>Sideways roll:</u> Children extend one leg to the side from an egg roll position and lift up onto their opposite knee. Children start with one leg out to the side and finish with the other leg out to the side. Children perform an egg roll with wide straight legs as they roll over.</p>
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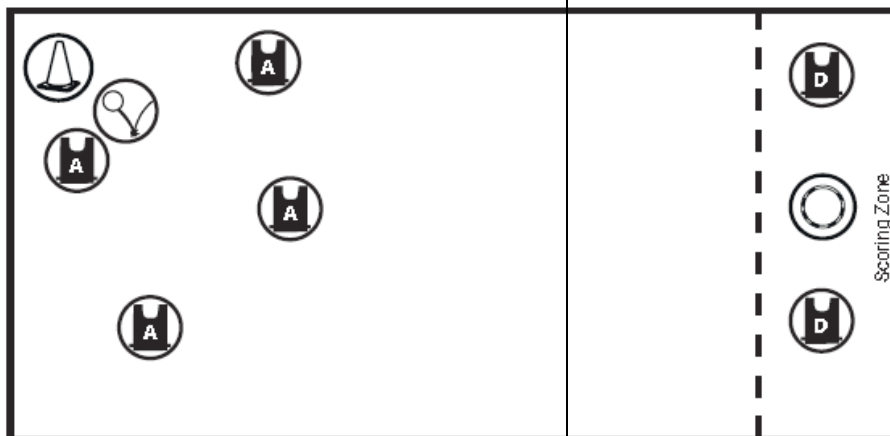
			<p><u>Rock back:</u> Children sit in a tucked position with their arms wrapped around their knees. Children rock backwards and forwards keeping their balance central at all times and standing up if possible.</p> <p><u>Circle/Teddy Bear roll:</u> Children sit with their legs straight and wide to create a 90-degree angle. Children hold their legs underneath the thigh area and keep their hands here at all times. Children keep a wide shape while rotating their body round (Falling to one side and taking their lifting leg with them, onto their backs with wide legs and finally coming back to a wide seated position via the other side)</p> <p>Assessment: Children are able to perform a roll with good technique.</p> <p>Vocabulary: roll, pencil, egg, wide, circle/teddy bear, sideways, stretch, pointed toes, long, back, rock, side, tuck, shape.</p> <p>Equipment required: Mats</p>
	<p>Lesson 6</p> <p>I can play a competitive game applying learnt skills.</p> <p>Knowledge: Children know how formations can affect a game of football. Children know a range of basic attacking and defending tactics. Children know how to apply skills into competitive situations.</p> <p>Skills: Children can play effectively in a range of position on the pitch. Children can use a greater number of attacking and</p>	<p>Lesson 6</p> <p>I can dodge a sponge ball.</p> <p>Knowledge: Children know a range of basic dodging tactics – duck, side stepping, jumping.</p> <p>Skills: Children can jump, duck, movement to avoid being hit by a ball.</p> <p>Assessment: Children are able to dodge balls being thrown at them by the opposition</p>	<p>Lesson 6</p> <p>I can choreograph and perform a short sequence with confidence and control.</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice</p> <p>Main activity – Recap the sequences created in lesson 4. Can children travel for a count of 4 and then perform their jump followed by their balance? Can children repeat their combination to make a repeated pattern? Practise the rolls from lesson 5 and add one to the repeated pattern. Allow time to perfect the paired</p>

	<p>defensive tactics to game play. Children can show learnt skills when performing movements at speed. Children can adjust formations according to their opposition.</p> <p>Assessment: Children are able to explain how formations and tactics influence a game. Children are able to confidently play in a range of positions and understand their role.</p> <p>Vocabulary: Tactics, Formation, Teamwork, Sportsmanship.</p>	<p>Vocabulary: ducking, jumping, movement.</p>	<p>sequences before children share their sequence with another pair. Challenge the children to teach their sequence to the other pair and link the two sequences together. Share some of these extended sequences with the rest of the class with the audience providing positive and constructive feedback, explaining one thing they liked about their peer's sequence and one thing they could improve on. Allow time for improvements afterwards.</p> <p>Cool down – Teacher's choice</p> <p>Knowledge: Children know how to perform each component safely. Children know how to start and finish each individual component of their sequence.</p> <p>Skills: Children can smoothly combine the four elements taught this term (travel, balance, roll and jump) to create a short sequence. Children can perform their sequence with a small group showing good technique, confidence and control. Children can provide positive and constructive feedback by explaining one thing they liked about their peer's sequence and one thing they could improve on.</p> <p>Assessment: Children are able to choreograph and perform a short sequence confidence and control.</p> <p>Vocabulary: sequence, choreograph, balance, jump, travel, roll, control, tense, muscles, perform, start/finish position.</p> <p>Equipment required: Mats</p>
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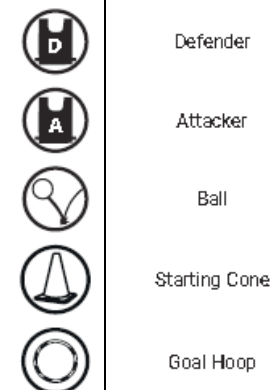
<p>Year 2</p> <p>I can...</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know why space is important in team games</p> <p>I know how to mark</p> <p>I know how to defend by intercepting.</p> <p>I know a range of tactics to get past a defender.</p> <p>I know how to pass accurately to another player.</p> <p>I know how to apply learnt skills in a game.</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know different types of jumps and can perform them safely.</p> <p>I can adjust my throw in order to hit a target.</p> <p>I can change speed and direction to avoid an obstacle</p>	<p>I understand...</p> <p>Knowledge:</p> <p>Striking and Fielding Rounders and Football Rounders.</p>
<p>Skills</p> <p>I can use running, jumping, throwing and catching in isolation and in combination.</p> <p>I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>I can develop flexibility, strength, technique, control and balance</p> <p>I can perform dances using a range of</p>	<p>Lesson 1</p> <p>To understand how to use space well in a team game.</p> <p>Warm Up - Teacher's Choice</p> <p>Main Teaching – In this lesson children will be looking at the importance of finding space when attacking in invasion games. The children will consider why space is important, how it can be used and why it is necessary when attacking.</p> <p>Activity 1 – Find the Space</p> <p>Using medium-sized balls, cones:</p> <p>*Remind the children about the focus of the lesson, using space to help with their attacking and defending skills. Tell them that they are going to practise finding space in a playing area.</p>	<p>Lesson 1</p> <p>I understand how to jump forwards and backwards while landing safely.</p> <p>Knowledge: Children know how to perform a variety of different jumps with control. Children know how to land safely to help avoid injury. Children know to bend their knees when landing.</p> <p>Assessment: Children are able to perform different types of jumps with control of their body and land safely.</p> <p>Vocabulary: two footed, one footed, hopping, take off, landing, hopscotch, forwards, backwards</p>	<p>Lesson 1</p> <p>Football Rounders – I can kick a ball with accuracy and force.</p> <p>Knowledge - Children know that the ball is rolled to the person kicking it. Children know that the person kicking the ball must kick it as far away from them as possible.</p> <p>Skills – I can roll a ball in a straight line. I can kick a ball with force and accuracy. I can kick a ball using the inside of my foot. I can block a ball from travelling past me.</p> <p>Warm up – Teacher's choice</p> <p>Activity 1 - Using the inside of the foot, children will practise kicking the ball backwards and forwards to their partner. When comfortable with this, add 2 cones (side by side) between them to create a goal. Children will aim to send the ball through the two cones as they kick back to</p>

<p>movement patterns</p> <p>I can take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>I can compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively</p> <p>I can perform safe self-rescue in different water-based situations.</p>	 <p>How many different spaces can you stand in during the game? Are your team using the spaces well, to get the ball to the scoring zone?</p> <ul style="list-style-type: none"> •Organise the children into groups of six. •To begin the game, one child holds the ball by the starting cone and one child stands in the scoring zone to receive the ball. •All other players find a space in the playing area. •Children need to find and move into spaces, throwing the ball to each other, until it reaches the player in the scoring zone. <p>Activity 2 – In the Hoop Using bibs, medium-sized ball, hoops, cones: *Explain that they are learning to use both types of skills, depending on their role, in the next game.</p>		<p>their partner. Encourage children to start slow, choosing a spot in front of them and aiming for it. If children need a harder challenge, bring cones closer together creating a narrower target.</p> <p>Activity 2 – Using both hands, one partner will roll the ball. The other will kick it back. (One touch. No stopping the ball first) Swop over after 5 attempts. Then extend to kicking away from the partner and the partner must retrieve it. Again, 5 attempts and swop.</p> <p>Activity 3 – Split the class in half. One half takes turns to kick the ball. The other half act as fielders and retrieve the balls, passing them back to the roller/bowler. Children are given a set area to stand in to encourage the use of space. Swop teams over so everyone has a chance to kick and field.</p> <p>Assessment – Children are able to kick a ball away from them with force.</p> <p>Vocabulary – kick, bowl, field, aim,</p>
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*Put the children into groups of six, giving bibs to two children, to indicate that they are defenders.



KEY



The aim of this game is for children to score as many goals as they can, by bouncing the ball into the goal hoop.

The skills focus is to both find space in the playing area and to practise attacking and defending skills.

All players can travel in any of the playing area but not while they are holding the ball.

The ball can only be moved towards the goal by being thrown between players.

A goal can only be scored by someone when they are in the scoring zone.

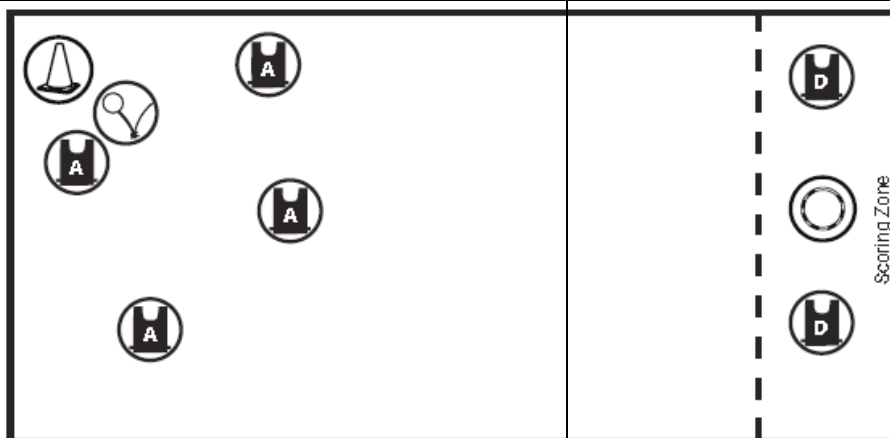
Set up the playing area for each group as shown. The scoring zone can be marked, using cones or a chalked line.

*Ensure that children understand the different roles of the attackers and defenders in the game. Remind them to also remember to look for spaces in the playing area, utilising the skills they have practised. *What is the job of the attackers in the game? What about the defenders? How did moving to an empty space help with attacking or defending?

- Organise the children into groups of six - two players to be defenders and four players to be attackers.
- The game begins with an attacking player holding the ball by the starting cone.
- The ball is passed between players by throwing and catching.
- Once the ball is in the scoring zone, any attacking player may try to score by bouncing the ball into the hoop.
- A new game must begin from the starting cone if a goal is scored, the ball is touched by a defender or it goes out of the playing area.
- After a few minutes playing time, have the attackers and defenders change roles, to ensure that children practise finding space as part of their attacking skills.

	<p>*Give the children time to play the game. After a few minutes of playing time, have the attackers and defenders change roles.</p> <p>Differentiation</p> <p>Make this harder for the attackers by only letting one of them into the scoring zone at any time.</p> <p>Cool Down – Teacher’s Choice</p> <p>Knowledge: Children know the difference between attacking and defending. Children know why finding space is important. Children know how finding space is necessary when attacking.</p> <p>Skills: Children can find spaces in a playing area, when playing a game. Children can explain the difference between attacking and defending. Children can position myself in a space, to help my team in a game.</p> <p>Assessment: Children are able to move into useful spaces when playing a game and explain why they may be useful.</p> <p>Vocabulary: Attack, defend, space, goal, score, intercept, possession, tactic, opponent, control, player, skill.</p>		
	<p>Lesson 2</p> <p>To understand how to mark.</p> <p>Warm Up - Teacher’s Choice</p> <p>Main Teaching – In this lesson the children will build on moving in to space by trying to avoid a defender. The children will also focus on why defending is important and how to stay close and defend a target.</p> <p>Activity 1 – Marking</p>	<p>Lesson 2</p> <p>I understand how to control how I throw a ball according to the distance of the target.</p> <p>Knowledge: Children know how to throw under arm and overarm accurately. Children know that the weight of the object affects the power of the throw</p>	<p>Lesson 2</p> <p>Football Rounders – I can play a simple version of football rounders. I understand the role of a fielder.</p> <p>Knowledge - Children know that they are a team and need to work together. Children know that a fielder’s job is to stop the ball going any further than them. Children</p>

	<p>Using Bibs: *What is marking? How do you mark a player? How do you know if your marking is successful? Put the children into pairs and give one child a bib to show that they are the defender.</p> <p><u>Skills Practice:</u> *Explain to children that they will have a try at the skill of marking, by playing the following game 'Shadow Dancing':</p> <ul style="list-style-type: none"> •The attacker and defender stand opposite each other. The attacker moves from side to side and the defender needs to match their actions like a shadow. Attackers should be trying to move quickly and in a dodge motion so that defenders find it hard to copy them. •Children to swap roles. The defender hands the bib over to their partner to wear. They repeat the game in their new roles, with the attacker initiating the movement. Remind children that the attacker should be trying to make it difficult for the defender to copy them. <p>*Are you moving with the player that you are marking? How are you using coordination in your body to help you mark a player?</p> <p>Activity 2 – Fill the Hoop Using bibs, beanbags, hoops:</p>	<p>depending on the distance of the target. Children know that different throwing items need different amounts of power according to their size, material, shape.</p> <p>Assessment. Children are able to apply different forces on the object being thrown in order to hit a target at varying distances.</p> <p>Vocabulary: overarm, underarm, accuracy, power, target, weight of object, force.</p>	<p>know that the ball must be sent back to the roller/bowler when collected.</p> <p>Skills – I can roll a ball in a straight line. I can work as a team. I can make sensible decisions to support my teams play.</p> <p>Warm up – Teacher's choice</p> <p>Activity 1 – Children are put into groups of 6 (3 on each side) Front child rolls the ball to the other side and joins the back of their line. The other side receive the ball, roll it back and join the back of their line. Then repeat with kicking the ball using the inside of foot.</p> <p>Activity 2 – Game of football rounders. Set up cones for roller and kicker. Then have a small box of cones (4 bases) for children to run around.</p> <p>Explain rules: One half kick, the other half field. Fielders spread out and have a roller. They only run to get the ball when adult says go. When the ball is collected it needs to be sent back to the roller. If the roller receives the ball before the kicker gets around all 4 bases the kicker is out. The kicking team have one person kicking at a time. When the ball is rolled at them, they must kick it as far away as they can and when the adult says go, they run around the outside of the 4 bases. If they get back before the ball gets to the roller, they have earned a point for their team. Encourage fielders to spread out and only go for the</p>
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The aim of this game is for children to score as many goals as they can, by bouncing the ball into the goal hoop.

The skills focus is to both find space in the playing area and to practise attacking and defending skills.

All players can travel in any of the playing area but not while they are holding the ball.

The ball can only be moved towards the goal by being thrown between players.

A goal can only be scored by someone when they are in the scoring zone.

Set up the playing area for each group as shown. The scoring zone can be marked, using cones or a chalked line.

*The children will play the game in pairs but four children can play within the same area. Play the game and then ask the children to think about the techniques that they used to escape from the defender and reach the hoop. What helped you to get past the defender? How did you make use of the space to help you? Did you always move forwards? *Did you always move at the same speed? Children may play the competitive version of the game if they wish. The distance between the starting hoops and the goal

- Organise the children into groups of six - two players to be defenders and four players to be attackers.
- The game begins with an attacking player holding the ball by the starting cone.
- The ball is passed between players by throwing and catching.
- Once the ball is in the scoring zone, any attacking player may try to score by bouncing the ball into the hoop.
- A new game must begin from the starting cone if a goal is scored, the ball is touched by a defender or it goes out of the playing area.
- After a few minutes playing time, have the attackers and defenders change roles, to ensure that children practise finding space as part of their attacking skills.

ball if they are the closest. Let the ball stop after it has been kicked before saying go to give everyone a chance to move.

Assessment – Children are able to successfully kick a ball away from their body with force. Children are able to play football rounders with good understanding of the rules.

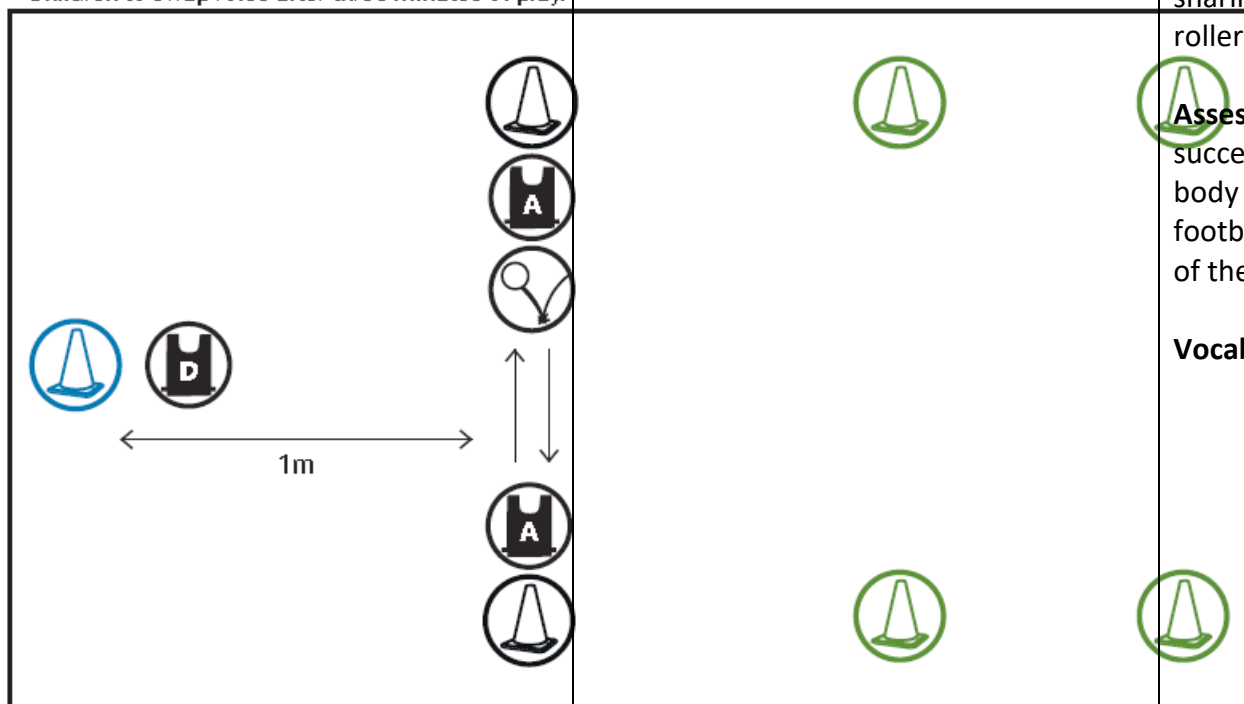
Vocabulary – kick, run, roll, field, pass

	<p>hoop can also be increased or decreased, to alter the dynamics of the game.</p> <p>Differentiation</p> <p>To make this harder for the attackers decrease the size of the hoop they are scoring in.</p> <p>Cool Down – Teacher’s Choice</p> <p>Knowledge: Children know why marking is important. Children know how to stay close to an attacker. Children know how to defend a target in a competitive situation.</p> <p>Skills: Children can move with a player to mark them. Children can use my marking skills to help in a game. Children can use spaces to move away from a defender who is marking me.</p> <p>Assessment: Children are able to stay close to and move with the player that they are marking.</p> <p>Vocabulary: Attack, balance, defend, marking, shadowing, player, possession, attacker, defender, goal, score.</p>		
	<p>Lesson 3</p> <p>To defend in a game by intercepting.</p> <p>Warm Up - Teacher’s Choice</p> <p>Main Teaching – In this lesson the children will be introduced to intercepting. Explain to the children what intercepting is and why it is important in a variety of team games.</p> <p>Activity 1 – Intercepting</p> <p>Using medium-sized balls, cones:</p> <p>*Explain that intercepting means getting possession of the ball while it is travelling from one player to another. To do this, the</p>	<p>Lesson 3</p> <p>I understand I need to change speed when challenged with an obstacle.</p> <p>Knowledge: Children know they need to think about the space around them when negotiating obstacles. Children know how to change speed and direction when required. Children can keep a steady pace over a certain distance. Children can maintain rhythm, balance and fluency when running.</p>	<p>Lesson 3</p> <p>Football Rounders – I can play a simple version of football rounders. I understand the role of a fielder.</p> <p>Knowledge - Children know that they are a team and need to work together. Children know that a fielder’s job is to stop the ball going any further than them. Children know that the ball must be sent back to the roller/bowler when collected.</p>

children need to find and go into spaces that are between two opponents, to try to get the ball.

Skills Practice:

- Set up the playing area as shown in the diagram.
- The aim of this skills practice is for children to understand how to intercept a ball. They will try to do this as a defender.
- The attackers need to try to pass the ball successfully to each other as many times as possible, while the defender tries to intercept.
- Children start at the cones as shown.
- To begin, attackers indicate to each other that they are ready to throw so that the defender can be ready to intercept.
- Attackers try to pass to each other and may count the number of successful passes, i.e. the defender hasn't managed to intercept and get the ball.
- The defender returns to their cone at the beginning of every throw.
- Children to swap roles after three minutes of play.



*Organise children into groups of three.
The aim is for the defender to try to get

Assessment: Children can change speed and direction to avoid hitting an obstacle and pace themselves when running.

Vocabulary: Change direction, slow down, speed up, pace, obstacles.

Skills – I can roll a ball in a straight line. I can work as a team. I can make sensible decisions to support my teams play.

Warm up – Teacher's choice

Main activity – Game of football rounders.

Set up cones for roller and kicker. Then have a small box of cones (4 bases) for children to run around.

Recap rules first. Encourage children to improve on last week's performance by watching the game, moving faster and by sharing the ball when getting it back to the roller.

Assessment – Children are able to successfully kick a ball away from their body with force. Children are able to play football rounders with good understanding of the rules.

Vocabulary – kick, run, roll, field, pass

the ball when it is being passed between the attackers. Play for three minutes and then rotate the positions of the players, so that all children have a try at both attacking and defending skills.

Activity 2 – Person in the Middle

Using medium-sized balls, bibs, cones:

*In groups of three, play a game of Person in the Middle. Remind children that to defend well, not only is it good to mark a player, it is also important to try to intercept a ball when being passed.

Assign children to positions of attacker or defender, hand out bibs to defenders and define playing areas. Attackers pass to each other. If the defender intercepts and gets the ball, the attacker who threw the ball becomes the defender and the game resumes.

*Ask children to think about the path of the ball so that they are ready to intercept it. As an attacker, try throwing the ball in different directions and at different speeds to try to outwit the defender in the middle.

Differentiation

To make this harder for the defenders, increase the size of the play area so there is more distance for them to cover or add an extra attacker.

Cool Down – Teacher's Choice

Knowledge: Children know what intercepting is. Children know why

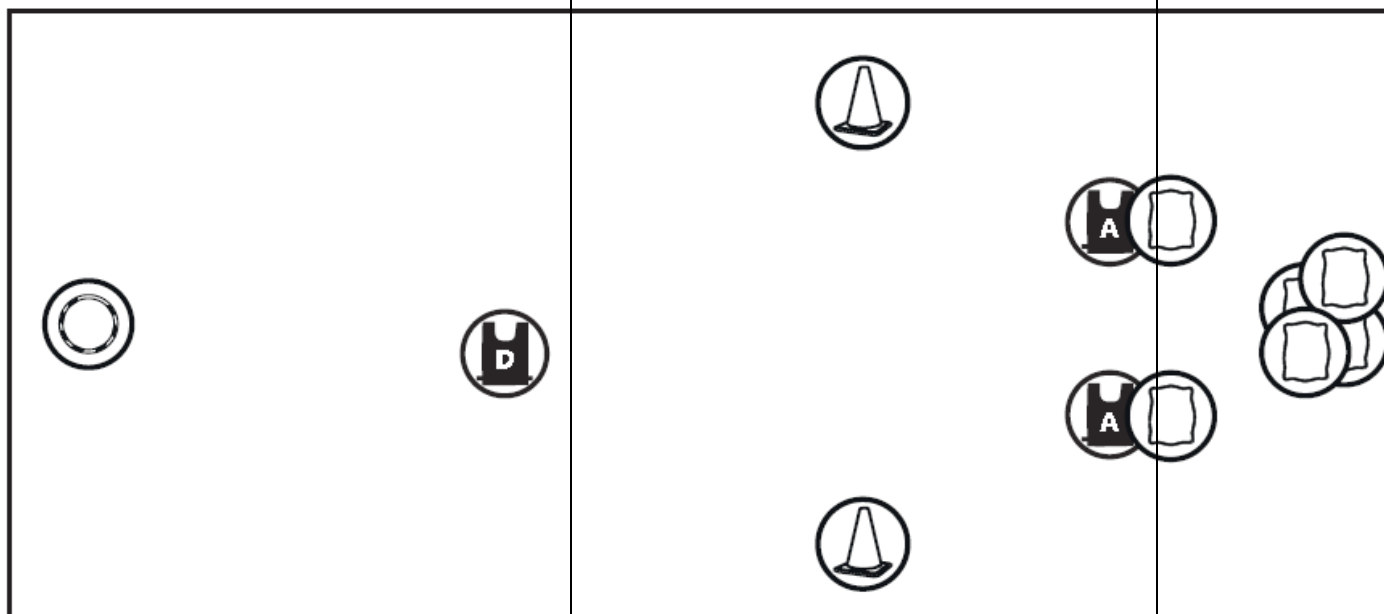
	<p>intercepting is important. Children know how to give themselves the best chance to intercept.</p> <p>Skills: Children can find spaces that are useful for intercepting, to help defend in a game. Children can intercept a ball as it is passed between attackers. Children can talk about how I feel after exercise.</p> <p>Assessment: Children are able to position themselves between two opponents, to help defend in a game.</p> <p>Vocabulary: Attack, accurate, aim, balance, ball, defend, direction, marking, space, intercept, opponent, exercise, breathing, heart, temperature.</p>		
	<p>Lesson 4 To use a range of tactics to get past a defender.</p> <p>Warm Up - Teacher's Choice</p> <p>Main Teaching – In this lesson children will develop an understanding of how to evade a marker in order to score points in games. Explain to the children how we can dodge opponents and why this is important in a range of sports.</p> <p>Activity 1 - Dodging Using cones, bibs: Put the children into groups of four. Skills Practice:</p>	<p>Lesson 4</p> <p>I understand how to jump safely over a variety of different equipment.</p> <p>Knowledge: Children know how to jump over hurdles with control. Children know how to speed bounce with control. Children know how to carefully jump through an agility ladder.</p> <p>Assessment. Children are able to successfully negotiate their way through a range of jumping equipment.</p> <p>Vocabulary: agility ladder, bunny hop, hopscotch, hurdles.</p>	<p>Lesson 4</p> <p>Rounders– I can strike a ball away from my body.</p> <p>Knowledge - Children know that bowling is an under-arm action. Children know that striking a ball with a bat requires force and accuracy.</p> <p>Skills – I can bowl a ball using an under-arm throw. I can accurately bowl a ball into an open space/a target area. I can use a range of equipment (tennis racket, foam hand, cricket bat etc) to hit a ball accurately.</p> <p>Warm up – Teacher's choice Activity 1 – Put children in groups of 6. One at a time, using an under-arm throw, throw</p>

	<p>This is a skills practice, to teach the children the side-to-side movement of the dodge action.</p> <ul style="list-style-type: none">• Set up the area as shown in the diagram; attackers on the left and defenders on the right.• The first two children at the cones run forward to meet each other.• When they meet, the attacker should:<ul style="list-style-type: none">• step and lean to the left (the first dodge) - the defender should mirror them;• step and lean to the right (the second dodge) - the defender should mirror them;• both children then run onto the cone opposite them (the dash). They now have changed attacker and defender roles as they are on the opposite colour cone.• The next two children in their group should run to meet each other and the drill continues.• By the end of the drill, the children should understand how to dodge in order to try to avoid a defender and how to mirror in order to block and mark an attacker. <div data-bbox="405 552 1807 1150"></div> <p>*Explain the aim and skills to the children. By the end of the drill, the children should understand how to dodge in order to try to avoid a defender and how to mirror in order to block and mark an attacker.</p> <p>Activity 2 – Dodge the Defender</p>	<p>a bean bag into a hoop/coned area. Once children have practised, make the target area smaller or further away for further challenge.</p> <p>Activity 2 – Continue practising under-arm throws using tennis balls. In pairs, children will throw their ball aiming for their partners hands that are positioned together ready to catch. Take in turns to throw/catch.</p> <p>Activity 3 – One partner holds a racket/bat of their choice. (Provide a range of equipment sizes/styles) This time, one child throws under-arm and the other attempts to hit it away with the bat. Practise 5 times and swap over.</p> <p>Assessment – Children are able to bowl a ball accurately towards a target. Children are able to successfully hit a ball away from their body using the equipment of their choice.</p> <p>Vocabulary – hit, bowl, aim, under-arm</p>	<p>defender</p> <div data-bbox="1554 667 2143 1107"></div>
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Using cones, bibs, hoops, beanbags:

The aim of the game is for the attackers to dodge the defender and reach the hoop at the other end of the playing area, to drop a beanbag into it and score a point.

- Set up the playing area as shown; the two cones on the right indicate the 'safe zone/home' for the attackers.
- The attackers must try to leave the safe zone and get past the defender without being tagged, so that they can reach the hoop at the other end of the playing area, to drop a beanbag into it. Each beanbag counts for one point.
- If an attacker is tagged while trying to reach the hoop, they must return to the safe zone with their beanbag.
- Attackers should practise the dodging action and defenders should practise the marking/blocking action, both done by moving from one side to another.
- After playing for a couple of minutes, attackers should start to consider any tactics that they may want to use to get past the defender, so that they are able to reach the hoop. Encourage attackers to change direction more, especially if it will help them to get past the defender.
- Rotate the players so that all children can have the opportunity to play the defender position.



KEY



cone safe zone/home



hoop



beanbag



attacker



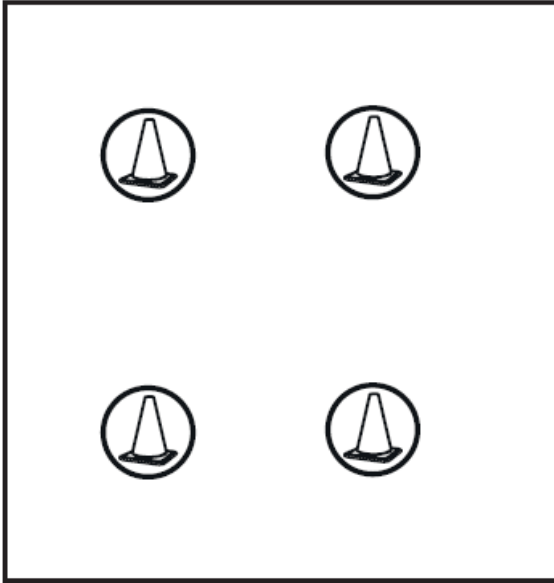
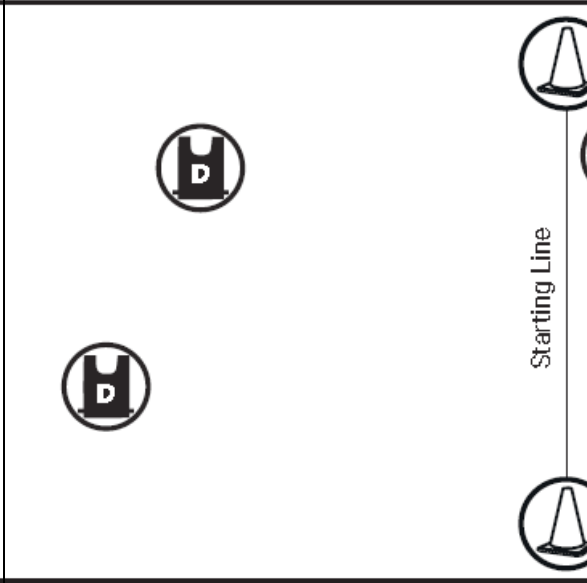
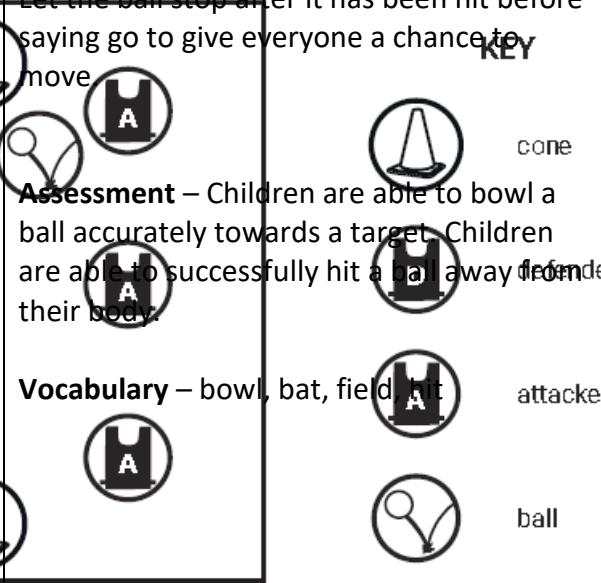
defender

*Explain that the attackers need to try to dodge the defender so that they can reach the hoop and score points by putting beanbags into it.

*Attackers may only carry one beanbag at a time. They must also be next to the hoop

	<p>before they can put their beanbag in it; beanbags are not allowed to be thrown into the hoop!</p> <p>*After playing for a short while and, when appropriate, encourage attackers to make more use of changing direction, to enable them to get past the defender. Did you change your speed or direction to help you to dodge the defender? How many times did the attackers from your team manage to get to the end cone without being tagged? What tactics did you use to avoid being tagged by the defender?</p> <p>Differentiation</p> <p>Make the safe zone smaller meaning the attackers are active for longer and have to avoid the defender for a longer period of time.</p> <p>Cool Down – Teacher’s Choice</p> <p>Knowledge: Children know what dodging is. Children know why dodging is important in a range of sports. Children know how to effectively lose a marker.</p> <p>Skills: Children can change direction quickly, to dodge and get past a defender. Children can change my speed to get past a defender. Children can think of tactics to use, to help me in a game.</p> <p>Assessment: Children are able to use changes of speed and direction, in ways that will help their team in a game.</p> <p>Vocabulary: Attacker, defender, dodge, space, speed, direction, pass, possession, balance, score, mark, defend, tactics, opponent.</p>		
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	<p>Lesson 5 To understand how to pass a pall to another player. Warm Up - Teacher's Choice Main Teaching –</p> <p>Activity 1 – Passing Using medium-sized balls: *Put the children into pairs and teach the children the skill of passing to another player:</p> <ul style="list-style-type: none"> • Eye contact • Communicate with receiver • Pushing the pass in the direction of the receiver <p>*Give them a few minutes to do this. Allow children to use different ways of passing, such as rolling or throwing the ball. *After the children have had a chance to practise, put two pairs together to create groups of four. *Children may choose who they pass to and again use different ways of passing the ball. *What is the easiest way to pass the ball? Did you look for players on your team and make eye contact with them before passing the ball?</p> <p>Activity 2 – Starting Line Using cones/masking tape/chalk, bibs, medium-sized balls:</p>	<p>Lesson 5</p> <p>I understand how to combine running, throwing and jumping skills.</p> <p>Knowledge: Children know how to pace themselves over a short distance. Children know how to roll a ball underarm accurately. Children know how to throw and catch with the correct technique. Children know how to balance their bodies on a space hopper.</p> <p>Assessment. Children are able to perform a variety of different challenged involving throwing, catching and running with increased confidence.</p> <p>Vocabulary: catching, throwing, underarm, pace, accuracy, agility, space hopper, balance, speed.</p>	<p>Lesson 5</p> <p>Rounders – I can play a simple game of Rounders. I understand the role of a fielder.</p> <p>Knowledge - Children know that bowling is an under-arm action. Children know that striking a ball with a bat requires force and accuracy.</p> <p>Skills – I can bowl a ball using an under-arm throw. I can accurately bowl a ball into an open space/a target area. I can use a range of equipment (tennis racket, foam hand, cricket bat etc) to hit a ball accurately.</p> <p>Warm up – Teacher's choice Activity 1 – Children are put into groups of 6 (3 on each side) Front child throws the ball to the other side and joins the back of their line. The other side receive the ball, throws it back and joins the back of their line. Then repeat with hitting the ball using their suitable piece of equipment. Activity 2 – Game of rounders. Set up cones for bowler and kicker. Then have a small box of cones (4 bases) for children to run around.</p> <p>Explain rules: One half bat, the other half field. Fielders spread out and have a bowler. They only run to get the ball when adult says go. When the ball is collected it</p>
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	<p>The aim of the game is for the attackers to use the skills learnt in prior lessons. They need to pass the ball between themselves, from the starting line to the goal area, both zones being marked out with either cones, masking tape or chalk. Children may use different ways of passing such as rolling, kicking or throwing the ball. Give children a set time to carry out this activity, changing the attackers and defenders regularly. Play for several minutes so that all children have the chance to play both attack and defend positions and understand the rules of the game.</p> <ul style="list-style-type: none">• Place the children into groups of five and set up the playing area as shown.• Three players will need to be attackers and two players will need to be defenders. Wear bibs to show this.• The attackers will begin at the starting line, shown on the diagram.• The attackers cannot move with the ball and will need to pass the ball back and forth across the space towards the goal area.• To score a goal, an attacker needs to be standing in the goal area when receiving a pass; this can be received from any direction.• Defenders should use their marking and defensive skills to stop attackers from scoring a goal but may not touch attacking players. If a ball is touched by a defender, it is returned to the starting line and attackers.• Change the dynamics of the game, expanding to a larger playing area and a larger number of players, by merging two groups together so that there are six attackers and four defenders.	<p>needed to be sent back to the bowler if the bowler receives the ball before the batter gets around all 4 bases the one batting is out. The batting team have one person batting at a time. When the ball is thrown at them, they must hit it as far away as they can and when the adult says go, they run around the outside of the 4 bases. If they get back before the ball gets to the bowler, they have earned a point for their team. Encourage fielders to spread out and only go for the ball if they are the closest. Let the ball stop after it has been hit before saying go to give everyone a chance to move.</p>	<p>to the goal area, both zones being marked out with either cones, masking tape or chalk. Children may use different ways of passing such as rolling, kicking or throwing the ball. Give children a set time to carry out this activity, changing the attackers and defenders regularly. Play for several minutes so that all children have the chance to play both attack and defend positions and understand the rules of the game.</p>
			 <p>KEY</p> <ul style="list-style-type: none">coneattackerdefenderball <p>Assessment – Children are able to bowl a ball accurately towards a target. Children are able to successfully hit a ball away from their body.</p> <p>Vocabulary – bowl, bat, field, hit</p>
	<p>*Explain the aim and rules to the children. The aim of the game is for the attackers to use the skills learnt in prior lessons. They need to pass the ball between themselves, from the starting line to the goal area, which is marked with either cones, masking tape or chalk. Allow children to</p>		

	<p>use different ways of passing, such as rolling, kicking or throwing the ball. Change the attackers and defenders regularly.</p> <p>*Play for several minutes so that all children have the chance to play both attack and defend positions and understand the rules of the game. Change the dynamics of the game, expanding to a larger playing area and a larger number of players, by merging two groups together so that there are six attackers and four defenders.</p> <p>*Did you use a throw or rolling pass? How many passes did it take you to score a goal?</p> <p>Differentiation</p> <p>Swap one attacker to a defender so there are now more defenders than attackers making it harder to score a point.</p> <p>Cool Down – Teacher’s Choice</p> <p>Knowledge: Children know the key steps to passing a ball via throwing or rolling. Children know why it is necessary to be accurate with a pass. Children know how to work as a team when passing a ball.</p> <p>Skills: Children can make eye contact with other players, to communicate with them. Children can find open spaces, so that it is easier for me to receive a pass. Children can look for players in open spaces who I can pass to. Children can aim carefully at a target, focusing on passing accurately so that the ball reaches the target.</p>		
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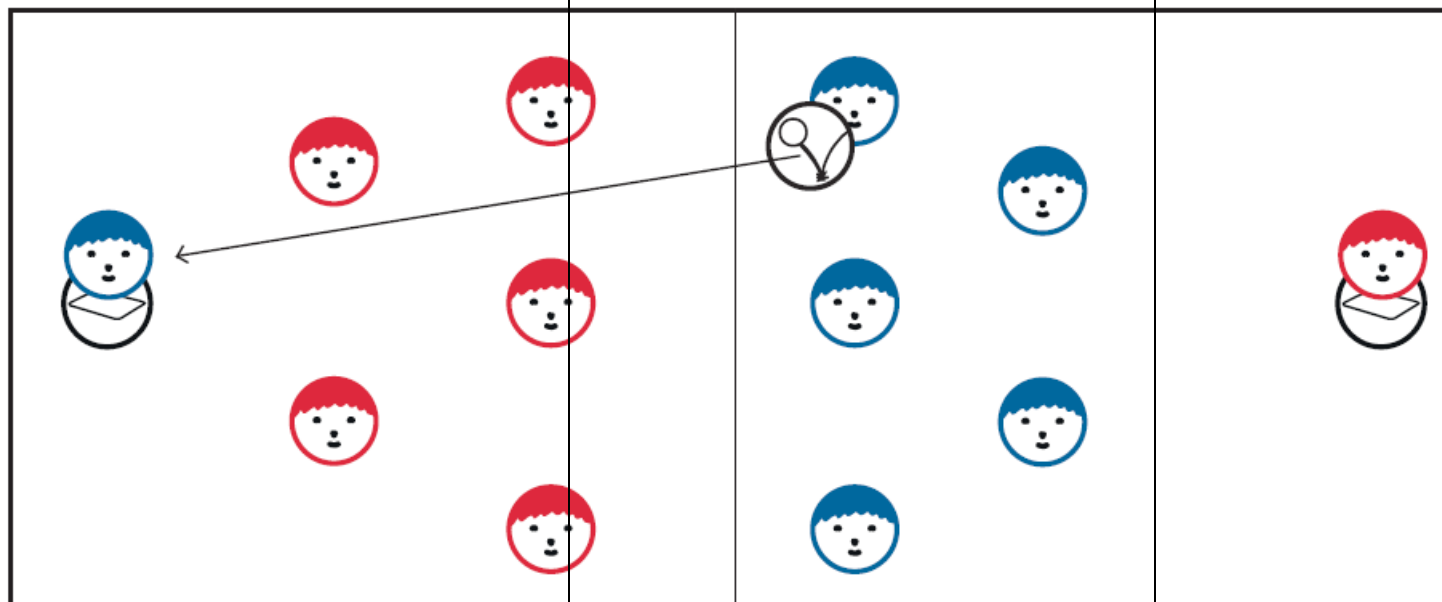
	<p>Assessment: Children are able to use eye contact to help with passing or receiving. Children are able to aim their throw accurately and consistently reach their intended target.</p> <p>Vocabulary: Attacker, defender, dodge, space, speed, direction, pass, defend, overhead, bounce, accurate, eye-contact, aim, passing, transition, intercept, coordination, balance, possession.</p>		
	<p>Lesson 6</p> <p>To use attacking and defending skills in a game.</p> <p>Warm Up - Teacher's Choice</p> <p>Main Teaching –</p> <p>Activity 1 – Teamwork</p> <p>Using beanbags, hoops:</p> <p>*Explain to children that the skills learnt in our prior lessons are only successful if we use them when working as a team. Why is teamwork important in attacking and defending? Why is communication important in a game?</p> <p><u>Skills Practice</u></p> <ul style="list-style-type: none"> •Children will work in teams of four for this activity. •Each team will need three beanbags and two hoops. •Place one hoop three metres in front of each team and the other hoop next to the team, with the three beanbags inside it. The challenge is for each team to move the bean bags, one by one, from the hoop next to them to the other hoop that is further away. They are not allowed to use 	<p>Lesson 6</p> <p>I understand how to combine running, throwing and jumping skills to complete a carousel of activities.</p> <p>Knowledge: Children know how to balance their bodies on a space hopper. Children know how to perform the hopscotch and jump over hurdles. Children know how to throw a ball with power to hit a target. Children can pace themselves when running.</p> <p>Assessment. Children are able to complete carousel of challenges and show the correct technique for throwing, running and jumping with increased confidence.</p> <p>Vocabulary: space hopper, balance, power, agility, underarm, hurdles, hopscotch, balance, pace, target.</p>	<p>Lesson 6</p> <p>Rounders – I can play a simple game of Rounders. I understand the role of a fielder.</p> <p>Knowledge - Children know that bowling is an under-arm action. Children know that striking a ball with a bat requires force and accuracy. Children know that</p> <p>Skills – I can bowl a ball using an under-arm throw. I can accurately bowl a ball into an open space/a target area. I can use a range of equipment (tennis racket, foam hand, cricket bat etc) to hit a ball accurately.</p> <p>Warm up – Teacher's choice</p> <p>Main activity – Game of Rounders. Set up cones for roller and kicker. Then have a small box of cones (4 bases) for children to run around.</p>

	<p>their hands or arms but teammates can help each other to move the beanbags together. This activity should enable children to develop their communication with one another in order to achieve a common goal.</p> <p>Activity 2 – Mat Attack Using bibs, medium-sized balls, mat:</p>		<p>Recap rules first. Encourage children to improve on last week’s performance by watching the game, moving faster and by sharing the ball when getting it back to the bowler.</p> <p>Assessment – Children are able to bowl a ball accurately towards a target. Children are able to successfully hit a ball away from their body.</p> <p>Vocabulary – bowl, bat, field, hit</p>
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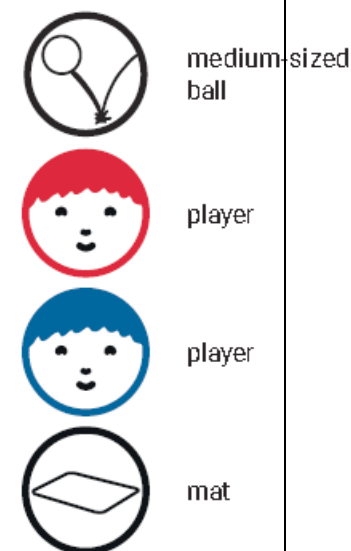
- Use the area plan shown to divide a large area into two halves/zones.
- Place a mat at the back of each zone and divide the class into two even teams.
- One player from each team will begin on the opposing team's mat.
- The aim of the game is for a team to get all of their players onto the mat in the opposing team's zone.
- To do this, players try to pass the ball to each other, to reach their teammate - the catcher - who is on the mat.
- If a player makes a successful pass to their catcher, they join that teammate on their mat.
- Both teams should use the defensive skills they have learnt (e.g. intercepting and blocking) to stop the opposite team's attempts at passing.
- Both teams should use the attacking strategies learnt (e.g. eye-contact, communication and passing) to pass the ball to their catcher on their mat.
- The first team to have all their players on the mat wins the game. Change the player starting on the mat after each game.

Game options:

- Passing can be done in different ways, e.g. throwing, kicking, rolling.
- Choose whether players need to be stationary or are allowed to move with the ball during a game.
- Children can be asked to pass in a specific way, to focus their skills.
- Smaller games could be played instead, made up of smaller teams, once children understand the rules.



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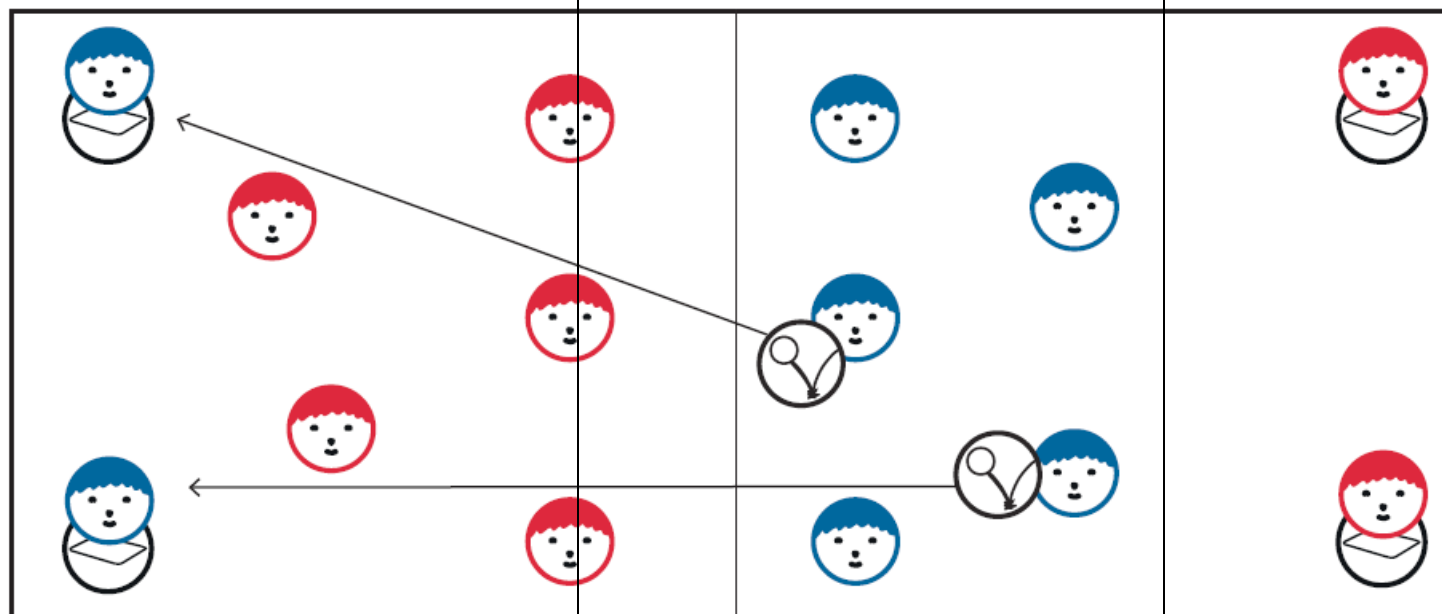
*Set up the game and explain the aim and rules to the children. The children will play the game as a whole class, with each game ending once a team has all of their players on the opposing mat. What tactics can you use to defend, to stop your opponents from passing the ball? What tactics can

	<p>you use to attack, so that you successfully pass the ball?</p> <p>Differentiation Increase the distance between the children have further to travel when completing passes.</p> <p>Activity 3 – Double Mat Attack Using bibs, medium-sized balls, mats:</p>		
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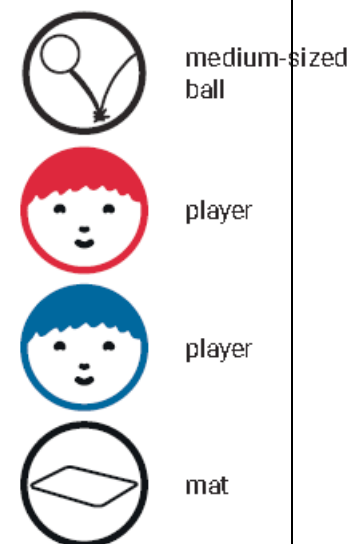
- Use the area map shown to divide a large space into two halves/zones.
- Place two mats at the back of each zone and divide the class into two even teams.
- In this new version of the game, two catchers from each team will now begin the game on the mats in the opposing team's zone.
- The aim of the game is for a team to get all of their players onto either of the mats in the opposing team's zone.
- As with the previous game, players try to pass the ball to each other, to reach one of their teammates who are on a mat. If a teammate passes successfully, they join the teammate on the corresponding mat.
- Both teams should try to apply the attacking and defending skills that they have learnt during the unit.
- You may choose to pair children on opposing teams, so they can practise their marking skills.
- The first team to have all their players on either mat in the opposing team's zone wins the game. Change the players on the mats after each game.

Game options:

- Passing can be done in different ways, e.g. throwing, kicking, rolling.
- Choose whether players need to be stationary or are allowed to move with the ball during a game.
- Children can be asked to pass in a specific way, to focus their skills.
- Smaller games could be played instead, made up of smaller teams, once children understand the rules.



KEY



*Set up a similar game to the one already played. In this version, the complexity of the game changes by adding an additional mat to each zone, so that there are two players (catchers) per team to receive the ball.

	<p>*Briefly discuss how the two additional mats will change the dynamics of the game. What different tactics might you use when attacking or defending?</p> <p>Differentiation</p> <p>Add more than one ball into the game so the children have more to think about.</p> <p>Cool Down – Teacher’s Choice</p> <p>Knowledge: Children know a range of attacking skills. Children know a range of defending skills. Children know how to apply learnt skills into game situations.</p> <p>Skills: Children can use attacking skills to score points in a game. Children can use defending skills to stop the other team scoring points. Children can identify the skills that I am good at and also what I need to improve on.</p> <p>Assessment: Children are able to be an effective player, using both attacking and defending tactics.</p> <p>Vocabulary: Attack, balance, defend, marking, shadowing, player, possession, attacker, defender, goal, score, referee, teammate, opponent, dodge, transition.</p>		
<p>Year 1</p> <p>I can...</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to apply skills into competitive games.</p> <p>I know how to self-evaluate my successes and improvements in an activity.</p> <p>Invasion Games - Football</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how balls of different sizes and materials move.</p> <p>I know how to catch, throw and dodge a ball.</p> <p>Ball Games – Handball, dodgeball, bench ball</p>	<p>I understand...</p> <p>Knowledge:</p> <p>know how to develop my balance, agility and co-ordination.</p> <p>I know how to master basic movements including running and jumping.</p> <p>I know how to apply these skills in a range of activities.</p> <p>Gymnastics</p>

<p>Skills</p> <p>I can use running, jumping, throwing and catching in isolation and in combination.</p> <p>I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>I can develop flexibility, strength, technique, control and balance</p> <p>I can perform dances using a range of movement patterns</p> <p>I can take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>I can compare their performances with</p>	<p>Lesson 1</p> <p>I can pass with accuracy over increased distances.</p> <p>Knowledge: Children know the key steps to passing a ball (inside of the foot, looking where they are passing). Children know that laces can be used for passing over</p> <p>Children know accurately pass over increasing distances. Children know how passing a ball first time can affect accuracy.</p> <p>Skills: Children can use the correct techniques to pass the ball with accuracy and power. Children can select the right weight of pass. Children can begin to pass a ball first time.</p> <p>Assessment: Children are able to pass a ball with increased accuracy and competency over longer distances.</p> <p>Vocabulary: Pass, Inside of foot, Laces, Accuracy, Weight of pass</p>	<p>Lesson 1</p> <p>I can try and adjust my body to balance a tennis ball on a racket</p> <p>Knowledge: Children know they need to adjust their hand positioning to keep a ball balanced on a tennis racket.</p> <p>Skills: Children can keep a ball balanced on a tennis racket for a short period of time. Children can walk a short distance while keeping a ball balanced.</p> <p>Assessment: Children are able to move their hands accordingly to keep a ball balanced.</p> <p>Vocabulary: tennis racket, balancing, level.</p>	<p>Lesson 1</p> <p>I can travel in different ways using different body parts. (Jog, frog jump, roll, crawl, shuffle on bottoms, own travelling style, etc)</p> <p>Lesson set up:</p> <p>Warm up – Teacher’s choice (Example: traffic lights game building up speed)</p> <p>Main activity – Children will explore different ways of travelling through the theme of animals. This could be comparing animals or retelling a story through movement. (Can you make a tall shape like a giraffe? Lets move it around the hall. The giraffe is feeling sleepy so he is moving slowly. Now the giraffe has spotted some trees to nibble on. Can you make the giraffe move a little faster? Etc) Encourage lots of examples and reinforce skills/knowledge to ensure best performance.</p> <p>Cool down – Teacher’s choice (Example: traffic lights game in reverse)</p> <p>Knowledge: Children know that travelling is the movement of the body from one area to another. Children know that their bodies can travel in a variety of ways.</p> <p>Skills: Children can change the speed in which they travel. (Fast, medium, slow)</p> <p>Children can change the level in which they travel (High, medium, low). Children can change the body parts that are in contact with the floor when travelling (feet, knees, elbows, hands, back, tummy, bottom).</p>
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<p>previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively</p> <p>I can perform safe self-rescue in different water-based situations.</p>			<p>Assessment: Children are able to travel in different ways using different body parts. Children are able to change speed and level when instructed. Children can build a sequence of movements to get from one area to another.</p> <p>Vocabulary: travel, speed, fast, medium, slow, level, high, low, contact.</p> <p>Equipment required: None</p>
	<p>Lesson 2</p> <p>I can dribble with control and precision. Knowledge: Children know how to dribble with control (small touches, ball close to feet, head up). Children know why dribbling is important in a game situation. Children know how to change direction efficiently when dribbling. Children know how to dribble at speed and the risks this brings.</p> <p>Skills: Children can dribble a football with control. Children can dribble with increasing speed over longer</p>	<p>Lesson 2</p> <p>I can see how balls of different sizes and materials move in different ways. Knowledge: Children know that balls of different sizes/materials move in different ways and it takes different levels of power to throw them the same distance.</p> <p>Skills: Children can vary the amount of power they use, according to the type of ball, to hit a target. Children can tell you which type of balls require more/less power to reach a target.</p>	<p>Lesson 2</p> <p>I can perform a variety of jumps with good technique. (Straight, star, tuck)</p> <p>Lesson set up:</p> <p>Warm up – Teacher's choice (Example: Practise spatial awareness by walking around equipment, not touching, then build up speed. Can we step over the benches without touches them? Can we leap over the benches without touching them? Etc)</p> <p>Main activity - Children will explore a variety of shapes individually in a space first to ensure technical points are being</p>

	<p>distances. Children can dribble without looking at the ball. Children can change direction confidently and quickly when dribbling.</p> <p>Assessment: Children are able to show correct technique when dribbling at speed.</p> <p>Vocabulary: Dribble, Control</p>	<p>Assessment: Children are able to generate enough power to hit a target.</p> <p>Vocabulary: small ball, large ball, foam, plastic, soft material.</p>	<p>followed and children are jumping safely. Then they will recap ways of travelling from last lesson and use these ideas to travel from one bench to another. When a bench is met children will step on and perform a jump off. Star jumps will need to be performed in larger spaces so half the class observing and half watching would work best at these times. Encourage lots of examples and reinforce skills/knowledge to ensure best performance. Can the children perform a repeated pattern?</p> <p><u>Cool down</u> – Teacher's choice (Example: Children lie on the floor and perform each shape when called. Emphasise stretched limbs or tucked/curled shapes.</p> <p>Knowledge: Children know that legs must stay together during a jump and in some shapes arms and legs must stretch out straight. Children know that they should stretch until they can feel it, but not too far so that it hurts. Children know a jump starts and finishes with feet together. Children know that looking forwards when jumping forwards will encourage them to stay upright.</p> <p>Skills: Children can take-off and land with slightly bent knees. Children can land with quiet feet. Children can hold a shape statically. Children can show control when stepping onto the low-level apparatus (beam/benches/tables) and jumping off.</p> <p><u>Stretch jump:</u> Children stand with legs together straight and reach up towards the ceiling with straight arms when practising</p>
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			<p>the shape. Children have a straight (not arched) back in the air.</p> <p><u>Star jump</u>: Children stand with legs apart (slightly wider than hips) with arms out straight at a 45-degree angle from the top when practising the shape. Children stretch arms and legs out wide when in the air and return together on landing.</p> <p><u>Tuck jump</u>: Children sit with their knees bent and legs together (feet on the floor) to practise. Children lift knees to chest when in the air.</p> <p>Assessment: Children are able to perform a variety of jumps with good technique.</p> <p>Vocabulary: stretch, muscles, straight, star, tuck, jump, together, perform, wide, tall.</p> <p>Equipment required: Benches</p>
	<p>Lesson 3</p> <p>I can select to shoot when appropriate with accuracy and power.</p> <p>Knowledge: Children know how to shoot with power (using laces). Children know how to shoot with accuracy (side of the foot). Children know how to select whether to pass or shoot in game scenarios.</p> <p>Skills: Children can use the inside of their foot when shooting for accuracy. Children can use the laces action for power. Children can select whether to pass or shoot when facing defenders.</p> <p>Assessment: Children are able to shoot with increased power and</p>	<p>Lesson 3</p> <p>I can throw a dodge ball with some accuracy and power.</p> <p>Knowledge: Children know the correct hand/arm position to throw a ball underarm and overarm.</p> <p>Skills: Children can throw a ball at a target with some accuracy and power. Children know that throwing a ball overarm generates more power.</p> <p>Assessment: Children are able to hit a target (pointed cone) by throwing overarm and underarm.</p> <p>Vocabulary: overarm, underarm, power, accuracy.</p>	<p>Lesson 3</p> <p>I can hold a balance for 5 seconds.</p> <p>Lesson set up:</p> <p><u>Warm up</u> – Teacher's choice</p> <p><u>Main activity</u> - Children will explore a variety of balances individually in a space first to ensure technical points are being followed and children are balancing safely. Explore balancing on different body parts to create similar shapes. Children will travel around the space, pausing on a cue to perform a given balance. Can they hold the balance for 3 seconds? Children can pair up and mirror their partners balances or watch each others balances checking they are performed correctly. Children can count for their partner. Can they hold their balance for 5 seconds? Encourage lots of</p>

	<p>accuracy. Children are able to show awareness of when shooting is appropriate.</p> <p>Vocabulary: Laces, Shooting, Power, Placement</p>		<p>examples and reinforce skills/knowledge to ensure best performance.</p> <p>Cool down – Teacher's choice</p> <p>Knowledge: Children know they should have their arms stretched out when balancing and flat hands if they are touching the floor. Children know that engaging core muscles can prevent them from wobbling. Children know that focusing on one point can help them to balance.</p> <p>Skills: Children can engage (tense) muscles in order to hold their shape still. Children can stretch their arms out or focus on a fixed point to prevent wobbling. Children can create different balances by varying the points of contact with the floor. Children can copy the balance of someone else by mirroring them.</p> <p><u>Tall shape</u>: Children stretch arms up straight and lift body up onto their toes with straight legs.</p> <p><u>Wide shape</u>: Children stretch an arm and leg (of the same side) out straight, to the side of the body.</p> <p><u>Small shape</u>: Children sit in a tuck shape on the floor, tilting their body backwards and lifting their feet off of the floor.</p> <p>Assessment: Children are able to hold a balance for 5 seconds.</p> <p>Vocabulary: balance, stretch, tense, muscles, hold, straight, tall, wide, small, tuck</p> <p>Equipment required: None</p>
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	<p>Lesson 4</p> <p>I can apply my passing technique into a game of footgolf.</p> <p>Knowledge: Children know the key steps to passing a ball (inside of the foot, looking where they are passing). Children know the rules of footgolf. Children know how to apply their passing and shooting technique to cover distance.</p> <p>Skills: Children can apply their knowledge of passing into a competitive game. Children can vary their pass type in relation to distance. Children can maintain accuracy over longer distances.</p> <p>Assessment: Children are able to show accuracy of passing and shooting over longer distances.</p> <p>Vocabulary: Footgolf, passing, distance, power.</p>	<p>Lesson 4:</p> <p>I can combine movement and throwing of a ball.</p> <p>Knowledge: Children know to look around to make effective use of the space around them.</p> <p>Skills: Children can move into the best position before throwing a ball to hit a target (goal)</p> <p>Assessment: Children are in the best positional space to increase chance of hitting a target</p> <p>Vocabulary: movement, space awareness, power, accuracy.</p>	<p>Lesson 4</p> <p>I can perform a short sequence (consisting of a travel, jump and balance) with control.</p> <p>Lesson set up:</p> <p><u>Warm up</u> – Teacher’s choice</p> <p><u>Main activity</u> – Practise individual jumps recapping on technical/safety aspects. Then add them to a style of travel. First provide the ideas and then allow the children to choose their own to personalise their combination of travel and jump. Can children travel and then jump on cue? Can children repeat their combination to make a repeated pattern? Encourage some performances with positive feedback. Repeat activity with balances going through the technical aspects first. Then add a balance to the repeated pattern. Practise, perform, perfect.</p> <p><u>Cool down</u> – Teacher’s choice</p> <p>Knowledge: Children know that travelling is the movement of the body from one area to another. Children know that their bodies can travel in a variety of ways. Children know that legs must stay together during a jump and in some shapes arms and legs must stretch out straight. Children know that they should stretch until they can feel it, but not too far so that it hurts. Children know a jump starts and finishes with feet together. Children know they should have their arms stretched out when balancing and flat hands if they are touching the floor. Children know that engaging core</p>
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			<p>muscles can prevent them from wobbling. Children know that focusing on one point can help them to balance.</p> <p>Skills: Children can combine three movements to create a sequence. Children can perform their sequence with control, showing stretched shapes. Children can perform their sequence to their peers with confidence. Children can explain what they like about their peer's sequence.</p> <p>Assessment: Children are able to perform a short sequence (consisting of a travel, jump and balance) with control.</p> <p>Vocabulary: sequence, control, jump, straight, star, tuck, take-off, landing, balance, tense, muscles, travel, levels, speeds, movement, stretch.</p> <p>Equipment required: None</p>
	<p>Lesson 5</p> <p>I can use dribbling, passing and shooting in combination.</p> <p>Knowledge: Children know how passing and dribbling can be used in combination. Children know how dribbling and shooting can be used in combination. Children know that passing, dribbling and shooting are only effective when used correctly.</p> <p>Skills: Children can dribble and pass in combination at speed and under pressure. Children can dribble and shoot under pressure. Children can select when to dribble, pass or shoot when playing 3 vs 3 games.</p>	<p>Lesson 5</p> <p>I can catch a ball with good technique.</p> <p>Knowledge: Children know to have two hands in front of them with fingers spread out to have a greater chance of catching a ball. Children know how much power to throw a ball with to reach a team mate.</p> <p>Skills: Children can put their hands in the correct position to ready themselves to catch a ball. Children can throw a ball with the right amount of power to reach a team mate.</p> <p>Assessment: Children are throwing the ball to each other with the correct amount</p>	<p>Lesson 5</p> <p>I can perform a roll with good technique.</p> <p>Lesson set up:</p> <p><u>Warm up</u> – Teacher's choice</p> <p><u>Main activity</u> - Children will explore a variety of rolls individually in a space to ensure technical points are being followed and children are rolling safely. Pencil rolls and egg rolls can be performed on the floor but mats are recommended for rock backs. Can children walk/move around the space performing a roll on a queue? Move, roll, continue moving and repeat. Pair the children up to watch each other's rolls. Are their partners performing correctly? Have they got their toes pointed or their arms stretched? Split the class or have small</p>

	<p>Assessment: Children are able to select the appropriate learnt skill in pressure situations.</p> <p>Vocabulary: Passing, Dribbling, Shooting</p>	<p>of power in order for their team mates to catch it.</p> <p>Vocabulary: power, catching, fingers spread out.</p>	<p>groups at a time perform their rolls to the class. Provide and encourage positive feedback. (I love how..... is pointing their toes. Look how stretched arms are.) Always reinforce technique vocabulary.</p> <p><u>Cool down</u> – Teacher's choice</p> <p>Knowledge: Children know that a roll involves the turning of the whole body. Children know that a roll can be performed in different shapes. Children know that stretched rolls require pointed fingers/toes. Children know that our bodies/muscles need to be tense in order to hold a shape during a roll.</p> <p>Skills: Children can engage (tense) muscles in order to hold their shape during their roll. Children can stretch their fingers/toes if required.</p> <p><u>Pencil roll</u>: Children lay on their backs with their arms stretched out along the floor/above their head. Children keep this shape as they turn onto their tummies and continue rolling in the same direction back onto their backs.</p> <p><u>Egg roll</u>: Children kneel down with the front of their feet pressing against the floor. Children fold their bodies to make a small/egg shape (arms tucked in towards their chests). Children keep this shape as they roll on to their side, back and other side.</p> <p><u>Rock back</u>: Children sit in a tucked position with their arms wrapped around their knees. Children rock backwards and</p>
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			<p>forwards keeping their balance central at all times.</p> <p>Assessment: Children are able to perform a roll with good technique.</p> <p>Vocabulary: roll, pencil, egg, stretch, pointed toes, long, back, rock, tuck, shape.</p> <p>Equipment required: Mats</p>
	<p>Lesson 6</p> <p>I can play a competitive game applying learnt skills.</p> <p>Knowledge: Children know how formations can affect a game of football. Children know a range of basic attacking and defending tactics. Children know how to apply skills into competitive situations.</p> <p>Skills: Children can play effectively in a range of position on the pitch. Children can use a greater number of attacking and defensive tactics to game play. Children can show learnt skills when performing movements at speed. Children can adjust formations according to their opposition.</p> <p>Assessment: Children are able to explain how formations and tactics influence a game. Children are able to confidently play in a range of positions and understand their role.</p>	<p>Lesson 6</p> <p>I can avoid getting hit by a ball.</p> <p>Knowledge: Children know they can jump, duck and move around to avoid getting hit by a ball.</p> <p>Skills: Children can duck, jump, and move out of the way of a ball.</p> <p>Assessment: Children are able to avoid getting hit by a ball by using the tactics learnt.</p> <p>Vocabulary: ducking, jumping, moving.</p>	<p>Lesson 6</p> <p>I can create and perform a short sequence with confidence and control.</p> <p>Lesson set up:</p> <p><u>Warm up</u> – Teacher's choice</p> <p><u>Main activity</u> - Practise individual jumps recapping on technical/safety aspects. Then add them to a style of travel as practised in lesson 4. First provide the ideas and then allow the children to choose their own to personalise their combination of travel and jump. Can children travel for a count of 4 and then perform their jump? Can children repeat their combination to make a repeated pattern? Practise balances from lesson 3 and add one to the repeated pattern. Finally practise the rolls from lesson 5 and add one to the repeated pattern. Children to share their sequence/repeated pattern with a partner. If time, challenge the children to teach their sequence to their partner. Can they perform both routines together? If time, share some of these extended sequences with the rest of the class.</p>

	Vocabulary: Tactics, Formation, Teamwork, Sportsmanship.		<p><u>Cool down</u> – Teacher's choice</p> <p>Knowledge: Children know how to perform each component safely. Children know how to start and finish each individual component of their sequence.</p> <p>Skills: Children can smoothly combine the four elements taught this term (travel, balance, roll and jump) to create a short sequence. Children can perform their sequence with a partner showing good technique, confidence and control. Children can explain what they like about their peer's sequence.</p> <p>Assessment: Children are able to create and perform a short sequence with confidence and control.</p> <p>Vocabulary: sequence, balance, jump, travel, roll, control, tense, muscles, perform, start/finish position.</p> <p>Equipment required: Mats/Benches/Low level equipment</p>
<p>Year 1</p> <p>I can...</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to track a ball.</p> <p>I know how to throw underarm.</p> <p>I know how to throw and catch in combination.</p> <p>I know how to bounce and catch in combination.</p> <p>I know how to catch confidently.</p> <p>Throwing and Catching</p>	<p>I understand...</p> <p>Knowledge:</p> <p>I know how to jump safely</p> <p>I know how to throw accurately</p>	<p>I understand...</p> <p>Knowledge:</p> <p>Striking and Fielding</p> <p>Football Rounders and Rounders.</p>

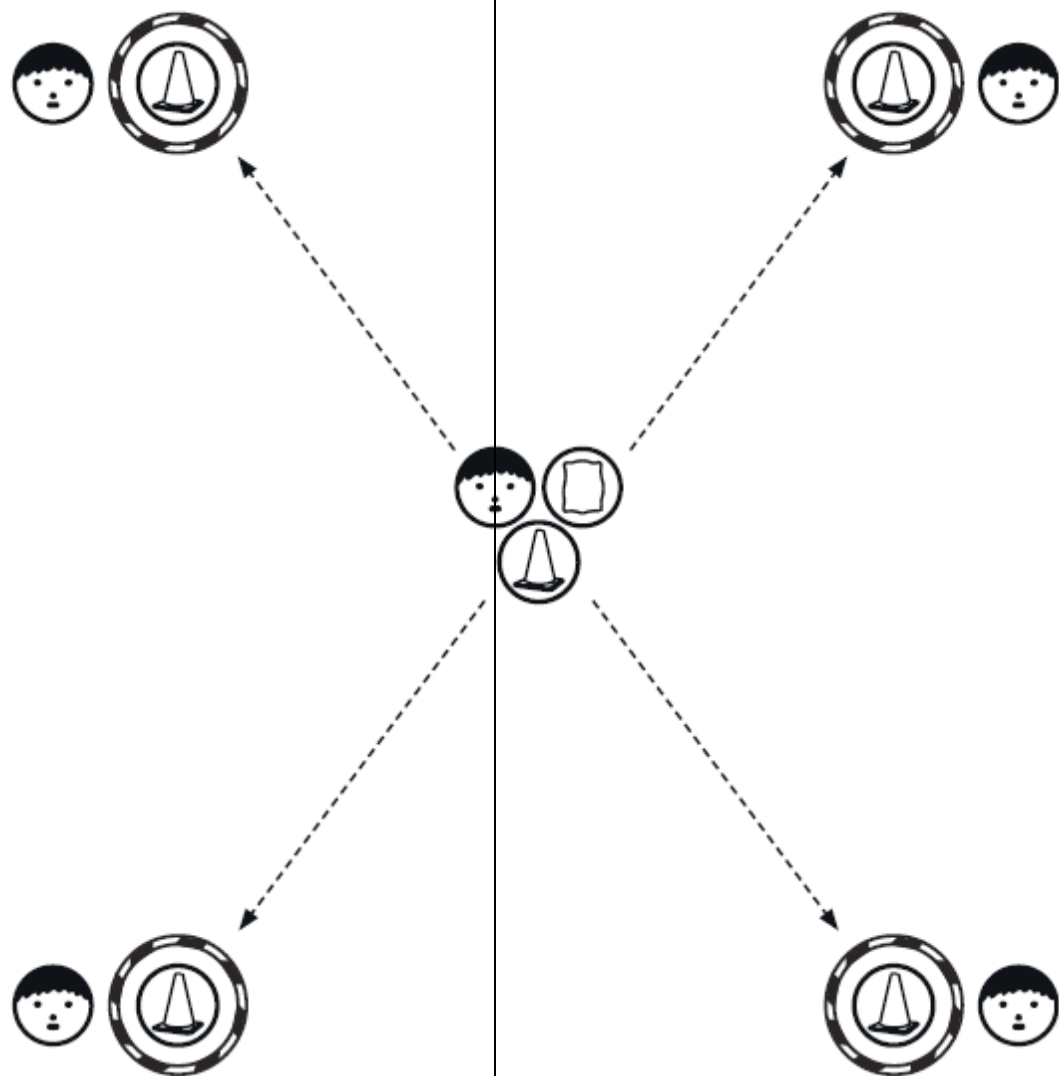
<p>Skills</p> <p>I can use running, jumping, throwing and catching in isolation and in combination.</p> <p>I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>I can develop flexibility, strength, technique, control and balance</p> <p>I can perform dances using a range of movement patterns</p> <p>I can take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Lesson 1</p> <p>I understand how to track and receive a ball.</p> <p>Warm Up – Teacher’s Choice</p> <p>Main Teaching – Begin the lesson by discussing why throwing and catching is important. Are there any games or sports they know that involve throwing and catching?</p> <p>Give children a range of equipment, balls of varying size, quoits etc. and give them time to experiment with rolling them. How can they roll them? Slowly? Quickly? Which are easiest to roll?</p> <p>Activity 1 – Ball rolling</p> <p>Give the children a range of different balls:</p> <p>*Explain to the children that they are going to practise their ball control skills. Children choose a ball and roll it over their body. Encourage them to use two hands to move the ball across their body at first, progressing to using only one hand to control the ball, and to also try rolling it along their arms as well. Do you find one hand easier than the other?</p> <p>Activity 2 – Rolling on the floor</p> <p>Use a range of different balls, chalk line on the floor or playground markings:</p> <p>*Explain that we are now going to learn how to roll a ball on the floor. Can you roll a ball on the floor?</p> <p>*How can you change how fast or slow you roll the ball? Explain that the slower you swing your rolling arm, the slower the</p>	<p>Lesson 1</p> <p>I understand how to jump forwards and land safely.</p> <p>Knowledge: Children know how to perform a variety of different jumps with control. Children know how to land safely to help avoid injury. Children know to bend their knees when landing.</p> <p>Assessment: Children are able to perform different types of jumps with control of their body and land safely.</p> <p>Vocabulary: two footed, one footed, hopping, take off, landing, hopscotch, forwards, backwards.</p>	<p>Lesson 1</p> <p>Football Rounders – I can kick a ball with accuracy and force.</p> <p>Knowledge - Children know that the ball is rolled to the person kicking it. Children know that the person kicking the ball must kick it as far away from them as possible.</p> <p>Skills – I can roll a ball in a straight line. I can kick a ball with force and accuracy. I can kick a ball using the inside of my foot. I can block a ball from travelling past me.</p> <p>Warm up – Teacher’s choice</p> <p>Activity 1 - Using the inside of the foot, children will practise kicking the ball backwards and forwards to their partner. When comfortable with this, add 2 cones (side by side) between them to create a goal. Children will aim to send the ball through the two cones as they kick back to their partner. Encourage children to start slow, choosing a spot in front of them and aiming for it. If children need a harder challenge, bring cones closer together creating a narrower target.</p> <p>Activity 2 – Using both hands, one partner will roll the ball. The other will kick it back. (One touch. No stopping the ball first) Swop over after 5 attempts. Then extend to kicking away from the partner and the partner must retrieve it. Again, 5 attempts and swop.</p>
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<p>I can compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively</p> <p>I can perform safe self-rescue in different water-based situations.</p>	<p>ball will travel. The same happens when rolling faster – the quicker your swing your arm, the more speed you generate and the faster the ball will roll.</p> <p>*Find a partner. Take it in turns to roll the ball to one another. Start close together and gradually move further away.</p> <p>*Roll the ball along a line on the floor. How far can you roll it while keeping it straight on the line?</p> <p>*Why is it important to keep your eyes on the rolling ball at all times? Explain to children that keeping their eyes on the ball allows them to track its movements accurately and will enable them to predict the path the ball will travel along and get into a good position to stop it.</p> <p>Differentiation</p> <p>Use a smaller ball; start further away from their partner; challenge them to roll the ball along a longer line.</p> <p>Activity 3 – Roll and Track</p> <p>Children to use a range of different sized balls. *Children work in pairs to put their skills into practice with this activity.</p> <p>*Children stand next to one another. One partner rolls the ball, the other partner counts to five then runs to stop the ball. They should then swap over. *Children can repeat this activity, changing the hand they use to stop the ball, the number they count to and how fast they roll the ball.</p> <p>Differentiation</p>		<p>Activity 3 – Split the class in half. One half takes turns to kick the ball. The other half act as fielders and retrieve the balls, passing them back to the roller/bowler. Children are given a set area to stand in to encourage the use of space. Swop teams over so everyone has a chance to kick and field.</p> <p>Assessment – Children are able to kick a ball away from them with force.</p> <p>Vocabulary – kick, bowl, field, aim,</p>
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	<p>*Stick to using two hands to stop the ball; use a larger ball; count to three instead of five before running to stop the ball.</p> <p>*Use a smaller ball; try using their non-dominant hand to stop the ball; try counting to seven before running to stop the ball.</p> <p>Cool Down – Teacher’s Choice</p> <p>Knowledge: Children know how to roll a ball in a straight line. Children know how to stop a ball with 2 hands. Children know how to track a balls roll.</p> <p>Skills: Children can track a ball as it rolls. Children can get in line to receive a ball. Children can roll a ball in the right direction. Children can stop a rolling ball with my hands.</p> <p>Assessment: Children are able to roll a ball in a straight line and track its movement in order to stop the ball effectively.</p> <p>Vocabulary: Roll, Track, Accuracy, Control, Direction.</p>		
	<p>Lesson 2</p> <p>I know how to throw underarm</p> <p>Warm Up – Teacher’s Choice</p> <p>Main Teaching – Before beginning the lesson discuss with the children the benefits of being able to throw accurately underarm. When might we use this? Explain to the children what an effective underarm throw looks like:</p> <p>* In an underarm throw, you release the object when your arm and your hand are below your shoulder.</p>	<p>Lesson 2</p> <p>I understand how to throw an item accurately at a target.</p> <p>Knowledge: Children know how to throw under arm and overarm accurately. Children know that they need to alter the power of the throw depending on the distance of the target. Children know that different throwing items need different amounts of power according to their size, material, shape.</p>	<p>Lesson 2</p> <p>Football Rounders – I can play a simple version of football rounders. I understand the role of a fielder.</p> <p>Knowledge - Children know that they are a team and need to work together. Children know that a fielder’s job is to stop the ball going any further than them. Children know that the ball must be sent back to the roller/bowler when collected.</p>

	<p>* An underarm throw is one technique you can learn to help you throw an object properly.</p> <p>* It is a useful throw for aiming the object at a target such as a person or a base.</p> <p>Activity 1 – Underarm Throw</p> <p>Using beanbags, cones or skittles, hoops:</p> <p>*Explain that we are now going to learn how to throw an object underarm. Can you throw an object underarm? Can you use an underarm throw to aim an object in a certain direction?</p> <ul style="list-style-type: none"> •Look at your target and hold the object in one hand. •Swing your arm backwards. •Put one foot in front of the other and swing your arm forwards. •Let go of the object when it is level with your waist. <p>*Why is it important to swing your arm backwards when throwing underarm?</p> <p>Explain that by swinging your arm backwards behind your body, you are able to generate power in your underarm throw, which will help with throwing distance.</p> <p>Skills Practice</p> <ul style="list-style-type: none"> •Find a partner. •Take it in turns to use an underarm throw to throw a beanbag at a skittle or a cone. •Take it in turns to use an underarm throw to throw a beanbag into a hoop. <p>Differentiation</p>	<p>Assessment. Children are able to perform both underarm and overarm movements accurately to hit a target.</p> <p>Vocabulary: overarm, underarm, accuracy, power, target.</p>	<p>Skills – I can roll a ball in a straight line. I can work as a team. I can make sensible decisions to support my teams play.</p> <p>Warm up – Teacher’s choice</p> <p>Activity 1 – Children are put into groups of 6 (3 on each side) Front child rolls the ball to the other side and joins the back of their line. The other side receive the ball, roll it back and join the back of their line. Then repeat with kicking the ball using the inside of foot.</p> <p>Activity 2 – Game of football rounders. Set up cones for roller and kicker. Then have a small box of cones (4 bases) for children to run around.</p> <p>Explain rules: One half kick, the other half field. Fielders spread out and have a roller. They only run to get the ball when adult says go. When the ball is collected it needs to be sent back to the roller. If the roller receives the ball before the kicker gets around all 4 bases the kicker is out. The kicking team have one person kicking at a time. When the ball is rolled at them, they must kick it as far away as they can and when the adult says go, they run around the outside of 4 bases. If they get back before the ball gets to the roller, they have earned a point for their team. Encourage fielders to spread out and only go for the ball if they are the closest. Let the ball stop after it has been kicked before saying go to give everyone a chance to move.</p>
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	<p>Children to move closer/further from the target.</p> <p>Activity 2 – 4 Corners</p>		<p>Assessment – Children are able to successfully kick a ball away from their body with force. Children are able to play football rounders with good understanding of the rules.</p> <p>Vocabulary – kick, run, roll, field, pass</p>
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	<ul style="list-style-type: none">•Children work in groups of five.•Set up four hoops and cones for each group, as shown in the diagram, with each cone sitting inside a hoop.•Place a fifth cone in the centre of the space, along with four beanbags.•Children each stand at one of the cones.•The child in the centre should throw the beanbag underarm to one of the corner cones. The child standing at that cone should pick it up and underarm throw it back to the centre cone.•You may choose to add a competitive element to the activity by having the child standing at the centre cone attempting to land their beanbag inside the hoop and as close to the cone as possible, earning a point each time they are able to do this.•The child at the centre should continue until they have thrown the beanbag to all four corner cones. Each time they land the beanbag within the hoop area, they earn a point.•The children should swap positions, so that each child has a turn at the centre cone. If a competitive element is introduced, the child with the most points at the end of the activity is the winner. <p>Cool Down – Teacher’s Choice</p> <p>Knowledge: Children know the steps for throwing underarm. Children know how to throw accurately. Children know how to vary the distance of a throw.</p>		
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	<p>Skills: Children can use an underarm technique to throw an object. Children can use an underarm technique to aim an object in a certain direction.</p> <p>Assessment: Children are able to throw an object accurately at a target using the correct taught technique.</p> <p>Vocabulary: Aim, ball, beanbag, throw, underarm throw, control, coordination, roll, track.</p>		
	<p>Lesson 3</p> <p>I know how to catch an object.</p> <p>Warm Up – Teacher’s Choice</p> <p>Main Teaching – Discuss with the children what catching is? When have you tried to catch things? How do we catch?</p> <p>Activity 1 – Individual Throw and Catch</p> <p>Using beanbags, balls:</p> <p>*Explain that we are now going to learn how to catch an object thrown by ourselves. If you are looking at the thrown object, how do you know where to move your hands, for them to be in the correct position to meet the object?</p> <ul style="list-style-type: none"> •Throw the object straight up above your head. •Keep looking at the object. •Track where the object is moving to and position your hands to meet it. •Hold your hands in a cupped position, with your fingers soft. •Close your fingers around the object and bring it in to your body. <p>*Working independently, children use an underarm throw to practise throwing and</p>	<p>Lesson 3</p> <p>I understand I need to change speed when challenged with an obstacle.</p> <p>Knowledge: Children know they need to think about the space around them when negotiating obstacles. Children know how to change speed and direction when required. Children can maintain rhythm, balance and fluency when running.</p> <p>Assessment: Children can change speed and direction to avoid hitting an obstacle.</p> <p>Vocabulary: Change direction, slow down, speed up.</p>	<p>Lesson 3</p> <p>Football Rounders – I can play a simple version of football rounders. I understand the role of a fielder.</p> <p>Knowledge - Children know that they are a team and need to work together. Children know that a fielder’s job is to stop the ball going any further than them. Children know that the ball must be sent back to the roller/bowler when collected.</p> <p>Skills – I can roll a ball in a straight line. I can work as a team. I can make sensible decisions to support my teams play.</p> <p>Warm up – Teacher’s choice</p> <p>Main activity – Game of football rounders. Set up cones for roller and kicker. Then have a small box of cones (4 bases) for children to run around.</p> <p>Recap rules first. Encourage children to improve on last week’s performance by</p>

	<p>catching with a beanbag. Children throw the object just above their heads at first and practise catching it. As they become more confident, they can try throwing it higher. How does using your eyes to track an object as it moves through the air help with catching?</p> <p>Differentiation</p> <p>Increase/Decrease the height of the throw. Can the children steadily increase the height? What becomes harder? Why?</p> <p>Activity 2 – Eights, Fours, Twos</p> <p>Using beanbags, balls - small and large:</p> <ul style="list-style-type: none"> *Children work individually to practise their individual catching skills. *Children should start with a beanbag and if able to complete all the skills competently, they can then move onto using a ball. •Throw the object up in the air and catch it with two hands. •Throw the object up in the air, clap and then catch it with two hands. •Throw and catch the object with two hands while walking slowly or moving side to side. •Throw the object up in the air and catch it with their dominant hand; if able to do this consistently, try catching with their non-dominant hand. *Children do each one eight times, four times and then two times. *Depending on time, they could repeat this eight-four-two throwing pattern 		<p>watching the game, moving faster and by sharing the ball when getting it back to the roller.</p> <p>Assessment – Children are able to successfully kick a ball away from their body with force. Children are able to play football rounders with good understanding of the rules.</p> <p>Vocabulary – kick, run, roll, field, pass</p>
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	<p>again. If you are looking at the thrown object, how do you know where to move your hands, for them to be in the correct position to meet the object? Can you clasp the object with two hands?</p> <p>Differentiation Use smaller/bigger pieces of equipment.</p> <p>Cool Down – Teacher’s Choice Knowledge: Children know why it is important to catch. Children know the steps to catch successfully. Children know why using 2-hands to catch is easier than 1.</p> <p>Skills: Children can track an object with my eyes. Children can move my hands into the correct position. Children can catch an object with two hands.</p> <p>Assessment: Children are able to confidently catch an object that they have thrown with the correct technique.</p> <p>Vocabulary: Aim, ball, beanbag, throw, catch, two handed, roll, track, underarm.</p>		
	<p>Lesson 4 I know how to throw and catch with a partner</p> <p>Warm Up – Teacher’s Choice Main Teaching – Begin the lesson by recapping that children’s throwing skills (Lesson 2) and their catching skills (Lesson 3). Discuss the importance of being able to use these skills not just individually but also in a team as many sports involving these skills are team based. Take some examples.</p>	<p>Lesson 4 I understand how to jump safely over a variety of different equipment</p> <p>Knowledge: Children know how to jump over hurdles with control. Children know how to speed d bounce over a skipping rope with fluency. Children know how to carefully jump through an agility ladder.</p> <p>Assessment. Children are able to successfully negotiate their way through a range of jumping equipment.</p>	<p>Lesson 4</p> <p>Rounders– I can strike a ball away from my body.</p> <p>Knowledge - Children know that bowling is an under-arm action. Children know that striking a ball with a bat requires force and accuracy.</p> <p>Skills – I can bowl a ball using an under-arm throw. I can accurately bowl a ball into an open space/a target area.</p>

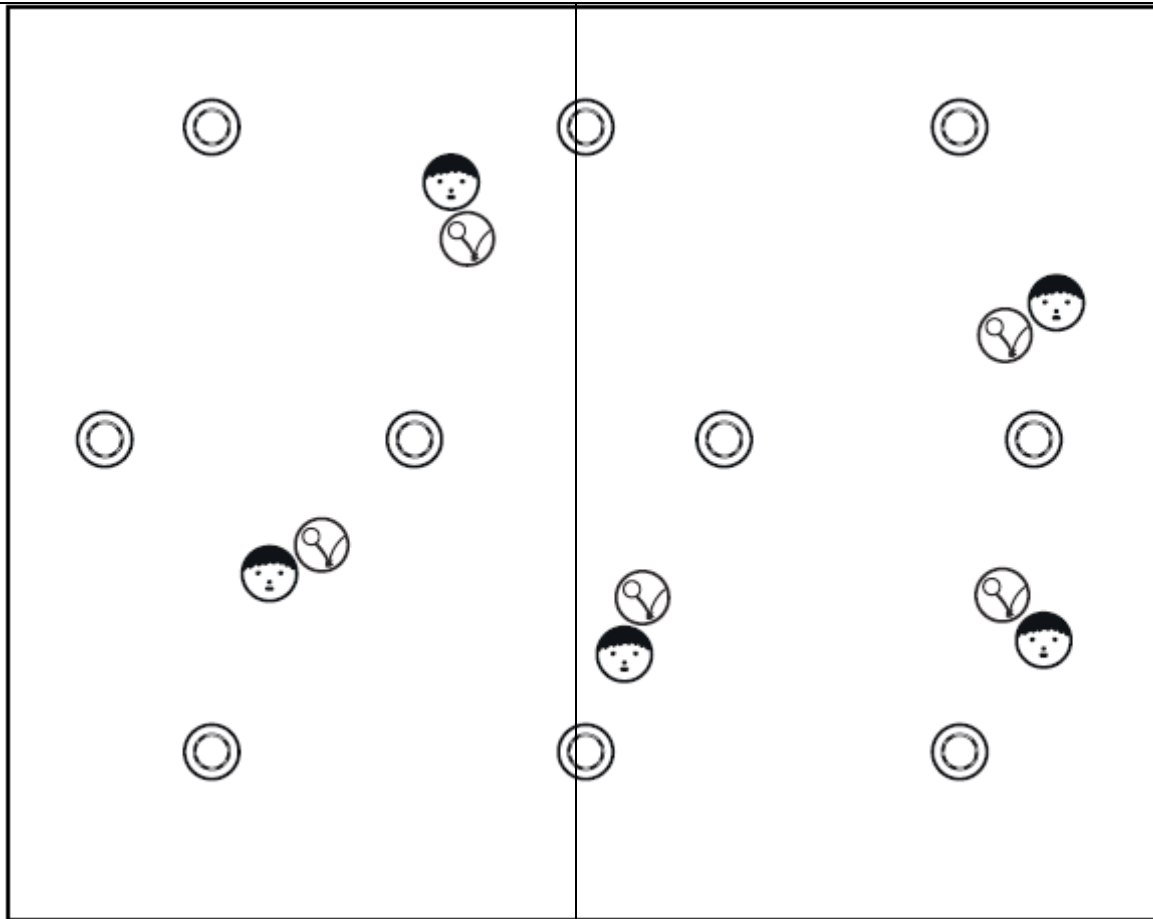
	<p>Activity 1 – Coordination Using beanbags: *Explain that coordination is the ability to move different parts of your body at the same time, as well as being able to work successfully with a partner. Today's lesson requires children to show both forms of coordination. *Try this quick activity to develop coordination:</p> <ul style="list-style-type: none"> •Children work in pairs. •Each child balances a beanbag on their head as they face each other. •Each child lifts one leg so they are standing on one leg. •While standing on one leg, each child takes their beanbag off their head and swaps it with their partner, placing their partner's beanbag on their own head. <p>*This activity requires the coordination to move different body parts at the same time while maintaining balance, as well as coordinating with their partner to swap beanbags. *This activity could be repeated if you wish, swapping partners or balancing beanbags on different body parts.</p> <p>Activity 2 – Catching with a partner Using beanbags, balls: *Explain that we are now going to learn how to throw and catch an object with a partner. Can you throw an object accurately so that someone else can catch it?</p>	<p>Vocabulary: agility ladder, bunny hop, hopscotch, hurdles.</p>	<p>I can use a range of equipment (tennis racket, foam hand, cricket bat etc) to hit a ball accurately.</p> <p>Warm up – Teacher's choice Activity 1 – Put children in groups of 6. One at a time, using an under-arm throw, throw a bean bag into a hoop/coned area. Once children have practised, make the target area smaller or further away for further challenge. Activity 2 – Continue practising under-arm throws using tennis balls. In pairs, children will throw their ball aiming for their partners hands that are positioned together ready to catch. Take in turns to throw/catch. Activity 3 – One partner holds a racket/bat of their choice. (Provide a range of equipment sizes/styles) This time, one child throws under-arm and the other attempts to hit it away with the bat. Practise 5 times and swop over.</p> <p>Assessment – Children are able to bowl a ball accurately towards a target. Children are able to successfully hit a ball away from their body using the equipment of their choice.</p> <p>Vocabulary – hit, bowl, aim, under-arm</p>
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	<p>*Remind children of the skills they have learnt in previous lessons, specifically how to throw underarm. Share the Skills Poster: Underarm Throw again and explain that accurate throwing can help a person with catching.</p> <ul style="list-style-type: none"> •Stand on the balls of your feet, feet shoulder-width apart. •Hold your hands out in front, ready to receive the object. •Keep looking at the object and track it with your eyes. •Move your body so that you are in the path of the object. •Cup your hands around the object and bring it in to your chest. <p>*Work in pairs. How does moving your body help you to catch an object that someone has thrown to you?</p> <p>*Stand two metres apart. Throw the object underarm to reach your partner at chest height.</p> <p>Differentiation</p> <p>Children can stand closer together/further apart. Children can throw to the side of their partner so they need to move and catch.</p> <p>Activity 3 – Hot Potato</p> <p>Using beanbags, balls:</p> <p>*Children work in groups of around four to six to practise their throwing and catching skills.</p> <p>*Children stand in a square or circle.</p>		
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	<ul style="list-style-type: none">•One child throws an object to the child next to them, who tries to catch it. The child then throws it on to the child next to them for them to catch it, and so on.•Once the object has gone round the circle three times, the children should try to speed up their throwing and catching.•Tell the children to imagine the object is a hot potato and that they need to pass it on as quickly as possible!•Make sure they know they should still use correct throwing and catching techniques. Each time the object is dropped, the direction of the throwing should change, and the children should go once around the circle at normal speed before speeding up again. <p>*Can you throw an object so that someone else can catch it? Can you catch an object someone has thrown to you? Can you catch an object and pass it on quickly?</p> <p>Differentiation Children to stand closer together/further apart. If confident, can they catch with 1 hand?</p> <p>Cool Down – Teacher’s Choice Knowledge: Children know how to throw accurately to a partner. Children know how to make it easier for a partner to catch. Children know the correct technique for throwing and catching. Skills: Children can throw an object accurately so that someone else can catch it. Children can catch an object someone</p>		
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	<p>has thrown to me. Children can catch an object and pass it on quickly.</p> <p>Assessment: Children are able to use either one or two hands, to often catch a ball that someone has thrown.</p> <p>Vocabulary: Ball, beanbag, throw, catch, two handed, receive, underarm, track, aim, coordination.</p>		
	<p>Lesson 5</p> <p>I understand how to bounce a ball and catch it.</p> <p>Warm Up – Teacher’s Choice</p> <p>Main Teaching – Begin the lesson by discussing sometimes it can be hard to catch a ball after it has bounced because it can bounce away in an unexpected direction. Today we will be learning to bounce a ball on the spot, with control, so that you can catch it again after it has bounced.</p> <p>Activity 1 – Roll around the Body</p> <p>Using balls:</p> <p>*Explain that bouncing and catching a ball requires coordination and remind children that this is the ability to make different body parts work together. Practise coordination by rolling a ball around different body parts.</p> <p>*Children sit down on the floor with their legs in front of them and try to carry out the following tasks.</p> <ul style="list-style-type: none"> •Roll a ball all the way around their body using their hands. •Roll the ball around them again and lift their legs to allow the ball to pass under their knees. 	<p>Lesson 5</p> <p>I understand how to combine running, throwing and jumping skills.</p> <p>Knowledge: Children know how to pace themselves over a short distance. Children know how to roll a ball underarm accurately. Children know how to throw and catch with the correct technique.</p> <p>Assessment. Children are able to perform a variety of different challenged involving throwing, catching and running.</p> <p>Vocabulary: catching, throwing, underarm, pace, accuracy, agility.</p>	<p>Lesson 5</p> <p>Rounders – I can play a simple game of Rounders. I understand the role of a fielder.</p> <p>Knowledge - Children know that bowling is an under-arm action. Children know that striking a ball with a bat requires force and accuracy.</p> <p>Skills – I can bowl a ball using an under-arm throw. I can accurately bowl a ball into an open space/a target area.</p> <p>I can use a range of equipment (tennis racket, foam hand, cricket bat etc) to hit a ball accurately.</p> <p>Warm up – Teacher’s choice</p> <p>Activity 1 – Children are put into groups of 6 (3 on each side) Front child throws the ball to the other side and joins the back of their line. The other side receive the ball, throws it back and joins the back of their</p>

	<p>Activity 2 – Bouncing the Ball Using balls: *Explain that we are now going to learn how to bounce a ball on the spot and catch it. How do you control how high the ball bounces back up to you? Why do you need to track the ball when you bounce it? Share the Skills Poster: Bouncing a Ball and carry out the suggested steps to practise this skill, which are explained in detail on the skills poster.</p> <ul style="list-style-type: none"> •Hold the ball with both hands at chest height. •Focus on a spot on the ground where you want the ball to bounce. •Push the ball down towards the spot on the ground, using the amount of force you think you need. •Track the ball with your eyes as it bounces up. •Use both hands to catch the ball around waist height as it bounces back up to you. <p>*Allow children time to practise bouncing and catching their ball. They can experiment with bouncing it and catching it at different heights, such as knee height, waist height or chest height, and with how they push the ball with their fingers. *How does changing how hard you push the ball affect the bounce? If you change the way you push the ball with your fingers, what happens?</p> <p>Differentiation Using different sized balls. Can you bounce the ball more than once before catching it?</p> <p>Activity 3 – Bouncing in Hoops</p>		<p>line. Then repeat with hitting the ball using their suitable piece of equipment.</p> <p>Activity 2 – Game of rounders. Set up cones for bowler and kicker. Then have a small box of cones (4 bases) for children to run around.</p> <p>Explain rules: One half bat, the other half field. Fielders spread out and have a bowler. They only run to get the ball when adult says go. When the ball is collected it needs to be sent back to the bowler. If the bowler receives the ball before the batter gets around all 4 bases the one batting is out. The batting team have one person batting at a time. When the ball is thrown at them, they must hit it as far away as they can and when the adult says go, they run around the outside of the 4 bases. If they get back before the ball gets to the bowler, they have earned a point for their team. Encourage fielders to spread out and only go for the ball if they are the closest. Let the ball stop after it has been hit before saying go to give everyone a chance to move.</p> <p>Assessment – Children are able to bowl a ball accurately towards a target. Children are able to successfully hit a ball away from their body.</p> <p>Vocabulary – bowl, bat, field, hit</p>
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Using hoops, balls:

*Lay out hoops around the space, as shown on the Area Plan: Bouncing in Hoops. Children move around the space while holding their ball. When they reach a hoop, they should stop, bounce the ball in the hoop, catch it and move on.

*Add a fun and competitive element to the activity by awarding children a point for each successful bounce and catch within a hoop.

*How do you control how high the ball bounces back up to you? Why do you need to

	<p>track the ball when you bounce it? How does changing how hard you push the ball affect the bounce? If you change the way you push the ball with your fingers, what happens?</p> <p>Cool Down – Teacher’s Choice</p> <p>Knowledge: Children know how to control a bounce. Children know how to move and catch a bouncing ball. Children know why controlling a bounce is important.</p> <p>Skills: Children can bounce a ball on the floor and catch it. Children can bounce a ball at a target and catch it.</p> <p>Assessment: Children are able to use one or two hands to bounce a ball on the floor or at a target on the floor and catch it.</p> <p>Vocabulary: Ball, beanbag, bounce, catch, coordination, receive, roll, two handed, underarm.</p>		
	<p>Lesson 6</p> <p>I understand how to throw, catch and bounce in combination.</p> <p>Warm Up – Teacher’s Choice</p> <p>Main Teaching – Discuss with the children all of the skills they have learnt this term. Recap the steps for throwing, catching and bouncing.</p> <p>Activity 1 – Underarm Throw</p> <p>Using beanbags, cones or skittles, hoops:</p> <p>*Allow children a brief time to recap this skill. What is the technique for throwing an object underarm? *Can you use an underarm throw to aim an object in a certain direction?</p> <p>•Look at your target and hold the object in one hand.</p>	<p>Lesson 6</p> <p>I understand how to combine running, throwing and jumping skills.</p> <p>Knowledge: Children know how to balance their bodies on a space hopper. Children know how to perform the hopscotch and jump over hurdles. Children know how to throw a ball with power to hit a target.</p> <p>Assessment. Children are able to compete in a carousel of challenges and show the correct technique for throwing, running and jumping.</p> <p>Vocabulary: space hopper, balance, power, agility, underarm, hurdles, hopscotch.</p>	<p>Lesson 6</p> <p>Rounders – I can play a simple game of Rounders. I understand the role of a fielder.</p> <p>Knowledge - Children know that bowling is an under-arm action. Children know that striking a ball with a bat requires force and accuracy. Children know that</p> <p>Skills – I can bowl a ball using an under-arm throw. I can accurately bowl a ball into an open space/a target area.</p> <p>I can use a range of equipment (tennis racket, foam hand, cricket bat etc) to hit a ball accurately.</p>

- Swing your arm backwards.
- Put one foot in front of the other and swing your arm forwards.
- Let go of the object when it is level with your waist.

Skills Practice:

- *Find a partner.
- *Take it in turns to use an underarm throw to throw a beanbag at a skittle or a cone.
- *Take it in turns to use an underarm throw to throw a beanbag into a hoop.

Activity 2 – Catching with a Partner

Using beanbags, balls:

- *Allow children a brief time to recap this skill. Can you throw an object accurately so that someone else can catch it? How does using your eyes to track an object as it moves through the air help with catching? Moving your feet is important when catching an object. Why might you need to do this?
- *Share the Skills Poster: Catching with a Partner and carry out the suggested steps to practise this skill, which are explained in detail on the skills poster.
- Stand on the balls of your feet, feet shoulder-width apart.
- Hold your hands out in front, ready to receive the object.
- Keep looking at the object and track it with your eyes.
- Move your body so that you are in the path of the object.

Warm up – Teacher's choice

Main activity – Game of Rounders. Set up cones for roller and kicker. Then have a small box of cones (4 bases) for children to run around.

Recap rules first. Encourage children to improve on last week's performance by watching the game, moving faster and by sharing the ball when getting it back to the bowler.

Assessment – Children are able to bowl a ball accurately towards a target. Children are able to successfully hit a ball away from their body.

Vocabulary – bowl, bat, field, hit

• Cup your hands around the object and bring it in to your chest.

Skills Practice:

*Work in pairs.

*Stand two metres apart. Throw the object underarm to reach your partner at chest height.

Activity 3 – Bouncing a Ball

Using balls:

*Allow children a brief time to recap this skill. Why do you need to track the ball when you bounce it? How does changing how hard you push the ball affect the bounce?

•Hold the ball with both hands at chest height.

•Focus on a spot on the ground where you want the ball to bounce.

•Push the ball down towards the spot on the ground, using the amount of force you think you need.

•Track the ball with your eyes as it bounces up.

•Use both hands to catch the ball around waist height as it bounces back up to you.

Skills Practice:

*Allow children time to practise bouncing and catching their ball. They can experiment with bouncing it from and catching it at different heights, such as knee height, waist height or chest height, and with how they push the ball with their fingers.

Activity 4 – Skills Carousel

Using hoops, beanbags, cones, balls:

*Set up two of each station, as shown in the Area Plan: Skills Carousel. Place children into groups of six. Children move around the carousel, visiting stations one to three once. You can place the Throwing and Catching Station Cards at each station to remind children of what to do.

Station 1: Throwing Underarm

Children throw a ball or beanbag underarm into a series of three hoops.

Station 2: Person in the Middle

Children play Piggy in the Middle to practise throwing and catching with a partner.

Station 3: Bouncing and Catching a Ball

*Children walk along a line of cones, carrying a ball. *At each cone, they stop, bounce their ball and then catch it as it bounces up.

*Can you use an underarm throw to aim an object in a certain direction? Can you throw an object accurately so that someone else can catch it? *Moving your feet is important when catching an object. Why might you need to do this? Why do you need to track the ball when you bounce it? How does changing how hard you push the ball affect the bounce?

Cool Down – Teacher’s Choice

Knowledge: Children know how to apply their catching skills in games. Children know how to apply their throwing skills in

	<p>games. Children know how to apply their bouncing skills in games.</p> <p>Skills: Children can throw an object underarm. Children can catch an object. Children can bounce a ball on the spot.</p> <p>Assessment: Children are able to throw with a high degree of accuracy. Children are able to catch with one or two hands that someone has thrown to them. Children are able to bounce a ball with two hands and catch it.</p> <p>Vocabulary: Aim, ball, beanbag, bounce, catch, coordination, roll, throw, underarm.</p>		
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Music

Rationale for how music is organised (including technical, constructive and expressive knowledge and skills as well as how music is sequenced):			
<p>Music and singing are a vital part of our curriculum here at Swingate and we adapt our lessons from the Sparkyard Music Curriculum to suit the needs of our pupils. Our music curriculum provides the children with a skills-based approach where musical concepts and themes are developed and revisited across the year groups to ensure progression and the ability to build on knowledge and understanding which will therefore contribute towards academic success in well-rounded individuals.</p> <p>Our music curriculum builds on prior learning to help consolidate it. We aim for children to improve their singing and ability to play a range of instruments; including drums, xylophones, recorders and keyboards. We also strive for them to leave us with a strong understanding of the different elements of music; such as pitch, dynamics and tempo as well as the opportunity to compose, perform and appraise. Our overarching goal is to foster a lasting love and enjoyment of music.</p>			
Medium Term Plans (knowledge, skills, vocabulary and concepts):			
Year Group	Composite 1	Composite 2	Composite 3
1	Move to the Beat – Exploring Pulse and Rhythm	High and Low – Exploring Pitch	Exploring Sounds

2	Time to Play	Patterns with Pitch	Musical Moods and Pictures	
3	Hear it, Play it! Exploring Rhythmic Patterns	Play, Notate!	Painting Pictures with Sound	
4	Playing with Rhythm	Melody Builders	Musical Contrasts	
5	Rhythm Builders	Song Ingredients	Music and Words	
6	We've got Rhythm - Rhythmic Devices and Structure	Musical Effects and Moods	Celebrating Songs	

YEAR 6 MUSIC MEDIUM TERM PLAN			
Year 6 skills (I can)	I understand...	I understand...	I understand...
Skills I can maintain a role in an ensemble. I can maintain a steady pulse. I can perform rhythmic patterns accurately. I can recognise the duration of	Knowledge: I know that pulse is a steady beat. I know that crotchets are worth one beat. I know that two quavers are worth one beat. I know that a time signature is how many beats in a bar. I know pulse is a steady beat whereas rhythm is a pattern of notes. I know I can say words or phrases in my head to help me play a rhythm. I know the difference between a crotchet, quaver and triplet.	Knowledge: I know that a graphic score is a way of interpreting music through pictures and symbols. I know that staccato is spiky and legato is smooth. I know what discord is. I know what unity is. I know how to play a scale in C. I know how to find two notes which create unity. I know how to find two notes which create discord. I know what harmony is. I know crotchet, quaver, minim, triplet and a rest note length.	Knowledge: I know that musical theatre is a genre of music. I know that $\frac{3}{4}$ time means there are 3 crotchet beats in a bar. I know that dynamics are how loud. I know that timbre is the sound an instrument makes. I know that tempo is the speed of music. I know that films have music in them. I know different components of a song.

<p>quavers, crotchets and triplets. I can compose and perform rhythms accurately and in time. I can play three different tones on an African drum. I can play a rhythmic ostinato on a drum. I can perform polyrhythms accurately and in time as part of a group. I can perform rhythms accurately. I can compose cup and body percussion rhythms with rhythmic notation. I can play a simple tune on a xylophone or glockenspiel. I can use my knowledge of the song to</p>	<p>I know I can represent my compositions in different ways. I know an ostinato is a short, repeating pattern. I know that a djembe is a type of African drum. I know that Call and Response is a type of African Drumming where you copy the leader's pattern. I know that rhythm is a pattern of notes. I know that polyrhythms are when multiple different rhythms are played at the same time. I know there are different ways of making a sound on a drum (finger tap, hand slap, hand cupped). I know that body percussion is using your body to create noises. I know that crotchets are 1 beat, 2 quavers are 1 beat and 3 triplets are 1 beat. I know that a rest is a pause in music. I know that a time signature is how many beats in a bar. I know the value of different notes.</p> <p>Lesson 1 – I understand that some music is in a 4/4 time signature. Knowledge – I know that pulse is a steady beat. I know that crotchets are worth one beat. I know that two quavers are worth one beat. I know that a time signature is how many beats in a bar. Skills – I can maintain a role in an ensemble. I can maintain a steady pulse. I can perform rhythmic patterns accurately. <i>Practice different rhythms whilst keeping the beat.</i></p>	<p>I know a staff is what you read the notes on. I know how to read the notes. I know how to play some of the notes on a recorder. I know that a staff are the lines that notes are recorded on. I know the value of different notes. I know which note sits where on the staff. I know what a time signature is. I know ascending is when notes rise. I know descending is when they go down. I know that a graphic score is the representation of music through pictures and symbols.</p> <p>Lesson 1 – I understand how to improvise and explore vocal and instrument effects. Knowledge – I know that a graphic score is a way of interpreting music through pictures and symbols. I know that staccato is spiky and legato is smooth. Skills – I can experiment with vocal sounds. I can vary pitch, articulation, timbre and dynamics. I can follow a graphic score. <i>Recap the word pitch (high/low). Show some graphic scores and get the children to sing them. E.g. a flat line which then goes up would be a low consistent note which then gets higher.</i> <i>Give each child a xylophone or glockenspiel. Introduce the words staccato (spiky) and legato (smooth). Children to practice vocally and on the</i></p>	<p>Lesson 1 – I understand that music has similarities and differences. Knowledge – I know that musical theatre is a genre of music. Skills – I can identify key features of musical theatre songs. I can discuss the development of musical theatre. <i>Discuss what musical theatre is. Show some different examples, e.g. Another Op'nin', Another Show (Kiss me Kate), Major General's Song from the Pirates of Penzance, Crazy for you (I got Rhythm) and Joseph and the Amazing Technicolor Dreamcoat – Jacob and Sons/Joseph's Coat. Discuss the similarities and differences. What do they like or not like?</i></p>
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<p>help with the rhythm.</p> <p>I can compose a 2-bar piece of music.</p> <p>I can make sure that the notes in each bar have the correct duration.</p> <p>I can decide what pitch note each will be and try to make sure it sounds nice together.</p>	<div data-bbox="327 100 831 373"> </div> <p><i>Children work in pairs to create their own 4/4 rhythms using cup (tap, hold and pass) rests and claps. Then perform to the class. Introduce crotchet and quaver (crotchet for one thing in one box, quaver for 2).</i></p> <p>Vocabulary – pulse, beat, steady, rhythm, crotchet, quaver, rest, time signature, unison</p> <p>Assessment – Children are able to create their own cone rhythms and perform whilst keeping to a steady 4/4 beat.</p>	<p><i>instruments the two types of notes and discuss the effect it could have. Listen to 2 songs and listen for the staccato and legato notes – Mozart Clarinet Concerto (legato) and Poulenc Villageoises, Staccato. Children to create their own graphic scores and see if their partner can work it out and play it.</i></p> <p>Vocabulary – graphic score, pitch, legato, staccato</p> <p>Assessment – Can children create their own graphic scores to show vocal/instrumental effects?</p>	<p>Vocabulary – musical theatre</p> <p>Assessment – Can they compare and discuss examples of musical theatre from different periods?</p>
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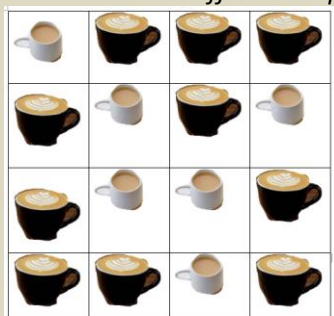
I can experiment with vocal sounds.
 I can vary pitch, articulation, timbre and dynamics.
 I can follow a graphic score.
 I can learn some notes on the recorder.
 I can apply my knowledge of note duration.
 I can learn where notes sit on a stave.
 I can explore harmony and work out which notes sound nice together and which do not.
 I can recognise unity and discord.
 I can play a scale in C.

Lesson 2

I understand how to explore rhythms expressively.

Knowledge – I know pulse is a steady beat whereas rhythm is a pattern of notes. I know I can say words or phrases in my head to help me play a rhythm. I know the difference between a crotchet, quaver and triplet. I know I can represent my compositions in different ways.

Skills – I can recognise the duration of quavers, crotchets and triplets. I can compose and perform rhythms accurately and in time.
Recap crotchet and quaver and practice some rhythms with those in. Remind them of the words tea and coffee to help with the rhythm.



 = tea

 = coffee

Introduce triplet with the word sausages to help keep the rhythm and pulse correct for those notes.

Lesson 2

I understand how to use harmony to create moods and atmosphere.

Knowledge – I know what discord is. I know what unity is. I know how to play a scale in C. I know how to find two notes which create unity. I know how to find two notes which create discord. I know what harmony is.

Skills – I can recognise unity and discord. I can play a scale in C. I can use my knowledge of intervals to find unity and discord.

Give the children a keyboard between 2/3. Discuss a scale and show them a C scale. They can then practice how to play a scale in C.
Then, look at the words discord and unity. Talk about what harmony is and get them to experiment with different note combinations to see which harmonies create discord and unity.

	DISCORD	UNITY
HARMONY	DISSONANT INTERVALS: Two adjacent notes to create a 'clash' e.g. C and D	CONSONANT INTERVALS: Two notes a third apart e.g. C and E
TONALITY	MINOR KEY: play a minor chord (C E ^b G)	MAJOR KEY: Play a major chord (C E G)
TIMBRE	HARD: Strike a metal instrument	WARM: Play a cymbal with a soft beater
	SHARP: Clash cymbals together	GENTLE: Rub claves together
	SCRAPING: Scrape guiro or sand blocks	

Vocabulary – discord, unity, interval, major, minor, scale

Assessment – Can they find some notes which create a harmony suited to different moods?

Lesson 2

I understand that music can be in ¾ time.

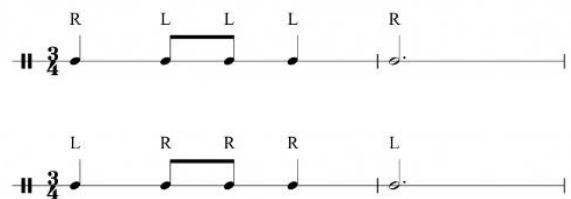
Knowledge – I know that ¾ time means there are 3 crotchet beats in a bar.

Skills – I can perform an instrumental accompaniment in ¾ time. I can perform an ostinato.

Look at a notated 2 bars of music, e.g.



Look at the different notes and practice clapping it.

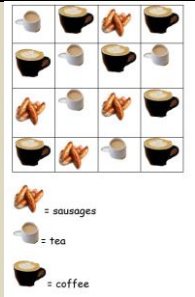


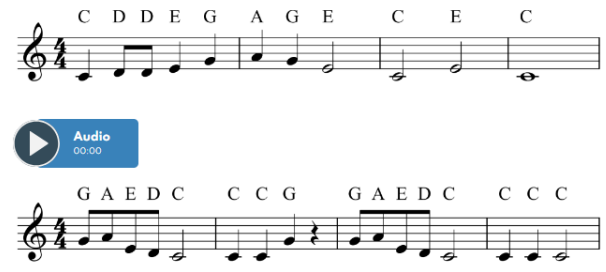
Practice drumming using left and right hands as shown.

Introduce a conductor to direct a group at a time to play it in time with each other.

Vocabulary – ¾ time signature, dotted minim, crotchet, quaver, ostinato, conductor

Assessment – Can they perform a rhythmic ostinato accurately?

<p>I can use my knowledge of intervals to find unity and discord.</p> <p>I can play at least B, A, G on a recorder.</p> <p>I can hold the recorder correctly.</p> <p>I can play a melody on a recorder.</p> <p>I can use my knowledge of different notes to play the rhythm accurately.</p> <p>I can look at the shapes of melodies.</p> <p>I can work out what notes it</p>	<div data-bbox="324 97 517 395">  </div> <p><i>Children write their own compositions with those 3 notes in and then perform either on a drum or clapping their hands. Can they keep to the pulse?</i></p> <p>Vocabulary – pulse, rhythm, beat, crotchet, quaver, triplet, time signature.</p> <p>Assessment – Children are able to copy the teacher rhythms accurately. They can create their own 16 beat rhythms with a range of note types in it and can perform them accurately with the correct duration.</p>		
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<p>could be based on the shape of the melody.</p> <p>I can compose my own melody shape.</p> <p>I can perform a soundscape.</p> <p>I can identify features of a piece of music.</p> <p>I can identify key features of musical theatre songs.</p> <p>I can discuss the development of musical theatre.</p> <p>I can perform an instrumental accompaniment in $\frac{3}{4}$ time.</p> <p>I can perform an ostinato.</p> <p>I can compose and notate music for a short section of film.</p> <p>I can identify how music can be used to create an atmosphere or mood.</p>	<p>Lesson 3</p> <p>I understand how to perform polyrhythms with expression.</p> <p>Knowledge – I know an ostinato is a short, repeating pattern. I know that a djembe is a type of African drum. I know that Call and Response is a type of African Drumming where you copy the leader's pattern. I know that rhythm is a pattern of notes. I know that polyrhythms are when multiple different rhythms are played at the same time. I know there are different ways of making a sound on a drum (finger tap, hand slap, hand cupped).</p> <p>Skills – I can play three different tones on an African drum. I can play a rhythmic ostinato on a drum. I can perform polyrhythms accurately and in time as part of a group.</p> <p><i>Look at videos of a master drummer (they improvise and control the tempo)</i></p> <p><i>Discuss different ways of playing the drum - 1. Fingers together, 2. Hollow hand slap, 3. Flat hand slap. Practice these. Discuss the different timbres made by the different techniques e.g. low or high, soft or hard. Listen to Living and Learning song. Choose 3 phrases from the song as ostinato. "Living and Learning" "Day goes on" "Moving along".</i></p> <p><i>Split class into 3, each has a different ostinato to practice and different drum technique to do it. Practise individually and then can they go together – polyrhythms. E.g</i></p> <ul style="list-style-type: none"> - Ostinato 1 - Ostinato 1 and 2 - Ostinato 1, 2 and 3 <p><i>In groups of 3, can they create 3 ostinatos and perform as polyrhythms?</i></p>	<p>Lesson 3</p> <p>I understand how to apply my knowledge of note duration.</p> <p>Knowledge – I know crotchet, quaver, minim, triplet and a rest note lengths. I know a stave is what you read the notes on. I know how to read the notes. I know how to play some of the notes on a recorder.</p> <p>Skills – I can play at least B, A, G on a recorder. I can hold the recorder correctly. I can play a melody on a recorder. I can use my knowledge of different notes to play the rhythm accurately.</p> <p><i>Give each child a recorder and discuss how to accurately hold it (left hand thumb on back etc). Talk about blowing and breathing techniques – practise saying tu tu tu whilst blowing and don't blow too hard.</i></p> <p><i>Teach them the note B and practice a simple rhythm with that note. Show them where B sits on a stave and then recap different note types to help play the rhythm accurately.</i></p> <p><i>Repeat for A and then G and give them some simple melodies to play for both, again discuss where the note sits on the stave.</i></p> <p>Vocabulary – recorder, notes, crotchets, quavers, minims, stave</p> <p>Assessment – Children to be able to play a simple melody on the recorder using the correct note length – e.g. crotchet for 1 beat etc.</p>	<p>Lesson 3</p> <p>I understand different ways to communicate the meaning of a song.</p> <p>Knowledge – I know that dynamics are how loud. I know that timbre is the sound an instrument makes. I know that tempo is the speed of music.</p> <p>Skills – I can consider different ways to change the meaning of music. I can notate accurately.</p> <p><i>Show a simple motif, e.g.</i></p> <div data-bbox="1585 443 2190 715">  </div> <p><i>How could we change how it is played for different moods? Experiment with dynamics, tempo, timbre etc. to make changes. Then compose their own motif and make changes accordingly.</i></p> <p>Vocabulary – motif, timbre, dynamics, notate</p> <p>Assessment – can they use the inter-related dimensions expressively when composing and performing?</p>
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I can perform
my music
either as a solo
or ensemble.

Vocabulary – ostinato, pulse, rhythm,
compose, perform, djembe, master drummer,
improvise
Assessment – Children know what an ostinato
is. Children can create their own ostinatos and
play them as polyrhythms as part of a group
whilst maintaining their own part.

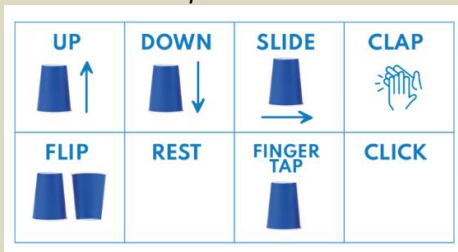
Lesson 4

I understand how to organise rhythmic ideas in a structure.

Knowledge – I know that pulse is a steady beat. I know that body percussion is using your body to create noises. I know that crotchets are 1 beat, 2 quavers are 1 beat and 3 triplets are 1 beat. I know that a rest in a pause in music.

Skills – I can perform rhythms accurately. I can compose cup and body percussion rhythms with rhythmic notation.

Recap pulse. Show the following composition and children to practise it.



Children to make their own in groups.

Children to perform in groups and then layer their performances together – can all the class do their performances in time with the beat?



Then show them this rhythm. Recap what the notes mean. Children to create their own rhythms with crotchets, quavers and triplets to 8 beats. Then practise individually and perform.

Vocabulary – pulse, rhythm, beat, body percussion

Assessment – Children can compose a cup rhythm and perform as a group in unison. Children can create and perform their own rhythms whilst accurately depicting the type of note.

Lesson 4

I understand how to compose a simple melody.

Knowledge – I know that a stave are the lines that notes are recorded on. I know the value of different notes. I know which note sits where on the stave. I know what a time signature is.

Skills – I can correctly compose a melody to my time signature. I can correctly record the notes used on a stave.

Recap the learnt notes on a recorder. Children to compose their own pieces with these notes accurately on a stave. Remind them what a time signature is and look at composing to either $\frac{3}{4}$ or $\frac{4}{4}$. Model how to make sure the correct note duration is in each bar. Discuss how to know which note sits where on the stave (FACE and Every Green Bus Drives Fast).

Vocabulary– stave, crotchet, quaver, minim, rest, triplet, notes

Assessment – Can they compose a simple melody accurately with the correct note duration to match their time signature and notes sitting accurately on the stave to represent pitch of note?

Lesson 4

I understand the structure of music (over a few lessons)

Knowledge – I know that films have music in them.

Skills – I can compose and notate music for a short section of film. I can identify how music can be used to create an atmosphere or mood. I can perform my music either as a solo or ensemble. *Look at some examples of song in films, include silent movies in this. What is the purpose of music in films? In small groups, they need to plan a scene of acting and then the music to accompany it. Recap elements of music covered this year. This lesson, plan the acting involved and what type of mood it will create. Then start thinking about a melody (what instrument?) and rhythmic ostinato to accompany the acting.*

Vocabulary – compose, melody, rhythmic ostinato

Assessment – Can they compose a melody and/or rhythmic ostinato for their short film?

Lesson 5

I understand how to play a xylophone.

Knowledge – I know that rhythm is a pattern of notes.

Skills - I can play a simple tune on a xylophone or glockenspiel. I can use my knowledge of the song to help with the rhythm.

Recap what a rhythm is. Introduce a xylophone and glockenspiel and discuss the difference between the two.

Show them how to play with a beater and give them the notes to a well-known song in 'C' but suitable for the age range e.g., Dance Monkey. Children to use their knowledge of the rhythm of the song to have a go at recreating some of it with just the notes in front of them.

Vocabulary – xylophone, glockenspiel, beater, rhythm

Assessment – Children to be able to play some of the song on a xylophone or glockenspiel and it will be recognisable by the rhythm played.

Lesson 5

I understand how melodies can be shaped.

Knowledge – I know ascending is when notes rise. I know descending is when they go down.

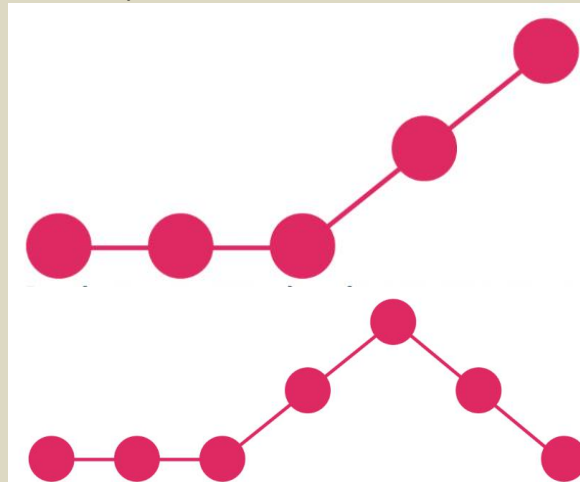
Skills – I can look at the shapes of melodies. I can work out what notes it could be based on the shape of the melody. I can compose my own melody shape.

Discuss exploring the shapes of melodies. Give an example like below. What could it sound like? What notes could you put to it? E.g. e, e, e, f, g

Give children one and let them explore what the notation could be. What sounds nice?

Explore the words ascending and descending.

Let them make up their own melody shape and then get them to notate what it could be. Swap with someone else, can they make a melody up for it? Is it similar to your one?



Challenge – can they play it retrograde (backwards). What does it sound like if you do that?

Vocabulary- melody shape, ascending, descending

Assessment – Children remember what ascending and descending means. They can assign notes to their own melody shape accurately.

Lesson 5

I understand the structure of a song (over a few lessons)

Knowledge – I know that films have music in it.


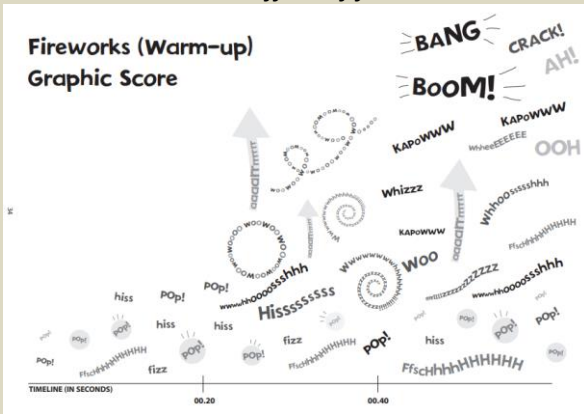
Skills – I can compose and notate music for a short section of film. I can identify how music can be used to create an atmosphere or mood. I can perform my music either as a solo or ensemble.

In small groups, they need to plan a scene of acting and then the music to accompany it. Recap elements of music covered this year. This lesson, plan the acting involved and what type of mood it will create.

Then start thinking about a melody (what instrument?) and rhythmic ostinato to accompany the acting.


Vocabulary – compose, melody, rhythmic ostinato,

Assessment – Can they compose a melody and/or rhythmic ostinato for their short film?

	<p>Lesson 6</p> <p>I understand how to compose with accurate note duration.</p> <p>Knowledge – I know that a time signature is how many beats in a bar. I know the value of different notes.</p> <p>Skills – I can compose a 2-bar piece of music. I can make sure that the notes in each bar have the correct duration. I can decide what pitch note each will be and try to make sure it sounds nice together.</p> <p><i>Recap all skills learnt this term and introduce them to the idea that different notes sit on different lines of a staff. Continue on from the last composition e.g.</i></p>  <p><i>And remind them to use a range of the notes learnt this term (crotchets, quavers, triplets, rests) and how to make sure the correct number are in each bar. The next step is to assign each note with the pitched note e.g a C or A. Get the children to experiment with the melodies – what sounds nice together? Get them to write letters for the notes underneath their rhythms.</i></p> <p>Vocabulary – rhythm, crotchet, quaver, triplet, rest, melody, pitch</p> <p>Assessment – Can they accurately compose a rhythm with the correct number of beats in a bar? Can they assign give each note of the rhythm a corresponding note letter to make it a melodic rhythm?</p>	<p>Lesson 6</p> <p>I understand how to perform a soundscape from a graphic score.</p> <p>Knowledge – I know that a graphic score is the representation of music through pictures and symbols.</p> <p>Skills – I can perform a soundscape. I can identify features of a piece of music.</p> <p><i>Listen to Tchaikovsky's 1812 Overture and discuss the features.</i></p> <p><i>Experiment with different vocal and instrumental sounds to create the effect of fireworks.</i></p>  <p><i>Look at the above graphic score. How could we play it? What dimensions of music are there?</i></p> <p><i>Children to create their own graphic score and perform it.</i></p> <p>Vocabulary – timbre, pitch, dynamics, graphic score</p> <p>Assessment – Can they follow graphic notation?</p>	<p>Lesson 6</p> <p>I understand the structure of a song (over a few lessons)</p> <p>Knowledge – I know the different components of songs. I know that films have music in it.</p> <p>Skills – I can compose and notate music for a short section of film. I can identify how music can be used to create an atmosphere or mood. I can perform my music either as a solo or ensemble.</p> <p><i>Recap skills learnt this term. Perform their music for their films and share these.</i></p> <p>Vocabulary – compose, melody, rhythmic ostinato,</p> <p>Assessment – Can they perform their song showing the different elements of music they have learnt?</p>
<p>Year 6 Subject Vocabulary (I use)</p>	<p>Year 6 composite vocabulary (I use):</p> <p>Rhythm, ostinato, pulse, beat, compose, perform, xylophone, drum, glockenspiel, time signature, crotchet, crotchet rest, quaver, triplet, djembe, master drummer, improvise, unison, synchronisation.</p>	<p>Year 6 composite vocabulary (I use):</p> <p>Recorder, melody, harmony, ascending, descending, unity, discord, scale, stave, interval, pitch, graphic score, staccato, legato, chorus, verse, backing, rhythm, melody shape, crotchet, triplet, quaver, rest, minim, notes, major, minor, timbre, dynamics</p>	<p>Year 6 composite vocabulary (I use):</p> <p>Musical theatre, $\frac{3}{4}$ time signature, dotted minim, crotchet, quaver, ostinato, conductor, motif, timbre, dynamics, notate, motif, timbre, dynamics, notate, compose, melody, rhythmic ostinato,</p>

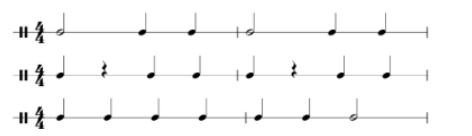
YEAR 5 MUSIC MEDIUM TERM PLAN

Year 5 skills (I can)	I understand...	I understand...	I understand...
<p>I can perform accurately.</p> <p>I can identify note values.</p> <p>I can follow rhythmic notations.</p> <p>I can use my knowledge of note values to play different rhythms accurately.</p> <p>I can play a rhythmic motif.</p> <p>I can vary my playing to change the mood.</p> <p>I can make changes to tempo, dynamics and</p>	<p>Knowledge:</p> <p>I know what a crotchet and quaver is.</p> <p>I know what a rest is.</p> <p>I know the duration of those notes are.</p> <p>I know percussion are untuned instruments such as drums, claves and bells.</p> <p>I know tempo is the speed of music.</p> <p>I know pitch is how high or low.</p> <p>I know articulation is spiky or smooth.</p> <p>I know dynamics are loud and soft.</p> <p>I know timbre is the quality of sound.</p> <p>I know rhythm is a pattern of notes.</p> <p>I know time signature is how many beats in a bar.</p> <p>I know pulse is the beat.</p> <p>I know the duration of crotchets (1 note = 1 beat) and quavers (half a beat).</p> <p>I know structure is how music is organised.</p> <p>I know layers are when you layer music on top of each other.</p> <p>I know that polyrhythms are multiple rhythms played at the same time.</p>	<p>Knowledge:</p> <p>I know how to identify scalar patterns.</p> <p>I know that a round is where more than one person plays a piece of music but starts at a different time.</p> <p>I know that call and response is a question and answer in music.</p> <p>I know that improvise means to make something up on the spot.</p> <p>I know that tempo is the speed.</p> <p>I know that pitch is how high.</p> <p>I know that dynamics are how loud.</p> <p>I know that texture is the layers.</p> <p>I know the structure is how a piece is ordered.</p> <p>I know that an accompaniment goes alongside a melody or a rhythm.</p>	<p>Knowledge:</p> <p>I know that layered songs are when two or melodies sit on top of each other.</p> <p>I know that major tends to leave a happy feel and minor a sad one.</p> <p>I know that an interval is the gap between the two notes played.</p> <p>I know that a melody is a tune. I know that a drone is a long, sustained note or chord.</p> <p>I know that body percussion is when we use parts of our body to make sounds.</p> <p>I know that call and response is a musical conversation.</p>

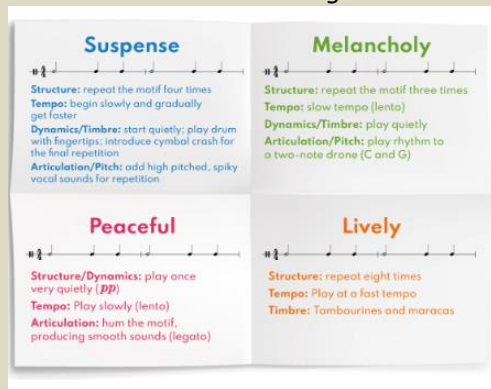
<p>articulation to change a mood.</p> <p>I can experiment with rhythmic texture.</p> <p>I can perform rhythms accurately.</p> <p>I can maintain an independent part in an ensemble.</p> <p>I can create graphic notation.</p> <p>I can change the rhythmic texture.</p> <p>I can perform polyrhythms accurately and in time with others.</p> <p>I can compose simple melodies.</p> <p>I can notate melodies using informal and standard notation.</p> <p>I can play a round.</p>	<p>Lesson 1</p> <p>I understand how to perform rhythms accurately and in time as an ensemble.</p> <p>Knowledge - I know what a crotchet and quaver is. I know what a rest is. I know the duration of those notes are.</p> <p>Skills – I can perform accurately. I can identify note values. I can follow rhythmic notations.</p> <p><i>Discuss the difference between crotchets and quavers and what they look like. Show them the following rhythm in 4/4 (discuss what that means):</i></p>  <p><i>Practice the rhythm.</i></p> <p><i>Say that sometimes rhythms can be in $\frac{3}{4}$ time.</i></p> <p><i>Practice doing that with an emphasis on beat one, e.g. clap, click, click, clap, click, click.</i></p> <p><i>Watch Basque dance the broom dance. Give everyone claves or pencils etc and get them to choreograph a simple noodle dance to either 4/4 or $\frac{3}{4}$ time signature. E.G:</i></p> <ul style="list-style-type: none"> ■ Tap the noodle on the floor, chair or table ■ Hold the noodle in one hand and tap it on the open palm of the other hand ■ Tap your partner's noodle ■ Hold the noodle high in the air 	<p>Lesson 1</p> <p>I understand how to create a scalic pattern.</p> <p>Knowledge – I know that a scale is a series of 8 adjacent notes.</p> <p>Skills – I can compose simple melodies. I can notate melodies using informal and standard notation.</p> <p><i>Show the C Major scale using letter names and standard notation. Explain that the notes can be placed on all the lines and spaces on a stave. The higher the note is positioned, the higher the pitch. Use tuned percussion to practice playing the scale. Look at the letters in a C scale – what words can we make from it? E.g. egg, café, badge cabbage. Children to choose at least 2 words to create a simple melody – either write the letters or challenge to write on a staff. Practice playing their melodies and then performing them.</i></p> <p>Vocabulary – scalic, scale, C major, stave, staff, treble clef, melody, rhythm, tempo,</p> <p>Assessment – Can they identify scale passages? Can they play a scale with accurate pitch? Can they compose and notate a simple melody using staff and/ or letter notation?</p>	<p>Lesson 1</p> <p>I understand how to create harmony.</p> <p>Knowledge – I know that layered songs are when two or melodies sit on top of each other.</p> <p>Skills – I can play a song in parts.</p> <p><i>Discuss what harmonies are and show examples. Choose a simple song and teach the children two different parts to layer together. In partners, children to each learn 1 part and play in unison, creating harmony.</i></p> <p>Vocabulary – unison, harmony</p> <p>Assessment – Can they perform in unison, maintaining accurate timing?</p>
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I can perform a call and response.
I can play an instrumental response on pitched percussion.
I can improvise over four beats.
I can create and perform from a graphic score.

Vocabulary - 4/4, beat, time signature, rhythm, crotchet, quaver, rest
Assessment - Can they begin to recognise different time signatures? Can they play in time?

<p>I can identify how music can be used to create an atmosphere or mood.</p> <p>I can play a melody to accompany a song.</p> <p>I can play a song in parts.</p> <p>I can hear the difference between major and minor.</p> <p>I can compose a short pentatonic melody above a drone.</p> <p>I can develop ensemble skills.</p> <p>I can improvise sounds to a four-beat pulse.</p> <p>I can play call and response rhythms.</p>	<p>Lesson 2</p> <p>I understand how to play percussion with changes in tempo, articulation, dynamics, pitch and timbre.</p> <p>Knowledge – I know that percussion is untuned instruments such as drums, claves and bells. I know that tempo is the speed of music. I know that pitch is how high or low. I know that articulation is spiky or smooth. I know that dynamics are loud and soft. I know that timbre is the quality of sound.</p> <p>Skills - I can use my knowledge of note values to play different rhythms accurately. I can play a rhythmic motif. I can vary my playing to change the mood. I can make changes to tempo, dynamics and articulation to change a mood.</p> <p><i>Listen to different rhythmic motifs, e.g. the first movement of Beethoven's symphony no. 5, Deep Purple smoke on the water (pop) and Hedwig's theme (film score). Class to raise their hand every time they hear the rhythmic motif. Show the class some simple rhythmic motifs.</i></p>  <p><i>Choose one of the rhythms and make sure the class knows it well, e.g. clap it or use claves. Discuss the value of each of the notes. Use the chosen rhythm motif as a starting point for a composition. Discuss how repeating it over again could be dull so we need to add variety. As a class, explore the inter-related dimensions of music to vary how played, e.g. dynamics and tempo. Vary instruments too to make a change.</i></p>	<p>Lesson 2</p> <p>I understand what a round is.</p> <p>Knowledge – I know that a round is where more than one person plays a piece of music but starts at a different time.</p> <p>Skills – I can play a round.</p> <p><i>Discuss what a round is and show some examples of rounds. Choose a simple melody, e.g. Frere Jacques. Children to learn the melody and practice it. Then have a go at putting it as a round.</i></p> <p>Vocabulary – round</p> <p>Assessment – Can they perform a piece of music as a round?</p>	<p>Lesson 2</p> <p>I understand the difference between major and minor scales.</p> <p>Knowledge – I know that major tends to leave a happy feel and minor a sad one.</p> <p>Skills – I can hear the difference between major and minor.</p> <p><i>Listen to the song Harmony. The last words are sung in a three-part harmony. Show a C major scale and practice playing it. Discuss what a triad is and practice playing some. Show the difference between a major and minor chord. Can they recognise some differences between them? In partners, children to play some triads and the other to identify if major or minor.</i></p> <p>Vocabulary – major, minor, scale, triad</p> <p>Assessment – Can they recognise the difference between major and minor?</p>
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Create groups of approx. 6 children. Get them to think of 4 different moods (split paper into 4) to reflect different moods e.g. suspense, lively, melancholic, peaceful. Can they use the instruments and perform the motif to reflect that? E.g. sad would be slow tempo etc. Record ideas under each e.g.



Each group to perform, can others work out what their word might be for the mood?

Vocabulary: mood, minim, dynamics, articulation, pitch, structure, rhythm, pulse, timbre, tempo

Assessment: Can they vary the tempo, timbre and dynamics? Can they play simple rhythms from notation?

Lesson 3

I understand how to perform rhythms accurately.

Knowledge – I know that rhythm is a pattern of notes. I know that a time signature is how many beats in a bar. I know that pulse is the beat. I know that crotchets are worth 1 beat and quavers are worth half a beat. I know that tempo is the speed. I know that dynamics are how loud. I know that forte means loud and piano means quiet. I know that unison means synchronised.

Skills - I can experiment with rhythmic texture. I can perform rhythms accurately. I can maintain an independent part in an ensemble. *Practice counting the beat to establish a steady pulse. Then show some rhythmic patterns on a grid and practice clapping them.*

1	2	3	4	5	6
CLAP 				CLAP 	

Discuss the use of the crotchet beat for the claps. Introduce a second rhythm and discuss the addition of the quavers.

1	2	3	4	5	6
CLAP 			CLAP 	CLAP CLAP 	

Split the class in half and get 1 half to play rhythm 1 and 1 half to play rhythm 2. Split into pairs and give each child a rhythm grid. They both need to compose their own rhythms and then perform them in time with each other whilst maintaining their own part to the pulse.

Lesson 3

















I understand how to perform a call and response rhythm.

Knowledge – I know that call and response is a question and answer in music.

Skills – I can perform a call and response.

Discuss what call and response is and watch some examples.

Show an example of a call and response:

1 CLAP 	2 CLICK 	3 CLICK 	4 CLICK 	1 REST 	2 REST 	3 REST 	4 REST 
1 CLAP 	2 CLICK 	3 CLICK 	4 CLICK 	1 REST 	2 REST 	3 REST 	4 REST 

Encourage them to keep it to the pulse.

Then, see if they can create their own call and response rhythms to perform.

Vocabulary – call and response

Assessment – Can they perform rhythms accurately?

Can they perform a call and response?

Lesson 3

I understand how to identify and play musical intervals.

Knowledge – I know that an interval is the gap between the two notes played.

Skills – I can hear the difference between intervals. I can play some musical intervals. I can begin to recognise intervals that are consonant or dissonant. *Discuss what an interval is in music.*

Children to choose 2 notes to play together. How do they sound? Discuss consonant and dissonant. Children to investigate and find different intervals and record whether they are consonant or dissonant ones.

Vocabulary – interval, consonant, dissonant, notes, major, minor

Assessment – Can they identify the difference between intervals? Can they recognise intervals as consonant or dissonant?

	<p>Assessment - Can they keep in time with each other whilst playing their individual parts?</p> <p>Vocabulary - beat, pulse, pattern, crotchet, quaver, tempo, dynamics, forte, piano, unison, polyrhythmic.</p>		
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Lesson 4

I understand how to experiment with rhythmic texture.

Knowledge – I know that crotchets are worth 1 beat and quavers are $\frac{1}{2}$ beat. I know that rest means nothing played.

Skills - I can create graphic notation. I can change the rhythmic texture.

Create a rhythm grid on the board, e.g.

1	2	3	4
	X	XX	X
X	X		X

Split the class into 2 and get half to play the first line and half to play the second line. Then show them in using the correct notation of notes. E.g.

1	2	3	4
			
			

In groups, they can create their own rhythm grid. As a group, they need to practice it on an instrument. Encourage synchronicity and keeping to the beat. After practice, join another group. Can they both play their rhythms at the same time, maintaining their part?

Assessment - *Can they both play their rhythms at the same time, maintaining their part?*

Vocabulary - Rhythm, beat, pulse, crotchet, quaver, tempo.

Lesson 4

I understand what it means to improvise.

Knowledge – I know that improvise means to make something up on the spot.

Skills – I can play an instrumental response on pitched percussion. I can improvise over four beats.

Provide some tuned instruments. Write the first 5 notes of a G major scale – G, A, B, C, D.

Ask all the children to repeat a steady 4 beat body percussion pattern of pat, clap, pat, clap.

Everyone continues the 4-beat body percussion whilst one child takes it in turn to improvise using the above notes. Then have some children providing the 4-beat body percussion whilst the rest take it in turns to improvise with a call and response using the above notes.

Vocabulary – improvisation, scale, tempo, melody, call and response

Assessment – Can they improvise simple melodies?
Can they listen and respond?

Lesson 4

I understand the difference between a drone and a melody.

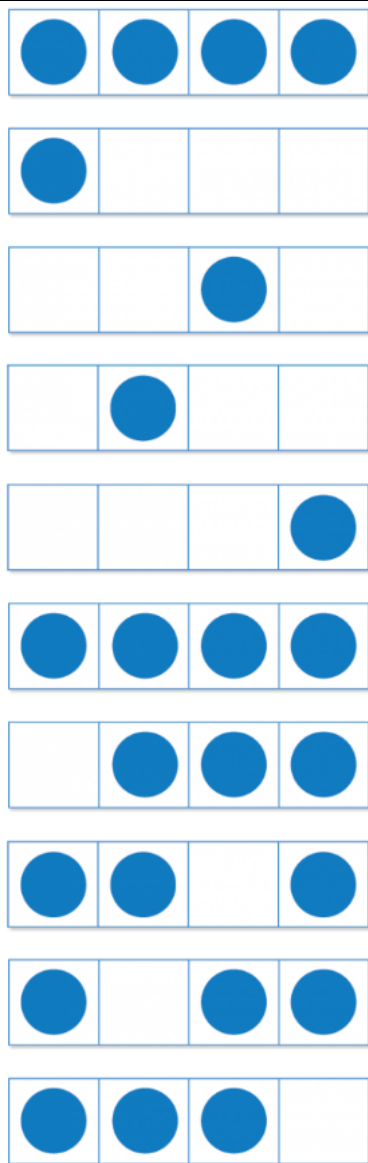
Knowledge – I know that a melody is a tune. I know that a drone is a long, sustained note or chord.

Skills – I can compose a short pentatonic melody above a drone.

Vocabulary – drone, melody, tune

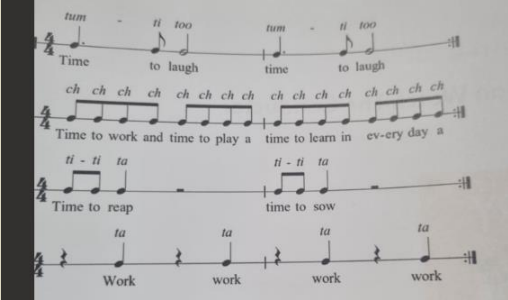
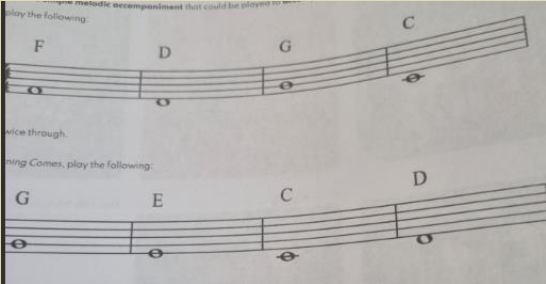
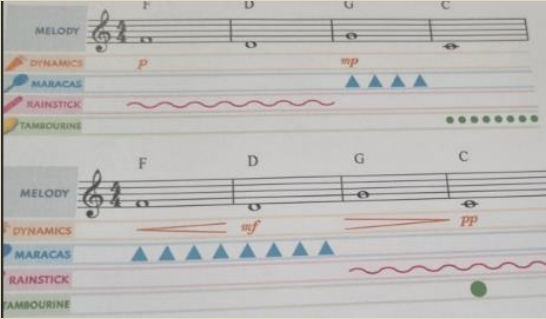
Assessment – Can they improvise melodies over a drone?

	<p>Lesson 5</p> <p>I understand how to experiment with the structure of music.</p> <p>Knowledge – I know structure is how music is organised. I know that layers are when you layer music on top of each other.</p> <p>Skills - I can experiment with the structure of music to change the effect. I can layer music in different ways.</p>	<p>Lesson 5</p> <p>I understand how to use the inter-related dimensions of music.</p> <p>Knowledge – I know that tempo is the speed. I know that pitch is how high. I know that dynamics are how loud. I know that texture is the layers. I know the structure is how a piece is ordered.</p> <p>Skills – I can create and perform from a graphic score. I can identify how music can be used to create an atmosphere or mood.</p> <p><i>Watch a video of a volcano erupting.</i></p> <p><i>Think about the stages of eruption and how you would feel if you were there. Mind map words.</i></p> <p><i>How can the inter-related dimensions of music be used for each word? E.g. will the dynamics be loud or soft?</i></p> <p><i>In small groups, children to take a collection of instruments and create a piece of music to resemble a volcano.</i></p> <p><i>If time, create a graphic score for their compositions.</i></p> <p>Vocabulary – dynamics, texture tempo, pitch, structure</p> <p>Assessment – Can they use musical techniques to create a particular effect?</p>	<p>Lesson 5</p> <p>I understand how to create sounds using body percussion.</p> <p>Knowledge – I know that body percussion is when we use parts of our body to make sounds.</p> <p>Skills – I can develop ensemble skills.</p> <p>I can improvise sounds to a four-beat pulse.</p> <p><i>Use an instrumental track of choice with 4 beat pulse. Practice clapping the pulse. Then introduce other actions, e.g. clap, clap, clap, punch air.</i></p> <p><i>Introduce improvisation - what actions can they do to the beat?</i></p> <p><i>Then combine their improvisations as a small group, practise and perform to the beat.</i></p> <p>Vocabulary – beat, pulse, pattern, improvise, pitch, timbre.</p> <p>Assessment – Can they perform together rhythmically with a strong sense of pulse?</p>
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*Show the different rhythms from above.
Choose 4 of them at random and experiment
with the order and how it then changes. Can
you then add some others to add layers? In
groups, children choose 6 pieces randomly. Put*

	<p><i>4 in a row (experiment with the order, what sounds good?)</i></p> <p>Assessment - Can they maintain their own part in a group. Can they perform their rhythmic pattern in different orders and layers to alter the structure?</p> <p>Vocabulary - rhythm, layers, structure</p>		
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	<p>Lesson 6</p> <p>I understand how to perform polyrhythms accurately in time with others.</p> <p>Knowledge – I know that polyrhythms are multiple rhythms played at the same time.</p> <p>Skills – I can perform polyrhythms accurately and in time with others.</p> <p><i>Discuss how texture can be added by building up layers.</i></p> <p><i>Have a go at performing a vocal polyrhythm:</i></p>  <p><i>In groups, children to create their own polyrhythms.</i></p> <p>Vocabulary – polyrhythm</p> <p>Assessment – Can they perform polyrhythms accurately with a good sense of pulse?</p>	<p>Lesson 6</p> <p>I understand how to accompany a song.</p> <p>Knowledge – I know that an accompaniment goes alongside a melody or a rhythm.</p> <p>Skills – I can play a melody to accompany a song.</p> <p><i>Discuss what an accompaniment is and play an example.</i></p> <p><i>Play the song memories and then teach the children the accompaniment.</i></p>  <p><i>Talk about other layers that could be added to the accompaniment:</i></p>  <p><i>Children to practice and try to accompany as a group to the song.</i></p> <p>Vocabulary – accompaniment, melody</p> <p>Assessment – Can they maintain a part in an ensemble? Can they compose instrumental accompaniments?</p>	<p>Lesson 6</p> <p>I understand how to play call and response rhythms.</p> <p>Knowledge – I know that call and response is a musical conversation.</p> <p>Skills – I can play call and response rhythms. I can develop ensemble skills.</p> <p><i>Practise sitting in a circle and asking questions, e.g. what did you have for dinner?</i></p> <p><i>The children then respond, e.g. I had sausages.</i></p> <p><i>Then do the same again but this time with a rhythmic pattern, e.g. 7 syllables (what did you have for dinner?) 5 syllable pattern (I had sausages)</i></p> <p>Vocabulary – call and response, timbre, dynamics, improvisation</p> <p>Assessment – Can they improvise a call and response?</p>
<p>Year 5 Subject Vocabulary (I use)</p>	<p>Year 5 Composite Vocabulary (I use):</p> <p>4/4, beat, time signature, rhythm, crotchet, quaver, rest, dynamics, timbre, tempo, pitch, articulation, pulse, pattern, forte, piano,</p>	<p>Year 5 Composite Vocabulary (I use):</p> <p>scale, scale, C major, staff, treble clef, melody, rhythm, tempo, round, call and response, improvisation, scale, tempo, melody, dynamics, texture tempo, pitch, structure, accompaniment</p>	<p>Year 5 Composite Vocabulary (I use):</p> <p>unison, harmony, triad, major, minor, scale, interval, consonant, dissonant, notes, major, minor, drone, melody, tune</p>

	unison, polyrhythmic, layers, structure, polyrhythm		
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YEAR 4 MUSIC MEDIUM TERM PLAN			
Year 4 skills (I can)	I understand	I understand	I understand
<p>I can find the first beat of the bar.</p> <p>I can copy and create simple call and response patterns.</p> <p>I can create a rhythmic accompaniment to a song.</p> <p>I can change the timbre of my cup.</p>	<p>I know that pulse is the beat</p> <p>I know that rhythm is a pattern of notes</p> <p>I know that a bar is a group of beats.</p> <p>I know what crotchets, quavers, minims, rests and semibreves are.</p> <p>I know what beatboxing is.</p> <p>I know that tempo is the speed.</p> <p>I know that ostinato is a short repeating pattern.</p> <p>I know that call and response is where one person is the leader and the others copy what they do.</p>	<p>I know that pitch is how high or low something is.</p> <p>I know that call and response is when one person does a rhythm or melody and another person responds to it.</p> <p>I know the crotchets are worth one beat.</p> <p>I know that minims are worth 2 beats.</p> <p>I know that quavers are worth half a beat.</p> <p>I know that pentatonic scales are made up of only 5 notes.</p> <p>I know that improvising is making up music on the spot.</p> <p>I know that the conductor is the person who directs a performance.</p>	<p>I know that an orchestra is made up of instrumental families.</p> <p>I know that a major key provides a cheerful, joyful feel.</p> <p>I know that a minor key provides a sad, melancholy feel.</p> <p>I know that music can be source for artists.</p> <p>I know that Kandinsky is a name of an artist.</p> <p>I know that the timbre is the sound an instrument makes.</p> <p>I know a chord is made up of more than one note.</p> <p>I know that a minor contains flat notes. I know that call and response is like a question and answer in music.</p> <p>.</p>

<p>I can recall vocabulary of different tempos in music and apply them accurately.</p> <p>I can compose rhythmic patterns and perform them at different tempos.</p> <p>I can use body percussion.</p> <p>I can accurately perform the duration of semibreves, minims and crotchets.</p> <p>I can perform a rhythmic ostinato.</p> <p>I can perform instrumental polyrhythms accurately as an ensemble.</p> <p>I can control dynamics.</p> <p>I can perform beatbox sounds as a group.</p> <p>I can compose and perform</p>	<p>Lesson 1</p> <p>I understand how to identify the first beat in a bar.</p> <p>Knowledge: A bar is a group of beats. There sometimes are 4 beats in a bar. Call and response is when someone repeats the actions of the caller.</p> <p>Skills: I can find the first beat of the bar. I can copy and create simple call and response patterns. I can create a rhythmic accompaniment to a song.</p> <p><i>Listen to a song which has 4/4-time signature. Get the children to do an action on beat one of the bar. Then sit in a circle and pass a cup round only on beat 1. Listen to the song Jambo to hear examples of call and response and discuss what call and response is. Give every child a cup and get them to do simple rhythmic patterns on the cup. Do it as a call and response. E.g.:</i></p> <div><div><p>CALL</p><table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>Tap</td><td>tap tap</td><td>clap</td><td>clap</td></tr><tr><td></td><td></td><td></td><td></td></tr></table></div><div><p>RESPONSE</p><table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>Tap</td><td>tap tap</td><td>clap</td><td>clap</td></tr><tr><td></td><td></td><td></td><td></td></tr></table></div><div><p>CALL</p><table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>Tap</td><td>tap tap</td><td>clap</td><td>clap</td></tr><tr><td></td><td></td><td></td><td></td></tr></table></div><div><p>RESPONSE</p><table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>Tap</td><td>clap clap</td><td>clap clap</td><td>clap</td></tr><tr><td></td><td></td><td></td><td></td></tr></table></div></div> <p><i>Let others have a go at being the caller in pairs and create a 4-beat rhythm. Can they change the timbre by using the cup in different ways, e.g. tapping, sliding, drumming? Can they all perform their rhythm to a steady beat?</i></p> <p>Vocabulary: Call and response. Bar. Beats. Timbre.</p> <p>Assessment: Can they pass the cup on only beat 1? Can they create a call and response</p>	1	2	3	4	Tap	tap tap	clap	clap					1	2	3	4	Tap	tap tap	clap	clap					1	2	3	4	Tap	tap tap	clap	clap					1	2	3	4	Tap	clap clap	clap clap	clap					<p>Lesson 1</p> <p>I understand how to recognise and describe the direction of pitch.</p> <p>Knowledge – I know that pitch is how high or low something is.</p> <p>Skills – I can recognise and describe the direction of pitch. I can internalise pitch.</p> <p><i>Play the staircase game – show a staircase on the board with 8 steps and show the notes of a C scale on each one. Using a xylophone, play a C scale up and down to show pitch change. Start changing the pitch at different types, can the children show that they notice this? Children to then practice playing a C Scale. Then, in pairs, children to work out what note has been stopped on (discuss that there are 8 notes, we start on a C etc, children to start ascending and choose when to descend. What note does their partner think they’ve finished on?)</i></p> <p>Vocabulary – scale, ascending, descending, pitch, higher, lower, stave, staff</p> <p>Assessment – Can they describe the direction of a melody (e.g. ascending or descending)? Can they identify notes on a musical scale?</p>	<p>Lesson 1</p> <p>I understand that an orchestra is made up of different instrumental families.</p> <p>Knowledge – I know that an orchestra is made up of instrumental families.</p> <p>Skills – I can name the families in the orchestra. I can name instruments in each family.</p> <p><i>Discuss what an orchestra is. Talk about the different instrument groups and characteristics of each one. Listen to Benjamin Britten’s the Young Person’s Guide to the Orchestra. Listen to see which instruments you can hear from each group. Children to create a poster of characteristics of the instrument groups.</i></p> <p>Vocabulary – orchestra, orchestral family, strings, woodwind, brass, percussion, timbre</p> <p>Assessment – Can they identify orchestral families? Can they recognise some instruments from the different families?</p>
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accurately in time.
I can combine musical layers.
I can develop a rhythmic composition.
I can follow a graphic notation.
I can recognise and describe the direction of pitch.

rhythm and play it in time, so their first beat is on beat 1?

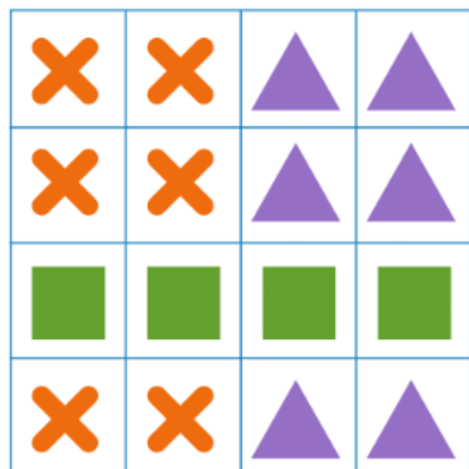
I can internalise pitch.
 I can perform a call and response rhythm.
 I can play on an instrument in time in an ensemble.
 I can create a melodic response.
 I can create 2 beat rhythms.
 I can play a simple melody using rhythmic notation.
 I can create pentatonic music.
 I can improvise using notes from the F Major pentatonic scale.
 I can maintain part of an ensemble. I can

Lesson 2

I understand how to read and perform rhythms accurately and in time using body percussion.

Knowledge: I know that pulse is the beat. I know that tempo is the speed of music.

Skills: I can recall vocabulary of different tempos in music and apply them accurately. I can compose rhythmic patterns and perform them at different tempos. I can use body percussion. *Show a 4 by 4 grid with different symbols in them. Agree what the symbols might mean, e.g. crosses are claps, triangles are clicks and squares are stamps.*



Practice performing the rhythm. Can you perform it along to a song in time with it? Introduce more complex rhythms, include some rests and some quavers.

Lesson 2

I understand how to perform call and response rhythms.

Knowledge – I know that call and response is when one person does a rhythm or melody and another person responds to it.

Skills – I can perform a call and response rhythm. I can play on an instrument in time in an ensemble. I can create a melodic response.

Discuss what call and response is. Show some rhythm examples and practice these whilst discussing note values and how they affect the rhythm.



Then look at a melodic call and response. Practice in partners and share some. Then children to create and perform their own melodic call and response.

Lesson 2

I understand the difference between major and minor.

Knowledge – I know that a major key provides a cheerful, joyful feel. I know that a minor key provides a sad, melancholy feel.

Skills – I can tell the difference between major and minor keys.

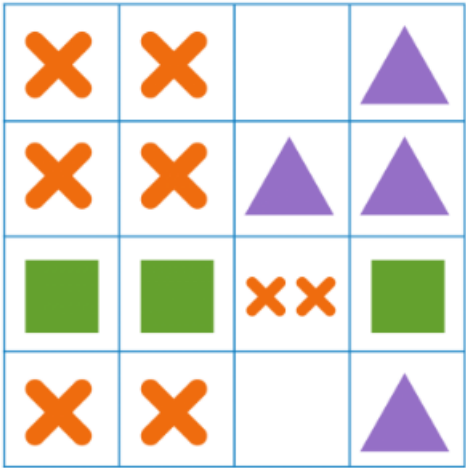
Discuss the difference between major and minor keys. Play some different keys on the piano and discuss the differences. Can they work out which is which? Let the children have an experiment on different instruments and play some scales in different keys. Can they sort some notes into a table of major and minor keys?

Listen to some songs – hold up one hand for major and one hand for minor.

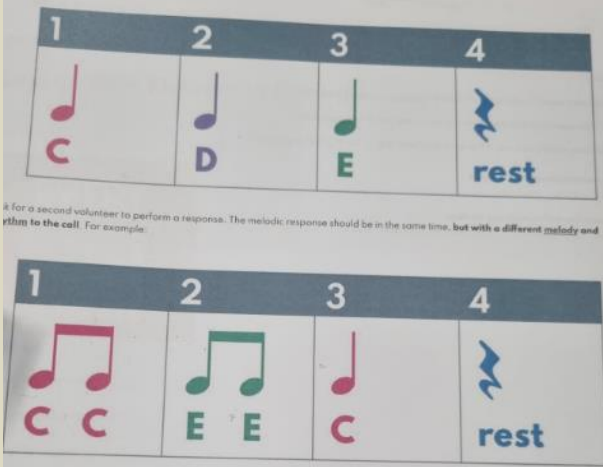
Vocabulary – tonality, major, minor, key

Assessment – Can they begin to identify major and minor tonality?

compose and notate a pentatonic melody.
 I can conduct.
 I can follow the instructions of a conductor.
 I can play as part of an ensemble.
 I can name the families in the orchestra.
 I can name instruments in each family.
 I can tell the difference between major and minor keys.
 I can improvise my instrument.
 I can respond to a visual stimulus.



In groups, can they create their own rhythm patterns with their own key to represent different body percussion actions. Listen to In the Hall of the Mountain King by Edvard Grieg and see if they can use different tempo vocabulary to describe it.
Vocabulary – faster, slower, tempo, pulse, beat, lento, adagio, andante, moderato, presto, accelerando, rallentando
Assessment: Can they perform movements to a steady pulse. Can they create and follow rhythm notation?



Vocabulary – call and response, rhythm, beat, rest, melody, crotchet, quaver
Assessment – Can they perform in time to a beat?
 Can they create rhythmic and melodic call and response patterns?

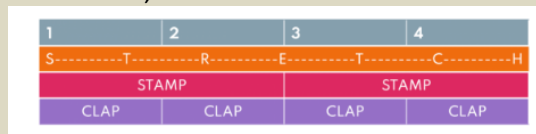
I can use appropriate timbres and dynamics on instruments. I can begin to recognise major and minor chords. I can create musical ideas to communicate different moods. I can play major and minor chords. I can perform a call and response.

Lesson 3

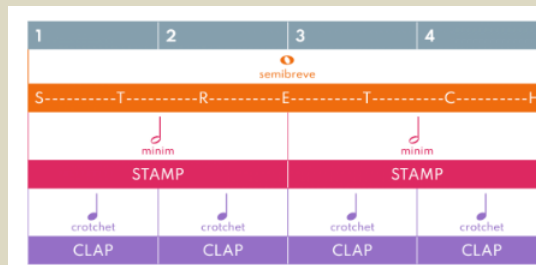
I understand how to recognise and define the duration of different note values while maintaining a steady beat.

Knowledge: semibreve lasts 4 beats. Crotchets last 1 beat. Minims last 2 beats.

Skills: I can accurately perform the duration of semibreves, minims and crotchets.



Show them the above table and practice to a 4 beat each action. So stretch lasts 4 beats, stamp 2 and clap every beat. Introduce them to the correct terminology for the notes:



Discuss which note has the longest duration (semibreve) which has the shortest (crotchet) how many beats is the minim worth (2)? Etc. Give some different note value patterns, e.g. crotchet, crotchet, minim, semi breve. Can they do the actions for those patterns?

Show them a rhythm wall:

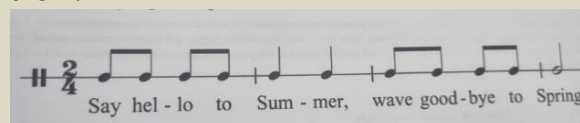
Lesson 3

I understand the value of crotchets, minims and quavers.

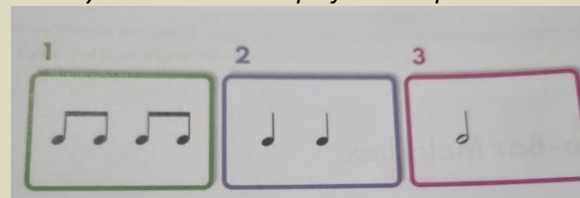
Knowledge – I know the crotchets are worth one beat. I know that minims are worth 2 beats. I know that quavers are worth half a beat.

Skills – I can create 2 beat rhythms. I can play a simple melody using rhythmic notation.

Show the following rhythm and practice clapping it. What notes can you see and what are values of them?



The rhythm was made up of these options:



Children to choose the order of the rhythms and then add a melody to it. They can then practice playing it on a glockenspiel and share their performances with the class.

Vocabulary – crotchet, quaver, minim, melody

Assessment – Can they compose a melody with crotchets, quavers and minims? Can they perform a melody from standard notation?

Lesson 3

I understand that music and art can be linked.

Knowledge – I know that music can be source for artists. I know that Kandinsky is a name of an artist.

Skills – I can improvise my instrument. I can respond to a visual stimulus.

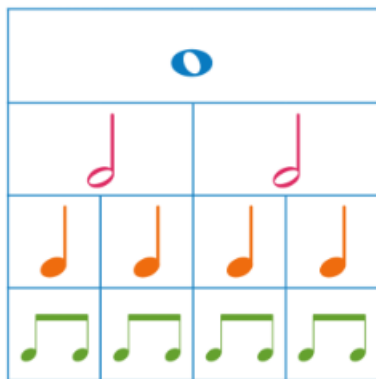


Show the above painting by Kandinsky (Yellow, Red, Blue 1925)

Explain that Kandinsky loved music and his paintings were often an expression of how a piece of music made him feel. He compared the different notes to colours and also different colours to instruments. E.g. yellow trumpet, red tuba and blue cello. Let the children choose an instrument and ask them to choose part of the painting, e.g. the yellow part. How might they be able to represent that on their instruments? Point to different parts of the painting and children who chose that part to play with how they interpreted it.

Vocabulary – Kandinsky, timbre, colours improvisation

Assessment – Can they create musical ideas in response to a visual stimulus?



Liken each note to the following: Semibreve is a giant step which lasts 4 beats. Minim should be a slow step which lasts 2 beats.

A crotchet should be one step per beat. Quaver should be 2 steps per beat. Split them into 4 groups and they each have a different note and practice walking like that note to 4 beat bars.

Then give each of the 4 groups a different instrument, e.g., semibreve = triangles, minim = glockenspiels, crotchet = drums, quavers = claves. Can they match their instrument playing to the rhythmic notation?

Vocabulary: crotchet, minim, semibreve, quaver

Assessment: Can they use movement to show their understanding of different note values? Can they begin to recognise note values and names of them?

Lesson 4

I understand what a rhythmic ostinato is.

Knowledge: An ostinato is a short repeating pattern. Dynamics are loud and soft. Polyrhythms are different rhythms layered together.

Skills: I can perform a rhythmic ostinato. I can perform instrumental polyrhythms accurately as an ensemble, I can control dynamics. *Split the class into 3 groups. First group keep the pulse on a drum. Second group repeat a simple rhythm of tea, coffee, tea, coffee, third group can do minims. Practice they layers separately and then start to combine them. Try adding the layers in different ways and think about how the texture changes. Swap groups for different ostinatos.*

Vocabulary: ostinato, rhythm, texture

Assessment: Can they perform a rhythmic ostinato accurately?

Lesson 4

I understand how to play a pentatonic melody.

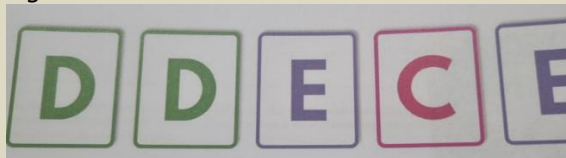
Knowledge – I know that pentatonic scales are made up of only 5 notes.

Skills – I can create pentatonic music.

Show the class the following notes and explain they are taken from a C pentatonic scale.



Practice playing the scale. Get the children to choose some of the notes and experiment with the order to create a pentatonic piece of music. e.g.



Children to choose a combination that they like and then practice it.

Have a go at turning it into a class performance with one child playing after the previous one and so on until all have joined in.

Vocabulary – pentatonic scale, melody

Assessment – Can they compose and perform pentatonic melodies using a given range of notes?

Lesson 4

I understand how to define a range of timbres.

Knowledge – I know that the timbre is the sound an instrument makes.

Skills – I can use appropriate timbres and dynamics on instruments.

Pass an instrument around, e.g. a drum. Explore the different ways of playing the instrument. How does it affect the sound? Explain how instruments can produce different timbres. Create a sound map of a journey to school. Discuss some of the sounds you might hear on that journey. Create a piece of music to symbolise your journey to school. How can you change the timbre of instruments to match these?

Vocabulary – timbre, dynamics,

Assessment – Can they investigate different ways of playing an instrument to achieve an effect?

Lesson 5

I understand how to create vocal beatbox sounds

Knowledge: timbre is the sound

Skills: I can perform beatbox sounds as a group. I can compose and perform accurately in time.

Watch beardyman beatbox ventriloquism.

Discuss different ways of changing your vocal sounds to sound like a drum kit – buh for bass, tssss for hi-hat and kuh for snare drum. Let them experiment with a partner.

Split into 3 groups and get them to perform the beat box sound rhythm, e.g.

	1	2	3	4	5	6
HI-HAT		●	●	●		●
SNARE			●			
BASS	●			●	●	

When confident, combine the rhythms.

Vocabulary: beatbox, timbre

Assessment: Can they explore different vocal timbres and body percussions. Can they perform from rhythmic notation? Can they perform accurately?

Lesson 5

I understand how to improvise.

Knowledge – I know that improvising is making up music on the spot. I know that a pentatonic scale comprises of just 5 notes.

Skills – I can improvise using notes from the F Major pentatonic scale. I can maintain part of an ensemble. I can compose and notate a pentatonic melody.

Recap what a pentatonic scale is. Tell them that this time we are looking at an F Major pentatonic scale and show them the notes of this. They can then practice it. Demonstrate how to accurately compose and notate a melody using these notes. Children to then compose a short melody based on the F Major pentatonic scale and perform these to the rest of the class.

Vocabulary – pentatonic, melody, compose, perform, F Major

Assessment – Can they compose a pentatonic melody using the given range of notes?

Lesson 5

I understand the difference between a major and minor chord.

Knowledge – I know a chord is made up of more than one note. I know that a minor contains flat notes.

Skills – I can begin to recognise major and minor chords. I can create musical ideas to communicate different moods.

Discuss what a chord is and recap major and minor tonalities. Show some examples of triads and what notes they comprise of. Can they hear the difference? Can they describe the mood of them? What is different about the notes? Ask for volunteers to play different chords, can the rest work out whether major or minor?

Then give the children instruments and get them to investigate ways to create a happy timbre and ways to create a sad one. One child will then play minor chords whilst the rest accompany with their sad timbres and then then the same but with their happy timbres to major chords.

Vocabulary – major, minor, tonality, chord

Assessment – Can they begin to identify the difference between major and minor tonality?

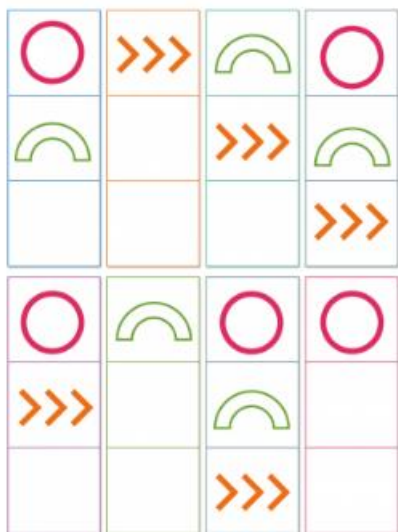
Lesson 6

I understand how to develop a rhythmic composition.

Knowledge: rhythm is a pattern of notes.

Skills: I can combine musical layers. I can develop a rhythmic composition. I can follow a graphic notation.

Listen and watch Little Fuge in G Minor by JS Bach. Watch the animated score to identify where all the different parts are introduced and how the texture changes throughout. Get everyone to tap a steady four beat body percussion pulse. Everyone taps their knees on the first beat and claps their hands on the second, third and fourth beats. Repeat the pattern over and over, keeping everyone to the same tempo. Choose three different note patterns together (e.g. crotchet, quaver, minim) and then experiment with the order of them. Give each one a symbol and make a composition as a group. Can they perform it on a drum?

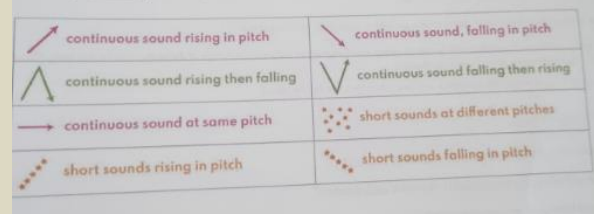


Lesson 6

I understand the role of a conductor.

Knowledge – I know that the conductor is the person who directs a performance.

Skills – I can conduct. I can follow the instructions of a conductor. I can play as part of an ensemble. *Discuss the role of a conductor. What might they make decisions about? E.g. dynamics, tempo etc. Choose a conductor to point at the above symbols and see if everyone can match what they are doing.*



Then give the class a simple song, e.g. a phrase from Twinkle Twinkle. Choose a conductor to control the dynamics and tempo and see if the rest can perform it to that tempo.

Vocabulary – conductor, pitch, tempo, dynamics

Assessment – Can they identify and describe the direction of a melody? Can they lead and follow performance directions?

Lesson 6

I understand what call and response is.

Knowledge – I know that call and response is like a question and answer in music.

Skills – I can play major and minor chords. I can perform a call and response.

Recap difference between major and minor – play some, can they say whether major or minor?

Discuss what call and response is.

Split the class in half and give tuned instruments to. Group 1 (major) notes B, B, D and group 2 (minor) notes G, B flat and D.

Choose some words to create a rhythm and first of all clap that as a call and response.

BEGINNING (Major)	MIDDLE (Minor)	END (Major)
CALL: Chris - to - pher Co - lum - bus	CALL: Neil Arm - strong	CALL: Chris - to - pher Co - lum - bus
RESPONSE: Anne Bo - leyn	RESPONSE: Anne Bo - leyn	RESPONSE: Anne Bo - leyn

Get them to then assign notes from the above selection to the rhythms and play it.

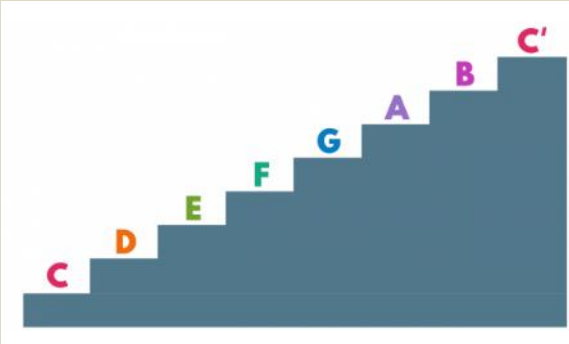
Turn this into a call and response of major, minor, major.

Vocabulary – major, minor, chord, call and response.

Assessment – Can they begin to identify and describe changes in major and minor tonality? Can they organise musical ideas into a call and response structure?

	Vocabulary: rhythmic notation, rhythm Assessment: can they use graphic notation to represent rhythmic layers? Can they perform rhythms expressively? Can they perform as a group?		
Year 4 Subject Vocabulary (I use)	Year 4 Composite Vocabulary (I use): Crotchet, minim, semibreve, rhythm, tempo, beat, pulse, timbre, call and response, faster, slower, legato, andante, quaver, ostinato, polyrhythm, texture, beat box, rhythmic notation.	Year 4 Composite Vocabulary (I use):	

YEAR 3 MUSIC MEDIUM TERM PLAN			
Year 3 skills (I can)	I understand	I understand	I understand
Skills I can find beat number 1. I can count every beat in the bar.	I know that a time signature is how many beats are in a bar. I know how to identify the first beat in a bar. I know what call and response is. I know that rhythm is a pattern of notes. I know that a crotchet is a 1 beat note.	I know that pitch is how high or low. I know that ascending is rising and descending is going down. I know that a melody is an arrangement of notes into a sequence.	I know that dynamics are how loud or soft music is. I know some of the vocabulary associated with dynamics. I know that tempo is the speed of music. I know that timbre is the sound the instruments make. I know the texture is how many layers.

<p>I can maintain a steady pulse in a 4/4 and $\frac{3}{4}$ time signature.</p> <p>I can create a rhythm with a multiple of 4 beats.</p> <p>I can perform my rhythm.</p> <p>I can compose rhythmic patterns.</p> <p>I can play rests in music.</p> <p>I can play my composition on a xylophone or glockenspiel.</p> <p>I can identify beats in a bar.</p> <p>I can compose a rhythmic ostinato.</p> <p>I can combine ostinato patterns.</p> <p>I can compose rhythmic patterns.</p> <p>I can play rests in music.</p> <p>I can pitch match with growing accuracy.</p> <p>I can compose a two-note</p>	<p>I know that a quaver is a half beat note.</p> <p>I know that a rest is silence.</p> <p>I know that pitch is how high or low a note sits.</p> <p>I know that melody is a range of notes.</p> <p>I know an ostinato is a short repeating pattern.</p> <p>Lesson 1</p> <p>I understand how to maintain a pulse in different time signatures.</p> <p>Knowledge – I know that a time signature is how many beats are in a bar.</p> <p>Skills – I can find beat number 1. I can count every beat in the bar. I can maintain a steady pulse in a 4/4 and $\frac{3}{4}$ time signature.</p> <p><i>Sit the children in a circle and give them a plastic cup each. All children pass the plastic cup on beat 1 – e.g. 1,2,3,4 pass, hold, hold, hold. When confident, get them to do it for $\frac{3}{4}$ time signature instead – so 1,2,3 pass, hold, hold. To challenge, use tambourine to change direction.</i></p> <p>Vocabulary – beats, pulse, $\frac{3}{4}$, 4/4, time signature</p> <p>Assessment – Can they show an understanding of different time signatures. Can they maintain a good sense of pulse and rhythm?</p>	<p>I know that an ostinato is a short repeating pattern.</p> <p>I know that pitch is high or low.</p> <p>I know how to use pitch to create an effect.</p> <p>I know that timbre is the sound or quality of an instrument.</p> <p>I know that a graphic notation uses visual symbols or images.</p> <p>I know that a pentatonic scale has only 5 notes in it.</p> <p>Lesson 1</p> <p>I understand how to identify and describe changes in pitch.</p> <p>Knowledge – I know that pitch is how high or low. I know that ascending is rising and descending is going down.</p> <p>Skills – I can identify when the pitch is high and when the pitch is low.</p> <p><i>Start with a listening game using chime bars – high C and low C – when you play the high note, children reach up high in the air and when the low note, they reach to the ground. If confident, introduce G as a mid-pitch.</i></p> <p><i>Then play the staircase game. Draw this on the board:</i></p>  <p><i>Play up and down the scale a few times. Can children walk 'up the stairs' when going up the scale and 'down the stairs' when going down the</i></p>	<p>I know rhythm is the pattern the notes make.</p> <p>I know that pitch is how high or low.</p> <p>I know that articulation is how smooth or spiky music is.</p> <p>I know mood is how a piece of music makes me feel.</p> <p>I know that graphic notation is a way of representing music with symbols or pictures.</p> <p>Lesson 1</p> <p>I understand how to define different</p> <p>Knowledge – I know that dynamics are how loud or soft music is. I know some of the vocabulary associated with dynamics.</p> <p>Skills – I can use musical vocabulary to describe dynamics. I can identify changes in dynamics.</p> <p><i>Listen to Sing Anyway and listen to the changes in dynamics.</i></p> <p><i>Discuss what dynamics are. Create some different body actions to help them remember the various levels of dynamics in music e.g.:</i></p> <p><i>Pp – both fingers on lips</i></p> <p><i>P – one finger on lips</i></p> <p><i>Mp/mf – hands behind the ears</i></p> <p><i>F – fists clenched</i></p> <p><i>Ff – arms out to the side and fingers stretched.</i></p> <p><i>Listen to Beethoven's Symphony no. 5 to demonstrate understanding of dynamics.</i></p> <p><i>To further familiarise yourself – play dynamics game. One child hides something and the other finds it. When they get closer you would use words for f or ff when really close. When further away, p or pp when really far away.</i></p> <p>Vocabulary – dynamics, forte (f), piano (p), crescendo, diminuendo, pianissimo (pp), fortissimo (ff), mezzo piano (mp), mezzo forte (mf)</p>
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<p>melody based on the rhythm of words.</p> <p>I can play my composition on a xylophone or glockenspiel.</p> <p>I can identify when the pitch is high and when the pitch is low.</p> <p>I can compose music in a</p>		<p><i>scale? In groups, one child to play either ascending or descending scale and the group to show they understand which way the pitch goes.</i></p> <p>Vocabulary – pitch, high, low, rising, ascending, up, descending, down</p> <p>Assessment – Can they identify and describe the direction of a melody, e.g. ascending or descending?</p>	<p>Assessment – Can they identify changes in dynamics? Can they begin to use musical vocabulary to describe the changes?</p>
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<p>graphic notation.</p> <p>I can perform my music from a graphic notation.</p> <p>I can compose a motif using appropriate pitch or timbre.</p> <p>I can play a pentatonic scale.</p> <p>I can compose a pentatonic melody.</p> <p>I can play an ostinato. I can maintain my own part.</p> <p>I can play to a steady beat.</p> <p>I can play a simple melody on tuned percussion.</p> <p>I can recognise some note values.</p> <p>I can use musical vocabulary to describe dynamics.</p>	<p>Lesson 2</p> <p>I understand how to copy and create simple call and response patterns.</p> <p>Knowledge – I know how to identify the first beat in a bar. I know what call and response is.</p> <p>Skills – I can create a rhythm with a multiple of 4 beats.</p> <p>I can perform my rhythm.</p> <p><i>Listen to a song in 4/4 time signature. Get them to first count the beats and then when confident, perform an action on every beat number 1.</i></p> <p><i>Give each child a cup and practice some call and responses, e.g.</i></p> <div data-bbox="324 598 835 948" data-label="Image"> <p>The diagram illustrates a call and response exercise using cups. The 'Call' sequence consists of three 'tap' actions (represented by blue trapezoids) followed by a 'clap' action (represented by a hand icon). Below this, the words 'Mon-day Morn-ing' are written, with 'Mon-' under the first tap, 'day' under the second, 'Morn-' under the third, and 'ing' under the clap. The 'Response' sequence is identical: three 'tap' actions followed by a 'clap' action, with the same words 'Mon-day Morn-ing' written below.</p> </div> <p><i>Give them some time to think of their own 4 beat rhythms. Can they experiment with the timbre by thinking of different ways the cup could be played, e.g. tapping, sliding, drumming fingers etc. Then take it in turns to be the caller – can everyone else then respond by copying the cup rhythm given?</i></p> <p>Vocabulary – beats, bar, rhythm, pattern, call and response</p> <p>Assessment – Can they compose and play simple call and response rhythms?</p>	<p>Lesson 2</p> <p>I understand how to create a soundscape with my knowledge of music.</p> <p>Knowledge – I know that pitch is high or low. I know how to use pitch to create an effect. I know that timbre is the sound or quality of an instrument.</p> <p>Skills – I can compose a motif using appropriate pitch or timbre.</p> <p><i>Mind map things you'd find at a park, e.g. slide, swings, bouncing ball, see saw. Discuss what sounds they might make.</i></p> <p><i>Recap pitch and discuss how the pitch would sound for each of these, e.g.:</i></p> <div data-bbox="916 598 1476 829" data-label="Image"> <p>A list of four musical activities, each with a colored square icon: a green square for 'Slide', an orange square for 'Ball games', a yellow square for 'See-saw', and a blue square for 'Swing'. The text describes each activity: 'Slide - play descending scale on glockenspiel', 'Ball games - low notes, bounced repeatedly', 'See-saw - consecutive notes (e.g. C, B) repeated over and over', and 'Swing - leap from a low note to a high note'.</p> </div> <p><i>In groups, children to create and play their own soundscape for a park. Can others determine which child was which aspect of the park?</i></p> <p>Vocabulary – timbre, pitch, high, low, compose</p> <p>Assessment – Can they compose simple melodic motifs to create an effect?</p>	<p>Lesson 2</p> <p>I understand how to talk about music using the inter-related dimensions.</p> <p>Knowledge – I know that dynamics are louds and softs. I know that tempo is the speed of music. I know that timbre is the sound the instruments make. I know the texture is how many layers. I know rhythm is the pattern the notes make. I know that pitch is how high or low.</p> <p>Skills – I can talk about music in terms of tempo, timbre, texture, dynamics, rhythm and pitch.</p> <p><i>Listen to the doodling song and tell them today they will be doing some doodling. Give them some paper and say it will be their doodling boards. Play a short extract from Winter from the Four Seasons by Vivaldi. Ask them to move an imaginary pen in the air to create a response to the sounds. Then play again but this time give them a pencil on paper. Share their responses and see if as a class, they can share why they drew what they did. Show them the below picture and use this to comment on the music.</i></p> <div data-bbox="1554 888 2130 1115" data-label="Image"> <p>A circular diagram with six colored circles, each containing an icon and a label for a dimension of music: 'TIMBRE' (orange circle with a waveform), 'TEXTURE' (purple circle with dots), 'ARTICULATION' (pink circle with a hand icon), 'PITCH' (blue circle with a sine wave), 'RHYTHM' (green circle with a drum icon), and 'DYNAMICS' (purple circle with sound waves).</p> </div> <p><i>Repeat the activities for alternative music, e.g. John Adams: Short ride in a fast machine, Brahms: Hungarian Dances, Aram Khachaturian – Sabre Dance</i></p> <p>Vocabulary – tempo, timbre, dynamics, texture, rhythm, pitch</p> <p>Assessment – Can they explain their responses to music using a growing range of vocabulary?</p>
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I can identify changes in dynamics.

I can talk about music in terms of tempo, timbre, texture, dynamics, rhythm and pitch.

I can use the correct vocabulary for articulation.

I can change how I play something based on articulation and dynamics.

I can compose and perform music to a theme.

I can use graphic notation to represent sounds.

I can use musical vocabulary to

Lesson 3

I understand how to combine ostinato patterns

Knowledge – I know an ostinato is a short repeating pattern.

Skills – I can identify beats in a bar. I can compose a rhythmic ostinato. I can combine ostinato patterns.

Chant 1- 4 (beats in a bar) while either clapping hands, or tapping knees etc. Keep going until you've established a steady beat.

Experiment with making vocal or body percussion sounds on different beats to create a rhythmic pattern. Keep the tempo steady.

1	2	3	4
STAMP		TONGUE-CLICK	

Repeat the pattern over and over to create a rhythmic ostinato.

Split into groups and give each group a separate part to practice, then combine the ostinatos.

BEAT	1	2	3	4
Group 1	 CLAP!	 CLAP!	 CLAP!	 CLAP!
Group 2	 STAMP!			
Group 3			 TONGUE-CLICK	
Group 4				 STAMP!

In small groups, get them to create different ostinatos and combine them together.

Vocabulary – ostinato, rhythm, beat, tempo

Assessment – Can they compose their own ostinato and maintain their part whilst others play theirs?

Lesson 3

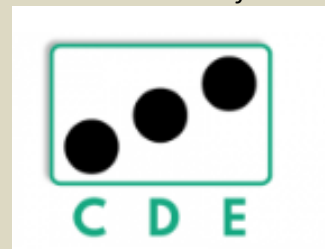
I understand how to play music from a graphic notation.

Knowledge – I know that a graphic notation uses visual symbols or images.

Skills – I can compose music in a graphic notation. I can perform my music from a graphic notation.

Listen to un, deux, trois song. Follow the pitch of the melody with their fingers and noticed where the pitch gets higher and lower.

Show the class the following dot notation.



Notice how the notes get higher.

Show different options and experiment with the order of them to create a melody.



In small groups, children to create their own compositions by choosing the order of their cards. Then practice and play it to others.

Vocabulary – pitch, graphic score, ascending, descending

Assessment – Can they compose and perform a piece using graphic notation?

Lesson 3

I understand how to use notation for dynamics are articulation.

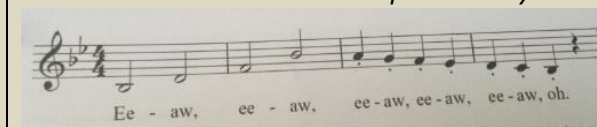
Knowledge – I know that dynamics are how loud and soft. I know that articulation is how smooth or spiky music is.

Skills – I can use the correct vocabulary for articulation. I can change how I play something based on articulation and dynamics.

Listen to a song, such as the Body Song. Listen to the changes in dynamics and articulation. Discuss what articulation is. Show them how it is shown in notation – staccato notes are indicated by dots above or below a note and curved lines (slurs) join legato notes.



Show the above cards and recap what they mean.




Practice how the above phrase would be played with 2 of the dynamics/articulation cards. How would it be played with the other 2?

Children to practice playing it with 2 cards and then perform to others, can they guess which cards they had?

Vocabulary – articulation, spiky, smooth

Assessment – Can they experiment with different dynamics and articulation? Can they represent sounds using appropriate notation?

<p>describe the pitch.</p> <p>I can create a simple call and response phrases.</p> <p>I can represent music using graphic notation.</p>	<p>Lesson 4</p> <p>I understand how to play rhythmic patterns.</p> <p>Knowledge – I know that rhythm is a pattern of notes. I know that a crotchet is a 1 beat note. I know that a quaver is a half beat note. I know that a rest is silence.</p> <p>Skills – I can compose rhythmic patterns. I can play rests in music.</p> <div></div> <p>Show the above symbols. Talk about the pink monster (no eyes) is a rest and how this means silence. The blue monster (crotchet) means one clap per beat. The green monster (quavers) means 2 rests per beat.</p> <p>Experiment with the order of monsters and practice playing the rhythms.</p> <p>In pairs, children to compose their own monster rhythms, practice and then perform.</p> <p>Vocabulary – rest, silence, compose, rhythm, pattern, notes, crotchet, quaver</p> <p>Assessment – Can they compose and perform a rhythm accurately?</p>	<p>Lesson 4</p> <p>I understand how to recognise a pentatonic scale.</p> <p>Knowledge – I know that a pentatonic scale has only 5 notes in it.</p> <p>Skills – I can play a pentatonic scale. I can compose a pentatonic melody.</p> <p>Discuss what a pentatonic scale is – a scale made of only 5 notes; the first 3, note 5 and note 6 (no 4 and 7) e.g. C, D, E, G, A</p> <p>Children to practice playing the scale and missing out the 2 notes, in this case F and B.</p> <p>Then, have a go at improvising their own melodies and sharing them with others.</p> <p>Vocabulary – pentatonic, scale, melody, compose, improvise, perform.</p> <p>Assessment – Can they play a melody using only notes from the pentatonic scale?</p>	<p>Lesson 4</p> <p>I understand how to visualise a story from music.</p> <p>Knowledge – I know that dynamics are how loud or soft. I know mood is how a piece of music makes me feel.</p> <p>Skills – I can compose and perform music to a theme. I can use graphic notation to represent sounds.</p> <p>Listen to Space Music and imagine the story that could be happening. Show them the below story board:</p> <div><table><tr><th>Beginning COUNTDOWN AND LIFT-OFF</th><th>Middle ORBIT</th><th>End LAND</th></tr><tr><td>Astronauts prepare for lift-off</td><td>Spacecraft in orbit</td><td>Land on the moon</td></tr><tr><td>Countdown</td><td>Meteors</td><td>Mysterious</td></tr><tr><td>Tension</td><td>Stars</td><td>Silence</td></tr><tr><td>Loud engines</td><td>Excitement and wonder</td><td>Relief</td></tr></table></div> <p>Think about how this could be told with instruments in the classroom.</p> <p>Get them to create their own ideas in a group and practice as a group before performing</p> <div><table><tr><th>Beginning COUNTDOWN</th><th>Middle IN ORBIT</th><th>End MOON LANDING</th></tr><tr><td>COUNTDOWN Drum rolls, thunder box, feet stamping, cymbal crash on 'ZERO'</td><td>Triangles, bells, glockenspiels and keyboard sfx.</td><td>Tuned instruments play from high to low; untuned instruments from loud to soft, followed by complete silence.</td></tr><tr><td>LIFT-OFF Tuned instruments play from low to high; untuned instruments from soft to loud.</td><td>METEORS Random woodblock sounds or keyboard sfx to go over the orbit music.</td><td></td></tr></table></div> <p>Vocabulary – mood, setting, structure</p> <p>Assessment – Can they response imaginatively to the music they have listened to?</p>	Beginning COUNTDOWN AND LIFT-OFF	Middle ORBIT	End LAND	Astronauts prepare for lift-off	Spacecraft in orbit	Land on the moon	Countdown	Meteors	Mysterious	Tension	Stars	Silence	Loud engines	Excitement and wonder	Relief	Beginning COUNTDOWN	Middle IN ORBIT	End MOON LANDING	COUNTDOWN Drum rolls, thunder box, feet stamping, cymbal crash on 'ZERO'	Triangles, bells, glockenspiels and keyboard sfx.	Tuned instruments play from high to low; untuned instruments from loud to soft, followed by complete silence.	LIFT-OFF Tuned instruments play from low to high; untuned instruments from soft to loud.	METEORS Random woodblock sounds or keyboard sfx to go over the orbit music.	
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Lesson 5

I understand how to recognise and describe changes in pitch.

Knowledge – I know that pitch is how high or low a note sits. I know that melody is a range of notes.

Skills – I can pitch match with growing accuracy. I can compose a two-note melody based on the rhythm of words.

Look at different ways to say bye in different languages. Play goodbye (2 syllables) with G C. Talk about the change of pitch for this.

Look at syllables in each of the words:

1 = hwyl (pronounced hoil)

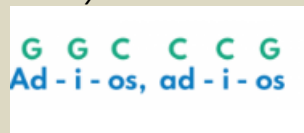
2 = goodbye

3 = au revoir

4 = auf wiedersehen

5 = arrivederci

Use the 2 notes (C G) to compose a simple melody



Practice singing the melody and changing the pitch.

Children to then create their own melodies based on C G and the goodbye words.

Vocabulary – pitch, ascending, descending, rise, syllable, higher, lower, melody, encore

Assessment – can they compose simple 2 note melodies to fit the rhythm of the words?

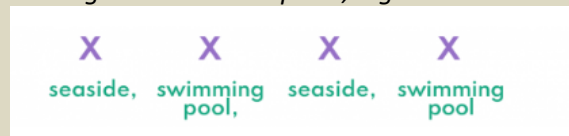
Lesson 5

I understand how to combine ostinato patterns.

Knowledge – I know that an ostinato is a short repeating pattern.

Skills – I can play an ostinato. I can maintain my own part. I can play to a steady beat.

Choose some holiday words to repeat over and over again to a 4-beat pulse, e.g.



When all children are confident playing the rhythmic ostinato, introduce a drone (continuous, repeated low note).

Pulse	X	X	X	X
Drone	G C	G C	G C	G C
Rhythmic ostinato	seaside	swimming pool	seaside	swimming pool

Make sure the pulse remains steady.

Then create a tuned ostinato, e.g. to the words Golden Sand

Pulse	X	X	X	X
Tuned ostinato	C G Gol - den	E sand	C G Gol - den	E sand
Drone	G C	G C	G C	G C
Rhythmic ostinato	seaside	swimming pool	seaside	swimming pool

Try putting the whole piece together in groups or as a class.

Vocabulary – drone, ostinato, beat, pulse

Assessment – Can they maintain a simple ostinato part when combining two or more parts?

Lesson 5

I understand how to imitate and describe changes in pitch.

Knowledge – I know that pitch is how high or low.

Skills – I can use musical vocabulary to describe the pitch.

Use pipe cleaners to explore pitch and melody. Hold horizontally and make a hum or buzz sound, follow the pipe cleaner shape with your finger. Ask them to copy the sound. When you reach the end of the pipe cleaner, make sure they stop to show the end of the music.

Change the shapes of the pipe cleaners, can they alter their voices to match?

How could we make this sound using an instrument such as a glockenspiel?

Give them time to create their own pipe cleaner notations and perform either on tuned instrument or voice.

Vocabulary – pitch, melody, high, low, ascending, descending

Assessment – Can they use musical vocabulary to identify and describe the pitch? Can they represent pitch using graphic notation?

Lesson 6

I understand how to show changes in pitch
Knowledge – I know that pitch is how high or low a note sits. I know that melody is a range of notes.

Skills – I can play my composition on a xylophone or glockenspiel.

Children to look at their compositions from last week and practice playing them on either a glockenspiel or xylophone.

Vocabulary – pitch, ascending, descending, rise, syllable, higher, lower, melody, encore

Assessment – can they accurately perform their compositions from the previous lesson?

Lesson 6

I understand how to play a simple melody using rhythmic notation.

Knowledge – I know that a melody is an arrangement of notes into a sequence.

Skills – I can play a simple melody on tuned percussion. I can recognise some note values.

Listen to Trip, Trip-Trap inspired by the Billy Goats Gruff.

Show the following and discuss the note values.

Practice clapping the rhythm of it.



Then show how it sounds on a tuned instrument. Give them the same rhythm but different notes, e.g.



Can they practice in groups and share?

Challenge, create their own based on the same rhythm but different notes.

Vocabulary – crotchet, quaver, minim, rest, melody

Assessment – Can they perform the rhythm accurately? Can they perform the melody accurately?

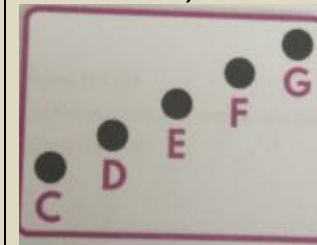
Lesson 6

I understand how to represent music using graphic notation.

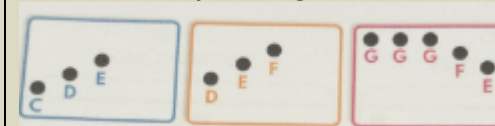
Knowledge – I know that graphic notation is a way of representing music with symbols or pictures.

Skills – I can create a simple call and response phrases. I can represent music using graphic notation.

Listen to Un, deux, trois. Show the below start of a C scale and say that the song is based on this.

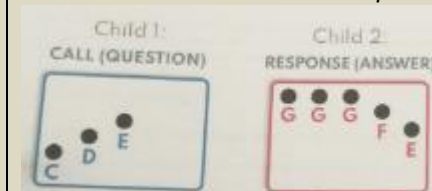


Then show the following dot notation.

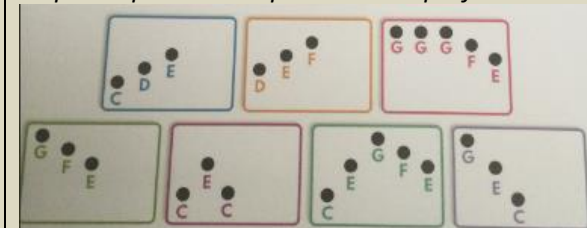


Practice playing on glockenspiels.

Then turn it into a call and response.



Provide different combinations of notes and children to use these to create their own call and response patterns to practice and perform.



			Vocabulary – pitch, scale, call and response, phrase Assessment – Can they follow the direction of a melody accurately? Can they create and play simple melodies from graphic notation?
Year 3 Subject Vocabulary (I use)	Year 3 Composite Vocabulary (I use): pitch, ascending, descending, rise, syllable, higher, lower, melody, encore rest, silence, compose, rhythm, pattern, notes, crotchet, quaver, ostinato, beat, tempo, call and response, pulse, time signature, 3/4 , 4/4	Year 3 Composite Vocabulary (I use): crotchet, quaver, minim, rest, melody, pitch, high, low, rising, ascending, up, descending, down, drone, ostinato, beat, pulse, timbre, compose, pentatonic, scale, melody, improvise, perform.	Year 3 Composite Vocabulary (I use): dynamics, forte (f), piano (p), crescendo, diminuendo, pianissimo (pp), fortissimo (ff), mezzo piano (mp), mezzo forte (mf), tempo, timbre, texture, rhythm, pitch, articulation, spiky, smooth, mood, setting, structure, melody, high, low, ascending, descending, scale, call and response, phrase

YEAR 2 MUSIC MEDIUM TERM PLAN			
Year 2 skills (I can)	I understand	I understand	I understand
I can copy pulse action sequences. I can maintain a steady pulse. I can compose movement pulses. I can copy rhythmic patterns. I can internalise rhythm and melody. I can copy rhythms based	Knowledge: I know that pulse is a steady beat. I know that rhythm is a pattern of notes. I know that an ostinato is a short, repeating pattern. I know that there can be 4 beats in a bar. I know that I can say things to help internalise rhythm. I know that a rest is silence. I know dynamics are loud and soft.	Knowledge: I know pitch means how high or low the sounds are. I know that pentatonic means 5 notes. I know that melody is a group of notes. I know how to make my voice sing high or low. I know how to sing in tune.	Knowledge: I know that mood is how a piece of music makes you feel. I know that timbre is the colour of the music or the sound of the instruments linked to the mood. I know that dynamics are loud or soft. I know that dynamics can change the mood of music I know that improvise means to make something up on the spot. I know that a conductor leads the music. I know how to follow a conductor. I know that symbols can be used to represent instrumental or vocal sounds. I know that an ostinato is a short repeating pattern.

<p>on spoken words. I can compose and perform a simple rhythmic ostinato. I can recognise and explore musical mood. I can describe the pitch with words like higher and lower. I can experiment with pitch. I can perform a melody accurately. I can hold a beater and use it to make a sound on the instrument. I can play to a steady beat. I can make changes to a composition. I can perform a piece of music. I can compose a pentatonic melody with only 5 notes.</p>	<p>Lesson 1 To understand how to perform movement to a steady pulse. Knowledge: I know that the pulse is a steady beat. Skills: I can copy pulse action sequences. I can maintain a steady pulse. I can compose movement pulses. <i>Play a song of your choosing and do different actions to the beat, children to copy. E.g. tap your head to the beat then click your fingers to the beat etc. Children can then be the leader and do the same. What is pulse? Then introduce the idea of 4 beats in a bar and encourage them to do something on beat 1. E.g. sit in a circle and pass the ball around ONLY on beat 1. (so 1,2,3,4, 1 (pass), 2 (hold), 3 (hold) 4(hold) etc.) Compose together 4 beats of body percussion – what could the actions be? Model how to compose and practice. Children then to compose their own body percussions and perform to the class. Can they keep a steady pulse?</i> Assessment: Children are able to do their actions to a steady beat Vocabulary: Pulse, beat, steady</p>	<p>Lesson 1 I understand how to identify and describe changes in pitch. Knowledge – I know pitch means how high or low the sounds are. Skills: I can describe the pitch with words like higher and lower. <i>Listen to some songs and listen to changes in the pitch. Discuss what the word pitch means. Listen to sunflowers growing and listen to changes in pitch. Get the children to stretch taller when it gets higher and crouch lower when the pitch gets lower. Give them some paper and get them to draw the pitch, going up when the pitch gets higher and going down when it gets lower. Swap their doodles, can they follow the pitch drawings with their fingers – do they match the music?</i> Assessment: Can the children accurately describe the pitch? Vocabulary: pitch, high, low</p>	<p>Lesson 1 I understand that different music can make me feel differently. Knowledge: Mood is how a piece of music makes you feel. Timbre is the colour of the music or the sound of the instruments linked to the mood. Skills: I can recognise that different songs create different moods. I can use movement to respond to the mood of the music. <i>Discuss different moods and how music might make you feel, e.g. happy, sad, angry etc. Listen to the make a face song and children need to act out the emotions sang about. Then call out some emotions for them to act out (Make it clear they are miming so they cannot use objects). Listen to Bach – Air on a G string. Discuss how it makes them feel. Do they all feel the same? What can they imagine? Look at word timbre. Give the children a piece of paper divided into 4 sections, one for each of the following songs. They need to draw how they feel when they hear the songs in the corresponding box. 1. Gymnopedie by Erik Sate, 2. Maple Leaf Rag by Joplin, 3. Triumphal March by Verdi, 4. The planets, Jupiter by Holst. Do a picture share, did they all interpret the music in the same way? Discuss the word timbre – how something sounds/ tone colour e.g. high, low, wooden etc. Play a call and response game where you say something, e.g. good morning, in different voices (high, low, loud, quiet, robotic, angry, sad, happy etc). Look at the word tempo (speed). How does that affect the mood of a song? Introduce the words Largo (slow) and Vivace (fast and lively). Practice walking like those. How might they change your mood?</i> Assessment: can the children describe the mood of different pieces. Can they imagine what could be happening in a story set to the music linked to their feelings?</p>
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I can sing in
tune.
I can make my
voice high or
low
appropriately.
I can copy
rhythm
patterns.
I can compose
and play simple
rhythm
patterns.
I can identify
rests in music.

Vocabulary: mood, feel, happy, sad, largo, vivace,
fast, lively

<p>I can begin to control dynamics.</p> <p>I can improvise.</p> <p>I can create and perform a sequence of sounds.</p> <p>I can follow a conductor.</p> <p>I can play instruments in different ways.</p> <p>I can create a musical story using appropriate timbres and dynamics on instruments.</p> <p>I can begin to define dynamics and timbres.</p> <p>I can keep to a steady beat.</p> <p>I can perform as an ensemble.</p>	<p>Lesson 2</p> <p>I understand how to create my own rhythms.</p> <p>Knowledge: I know pulse is a steady beat whereas rhythm is a pattern of notes. I know I can say words or phrases in my head to help me play a rhythm.</p> <p>Skills: I can create a rhythm. I can copy a rhythmic pattern. I can internalise rhythm. I can copy rhythms based on spoken word.</p> <p><i>Discuss what the word rhythm means (pattern of notes) and recap what pulse is. Practice clapping the pulse of some nursery rhymes. Now can they clap the rhythm? Play song tennis – half the class sing one line and then hit it over to the other half for the next line and so on. Can they keep the rhythm without pausing? Can they clap the rhythm to help? Everyone has a drum. Children to copy the teacher on some rhythms. E.g. salt and vinegar, cheese and onion, ready salted. Teacher to say the rhythm of those words to help them. Split them in half, can half do one whilst the other half does the other? In groups, children to make up their own food rhythms. E.g. Rice, choc-o-late, pizza, mac-a-ro-ni cheese</i></p> <p><i>Can they perform their rhythms on a drum, in groups and keep to the beat?</i></p> <p>Assessment: Children are able to copy the teacher rhythms accurately. They can create their own simple rhythms which they can accurately perform.</p> <p>Vocabulary: pulse, rhythm, beat</p>	<p>Lesson 2</p> <p>I understand how to use graphic notation to represent pitch.</p> <p>Knowledge: I know that pitch is how high or low the music is.</p> <p>Skills: I can experiment with pitch.</p> <p><i>Listen to a song and reach up high for high pitch and go low for lower pitch. Then play notes on an instrument, when you play a high note they can stretch up high and when a low note, they crouch down. Then introduce a mid or middle note and get them to put their hands on their hips when they hear it.</i></p> <p><i>Use multilink – 3 different colours, 1 = low, 1 = mid and 1 = high. Children in small groups to compose a pattern with the 3 colours of low, middle, high. Challenge, add 4th colour to mean silence.</i></p> <div data-bbox="920 708 1451 1007" data-label="Image"> </div> <p>Assessment: Can they compose a graphic notation pitch pattern? Can they follow their pitch pattern?</p> <p>Vocabulary: high, mid, low, silence, pitch</p>	<p>Lesson 2</p> <p>I understand how to control dynamics.</p> <p>Knowledge: I know that dynamics are loud or soft. I know that dynamics can change the mood of music.</p> <p>Skills: I can begin to control dynamics.</p> <p><i>Discuss dynamics. Listen to the song Hush. Explore the sounds, atmosphere and structure. Let them, in groups, choose instruments to firstly create a peaceful percussion piece. They need to create soft sounds e.g. choosing softer beaters. Can include body percussion too, e.g. rubbing hands. Get someone to read the poem whilst children perform their accompaniment to it. Do the chosen sounds complement the words of the poem?</i></p> <p>Assessment: Can they experiment with different ways to create sound? Can they carefully select sounds to make an effect?</p> <p>Vocabulary: structure, timbre</p>
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Lesson 3 - I understand what an ostinato is.

Knowledge: I know that an ostinato is a short, repeating pattern.

Skills: I can compose and perform a simple rhythmic ostinato.

Show them the video stomp live part 3 which will show body percussion.

Practice this rhythm

1	2	3	4
STAMP	STAMP	CLAP	CLAP

Discuss the word ostinato (small repeating pattern). Practise repeating it over and over again. In groups, children to create their own 4 beat ostinato to perform and they need to repeat it over and over again keeping in time.

Assessment: Children know what an ostinato is. Children can create their own 4 beat ostinatos and perform in time to a steady pulse.

Vocabulary: ostinato, pulse, rhythm, compose, perform.

Lesson 3

I understand how to use my voice to change the pitch.

Knowledge: I know that pitch means how high or low the notes are. I know how to make my voice sing high or low. I can sing following a tune.

Skills: I can sing in tune. I can make my voice high or low appropriately.

Practise singing different songs, both well known (e.g. pop) and unknown to them. Talk about how to sound good when singing, e.g. posture, breathing etc.

Assessment: Can they sing in tune? Can they follow the pitch of a song?

Vocabulary: pitch, tune, melody, high, low, posture, breathing

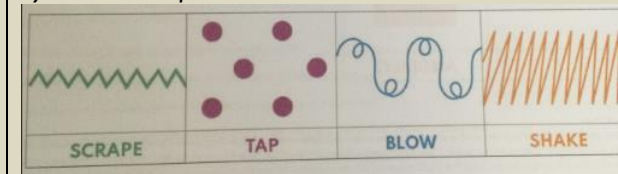
Lesson 3

I understand how to use symbols to represent vocal sounds.

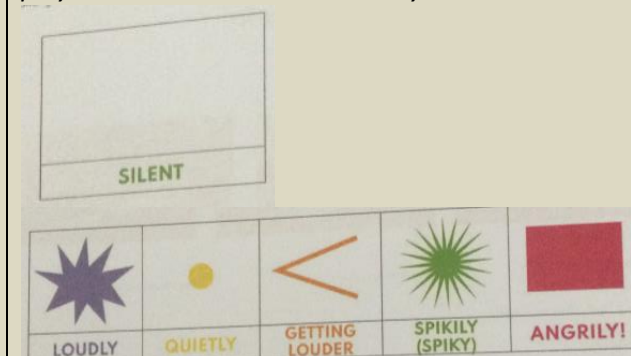
Knowledge: I know that a conductor leads the music. I know how to follow a conductor. I know that symbols can be used to represent instrumental or vocal sounds.

Skills: I can follow a conductor. I can play instruments in different ways.

Sit in a circle and divide the class into 4 groups – scrape, tap, blow and shake. Provide each group with appropriate instruments and show the symbols to represent each:



Choose a conductor to point to different groups to play. Then introduce a rest and dynamics.



Assessment: Can they use graphic notation to represent sounds? Can they follow simple performance directions?

Vocabulary: scrape, tap, blow, shake, conductor, start, stop, silence

Lesson 4

I understand how to represent rhythmic patterns.

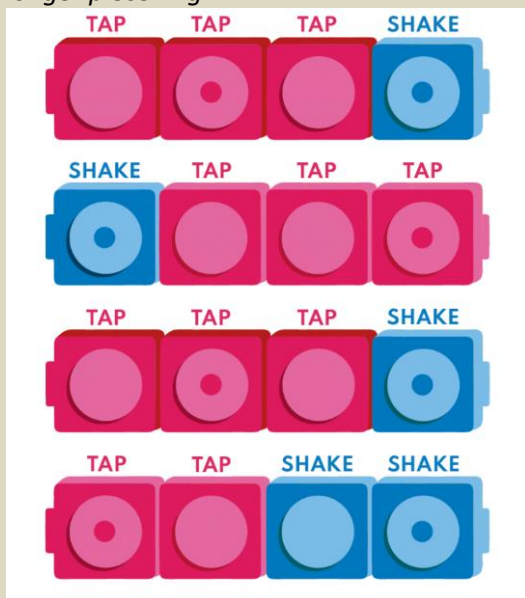
Knowledge: I know that the pulse is a steady beat. I know that body percussion is using your body to create noises. I know that dynamics are loud and soft.

Skills: I can internalise pulse.

Practice clapping the beat to a song of your choice (preferably 4/4 time). Then as a class, compose some body percussion like last week and perform that in time to the same song. Split the class into 3. Can they perform their group's body percussion in time whilst others are doing a different rhythm?

BEAT	1	2	3	4
Group A	Clap	Clap	Clap	Clap
Group B	Stamp			
Group C			Tongue-click	

Then look at can they keep the beat with a longer piece. E.g.



Discuss dynamics

Lesson 4

I understand how to compose simple pentatonic melodies.

Knowledge: I know that pentatonic means 5 notes.

Skills: I can compose a pentatonic melody with only 5 notes.

Discuss what a pentatonic scale is. Give them glockenspiels etc and only use CDEGA. Experiment with the order of the notes to create a melody. Demonstrate this. Children then to create their own simple melodies with the 5 notes to share with others.

Assessment: Can they say what pentatonic means? Can they create their own melody with only 5 notes?

Vocabulary: pentatonic scale, melody

Lesson 4

I understand how to improvise

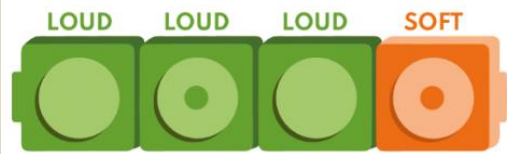
Knowledge: I know that improvise means to make something up on the spot.

Skills: I can improvise. I can create and perform a sequence of sounds.

Give all the children a picture of the weather, e.g. rain, sun, snow etc. Give them a selection of instruments. Ask them to create sounds that portray that weather. Children to then perform and see if others can guess which weather they had.

Assessment: Can they carefully select sounds to create a particular effect? Can they explain their choices with appropriate vocabulary?

Vocabulary: timbre, tempo, articulation, improvise.



Create a short piece of body percussion, like they have in other weeks, but can they add dynamics in too?

Assessment: Children can compose a 4-beat body percussion and represent this with drawings or words on paper.

Vocabulary: pulse, rhythm, beat, body percussion

Lesson 5

I understand what rests are in music.

Knowledge: I know that a rest is silence.

Skills: I can copy rhythm patterns. I can compose and play simple rhythm patterns. I can identify rests in music.

Choose a song and get everyone moving to the pulse. Select a line and get the class to clap the rhythm. Divide the class into half and see if they can clap two different rhythms at once. Develop children's understanding using Beat Monsters. Give them some blue monsters (crotchets) and say they are 1 beat. Then give them some pink monsters and they are rests.



Children to arrange how they want to compose their own composition. Then perform to others.

Assessment: Can they play their composition with a good sense of pulse? Can they play a rest accurately?

Vocabulary: rest, crotchet, beat

Lesson 5

I understand how to play pentatonic melodies.

Knowledge: I know that pentatonic means 5 notes.

I know that melody is a group of notes.

Skills: I can perform a melody accurately. I can hold a beater and use it to make a sound on the instrument. I can play to a steady beat.

Recap what pentatonic is from last week's lesson. Give the children their compositions back and give them time to practice playing it. Share their compositions by allowing them time to perform in front of others.

Assessment: Can they perform to a steady beat? Can they play a pentatonic melody?

Vocabulary: pentatonic, melody, performing, xylophone, beater

Lesson 5

I understand how to define a range of timbres and dynamics.

Knowledge: I know that dynamics are loud and soft. I know that timbre is how an instrument sounds.

Skills: I can create a musical story using appropriate timbres and dynamics on instruments. I can begin to define dynamics and timbres. *Think about your morning schedule, e.g. teeth cleaning, wake up breakfast, get dressed etc. Create a soundscape with instruments to sound like the schedule. Can use vocal sounds too. Talk about adding layers and starting quietly and increasing the volume.*

Assessment: Can they experiment with different ways to create sound? Can they organise ideas into a structure?

Vocabulary: dynamics, volume, layer, order, combine

	<p>Lesson 6</p> <p>I understand how to read well known rhythmic patterns.</p> <p>Knowledge: rhythm is a pattern of notes.</p> <p>Skills: I can play a simple tune on a xylophone or glockenspiel. I can use my knowledge of the song to help with the rhythm.</p> <p><i>Recap what a rhythm is. Introduce a xylophone and glockenspiel and discuss the difference between the two.</i></p> <p><i>Show them how to play with a beater and give them the notes to a well-known song in 'C' e.g, Twinkle Twinkle. Children to use their knowledge of the rhythm of the song to have a go at recreating some of it.</i></p> <p>Assessment: Children to be able to play some of the song on a xylophone or glockenspiel and it will be recognisable by the rhythm played.</p> <p>Vocabulary: xylophone, glockenspiel, beater, rhythm</p>	<p>Lesson 6</p> <p>I understand how to perform a simple melodic accompaniment.</p> <p>Knowledge: I know how to change the pitch. I know how to perform a melody given to me.</p> <p>Skills: I can make changes to a composition. I can perform a piece of music.</p> <p><i>Show children the below composition. Discuss the notes and how to play it. Give them time to practice. Then encourage them to create their own compositions based on the same sentence and perform them.</i></p> <div data-bbox="913 539 1500 805" data-label="Image"> </div> <p>Assessment: Can they follow the direction of a melody, pitching most notes accurately? Can they compose simple melodies?</p> <p>Vocabulary: pitch, xylophone, glockenspiel, compose, high, low</p>	<p>Lesson 6</p> <p>I understand how to accompany songs.</p> <p>Knowledge: I know that an ostinato is a short repeating pattern.</p> <p>Skills: I can keep to a steady beat. I can perform as an ensemble.</p> <p><i>Discuss what sea shanties are and the features of them (unaccompanied, call and response). Practice doing actions to the sea shanties, e.g. climbing the rigging and scrubbing the decks etc. Listen to the song Red Sails and create a simple ostinato accompaniment: Then then create their own accompaniments to either the above song or another sea shanty.</i></p> <p>Assessment: Can they sing and play with a good sense of pulse?</p> <p>Vocabulary: ostinato, accompanied</p>
Year 2 Subject Vocabulary (I use)	Year 2 Composite Vocabulary (I use): Rhythm, ostinato, pulse, beat, compose, perform, xylophone, drum, glockenspiel, mood, happy, sad, timbre	Year 2 Composite Vocabulary (I use): pitch, xylophone, glockenspiel, compose, high, low, pentatonic, melody, performing, beater, tune, posture, breathing, silence, scale	Year 2 Composite Vocabulary (I use): mood, feel, happy, sad, largo, vivace, fast, lively, structure, timbre, scrape, tap, blow, shake, conductor, start, stop, silence, tempo, articulation, improvise, ostinato, accompanied

YEAR 1 MUSIC MEDIUM TERM PLAN			
Year 1 skills (I can)	I understand	I understand	I understand
I can maintain a steady pulse.	I know that pulse is a steady beat. I know that rhythm is a pattern of notes.	I know that pitch is high or low. I know how to play tuned percussion.	I know that tempo is the speed of music (how fast or slow).

<p>I can play the pulse accurately on an instrument.</p> <p>I can play the rhythm of a simple song accurately on an instrument.</p> <p>I can keep to a steady beat.</p> <p>I can work out how many syllables in different words.</p> <p>I can clap or tap the syllables accurately.</p> <p>I can play a rhythm to a steady beat.</p> <p>I can copy a rhythm.</p> <p>I can start at stop the same time as others.</p> <p>I can move up high to show high pitch and down low to show low pitch.</p> <p>I can identify when the pitch is high and when it is low.</p>	<p>I know that dynamics means loud or soft.</p> <p>I know that untuned percussion is an instrument that does not play a tune, e.g. drum.</p> <p>I know that to copy is when you mimic someone's actions.</p> <p>I know that start is when you first do something.</p> <p>I know that stop is the end.</p> <p>I know that body percussion is making noises with parts of your body</p> <p>Lesson 1</p> <p>I understand what pulse is</p> <p>Knowledge – I know that pulse is a steady beat</p> <p>Skills – I can maintain a steady pulse.</p> <p><i>Discuss what pulse is. Practise moving around the room in different ways to the pulse of a song. Children create their own pulse actions, e.g. brushing teeth and combing hair to the beat.</i></p> <p><i>Children will be shown pictorial cards and need to follow these to the beat. This will introduce them to the idea of 'reading music'.</i></p> <p><i>In groups, children to experiment with different ways to keep the beat and model these to the rest of the class.</i></p> <p>Vocabulary – pulse, beat</p> <p>Assessment – Can they keep to a steady beat?</p>	<p>I know that structure is the order of music.</p> <p>I know that tuned instruments are ones where the pitch can be changed.</p> <p>I know that untuned instruments cannot change the pitch.</p> <p>I know that silence means no noise.</p> <p>I know that timbre is the sound an instrument makes.</p> <p>Lesson 1</p> <p>I understand what pitch is.</p> <p>Knowledge – I know that pitch is high or low.</p> <p>Skills – I can move up high to show high pitch and down low to show low pitch.</p> <p><i>Discuss what pitch is and different terminology to describe it. Listen to a song, such as Characters with Long Ears by Saint-Saens and identify highs and lows. Give children a scarf and encourage them to wave the scarf up high with the high pitches and down low for the low pitches.</i></p> <p><i>Give the class a parachute and encourage them to demonstrate their understanding of pulse through moving the parachute to simple songs.</i></p> <p><i>Then use the parachute for Climbing up the Beanstalk song. Get 2 chime bars out, e.g. G and C. play both and discuss the differences in pitch between them. Which is higher? Children to take it in turns to play both in any order and everyone else says which note started (high or low).</i></p> <p>Vocabulary – pitch, high, low.</p> <p>Assessment – Can they recognise simple changes in pitch and show these through movement?</p>	<p>I know that timbre is the quality of sound.</p> <p>I know that dynamics are how loud or how soft.</p> <p>I know that pitch is high or low.</p> <p>I know that notation is a way to visually represent music.</p> <p>I know that texture is how many layers of music there are.</p> <p>Lesson 1</p> <p>I understand how to recognise changes in tempo.</p> <p>Knowledge – I know that tempo is the speed of music (how fast or slow).</p> <p>Skills – I can describe the tempo as fast or slow.</p> <p>I can show tempo through my actions.</p> <p><i>Listen to some different songs and discuss the tempo of them. Find a song that changes tempo in the duration of it and see if they can recognise when it changes.</i></p> <p><i>Ask the children to lie on their backs and create cycle movements with their legs, e.g. going uphill (getting slower), going down hill (faster), flat (steady tempo), stop!</i></p> <p><i>Use some cards to help indicate tempo.</i></p> <div data-bbox="1545 1031 2101 1310" data-label="Image"> </div> <p>If time, give them the cards and get them to create their own sequence to then use either on instruments, body percussion or singing.</p> <p>Vocabulary – tempo, fast, slow, steady</p>
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I can describe the pitch accurately.
I can play a simple melody on tuned percussion.
I can recognise if something is going up or down in pitch.
I can identify which note is higher.

Assessment – Can they recognise simple changes in tempo? Can they make simple changes in their singing and playing?

<p>I can play a simple melody on tuned percussion.</p> <p>I can compose a simple melody to show my understanding of pitch.</p> <p>I can play my pitch melody accurately and perform it to others.</p> <p>I can compose a piece of music in a structure.</p> <p>I can perform my piece of music.</p> <p>I can describe the tempo as fast or slow.</p> <p>I can show tempo through my actions.</p> <p>I can explore vocal timbre.</p>	<p>Lesson 2</p> <p>I understand how to play to the pulse</p> <p>Knowledge - I know that pulse is beat.</p> <p>Skills – I can keep to a steady beat.</p> <p><i>Choose a song and practice singing it together whilst clapping the beat.</i></p> <p><i>Get a parachute out to help them feel the beat. Can they pull the parachute in time to the beat? Try again with a faster beat. Discuss tempo.</i></p> <p><i>Walking On The Beat</i> by Bobby McFerrin to practise changing the beat.</p> <p><i>Practise passing something, e.g. a teddy, around a circle to the beat.</i></p> <p><i>When the teacher shakes the tambourine, they need to change direction whilst still keeping to the pulse. Give a range or instruments out and choose a song. Assign each instrument to each verse/ chorus. The children need to tap the pulse with their instrument for the correct verse.</i></p> <p><i>Challenge, combine instruments together.</i></p> <p><i>Listen to our big band song. – play instruments correctly with the song. Introduce dynamics – can they play softly at the start and loudly at the end?</i></p> <p>Vocabulary – pulse, beat, steady</p> <p>Assessment – Can they match movements to the pulse?</p>	<p>Lesson 2</p> <p>I understand how to imitate changes in pitch.</p> <p>Knowledge – I know that pitch is high or low.</p> <p>Skills – I can identify when the pitch is high and when it is low. I can describe the pitch accurately.</p> <p><i>Recap what the pulse is. Listen to lying in the daisies and use your hand to show changes in pitch. Choose two lines from the songs:</i></p> <div data-bbox="920 384 1520 767" data-label="Complex-Block"> <p><i>Come With Me To The Beach</i></p> <p>This way this way G E G E</p> <p><i>Lying In The Daisies</i></p> <p>An e-le-phant with a big long trunk G EE G G G E E G</p> </div> <p><i>Children to be given chime bars and play the notes. Discuss the change of pitch.</i></p> <p>Vocabulary – pitch, high, low</p> <p>Assessment – Can they recognise changes to pitch?</p>	<p>Lesson 2</p> <p>understand how to change my vocal timbre.</p> <p>Knowledge – I know that timbre is the quality of sound.</p> <p>Skills – I can explore vocal timbre. I can explore instrumental timbre.</p> <p><i>Sit children in a circle and blindfold one person in the middle. Get one child to sing a line from a nursery rhyme. Can the blindfolded person identify who was singing?</i></p> <p><i>Explain that each voice or instrument sound is unique – like a fingerprint. That’s how we can often identify who is talking or singing.</i></p> <p><i>Play the same game but with instruments – can the blindfolded person identify which instrument?</i></p> <p>Vocabulary – timbre</p> <p>Assessment - can they correctly identify which instrument is being played or which person is singing?</p>
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<p>I can explore instrumental timbre.</p> <p>I can investigate how sounds can be changed,</p> <p>I can recognise and describe changes,</p> <p>I can perform a sequence of motifs using instruments.</p> <p>I can investigate ways to play an instrument.</p> <p>I can create a variety of sounds.</p> <p>I can create notation to represent sounds.</p> <p>I can explore musical texture.</p> <p>I can play musical instruments while following a graphic score.</p>	<p>Lesson 3</p> <p>I understand the difference between pulse and rhythm</p> <p>Knowledge – I know that pulse is a steady beat and rhythm is a pattern of notes</p> <p>Skills – I can play the pulse accurately on an instrument. I can play the rhythm of a simple song accurately on an instrument.</p> <p><i>Recap pulse</i></p> <p><i>Give out untuned instruments and get them to play them accurately to the pulse of a simple song. Liken to a second hand on a clock, always keeps going and doesn't stop or change.</i></p> <p><i>Discuss rhythm. What is the difference between pulse and rhythm?</i></p> <p><i>Play the same song again and this time play the rhythm on the instruments instead.</i></p> <p><i>Play what's the time Mr wolf for pulse – 1 o'clock, 2 o'clock etc moving to the pulse.</i></p> <p>Vocabulary – pulse, rhythm</p> <p>Assessment – Can children differentiate between rhythm and pulse through their playing of an untuned instrument (e.g. drum or tambourine)?</p>	<p>Lesson 3</p> <p>I understand how to play a simple melody which goes up or down in steps.</p> <p>Knowledge – I know that pitch is high or low. I know how to play tuned percussion.</p> <p>Skills – I can play a simple melody on tuned percussion. I can recognise if something is going up or down in pitch.</p> <p><i>Follow the pitch of the melody Climbing up the Beanstalk with their hands. Write the notes of C major scale on the board – C,D,E,F,G,A,B,C. Discuss how this scale goes up (ascending) and show how to play it on the xylophone/glockenspiel.</i></p> <p><i>One part of the song goes, "up, up, up, up, up" with notes C,D,E,F,G. Practice/</i></p> <p><i>Show how doing it in reverse would be going down (descending) -</i></p> <div data-bbox="920 708 1516 852" data-label="Image"> </div> <p><i>Give all children a xylophone/glockenspiel and let them try to play an ascending and descending scale.</i></p> <p>Vocabulary – pitch, high, low, up, down, scale.</p> <p>Assessment – Can they play a simple melody which goes up or down in steps on tuned percussion?</p>	<p>Lesson 3</p> <p>I understand how sounds can be changed.</p> <p>Knowledge – I know that timbre is the sound.</p> <p>Skills – I can investigate how sounds can be changed, I can recognise and describe changes, <i>Provide the class with a selection of instruments to explore. Show all of the instruments and choose one child to play one of them behind a screen – can the class work out which instrument is being played?</i></p> <p><i>Let the children explore the different instruments – how are they played? E.g. blown, scraped etc. Does playing them in different ways change the sound they produce?</i></p> <p><i>Choose a child to create a short vocal sequence, e.g. "squeak, eek, eek, tongue click". Can the rest follow it?</i></p> <p>Vocabulary – timbre, vocal, instruments</p> <p>Assessment – Can they describe the sounds using musical vocabulary? Can they experiment with different ways to create sound using their bodies, voices and instruments?</p>
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Lesson 4

I understand how to identify the rhythm of words

Knowledge – I know what rhythm is. I know how to clap the syllables of the words.

Skills – I can work out how many syllables in different words. I can clap or tap the syllables accurately.

Try saying words of a rhythmic challenge, e.g. abracadabra and discombobulation. Clap them. Use instruments to try to tap them too. Call and response some rhythm patterns and actions like below:

- **Child 1:** Eggity-Egg (pat head four times)
- **Class:** Eggity-Egg (pat head four times)
- **Child 2:** Eggity-Egg (tap knees four times)
- **Class:** Eggity-Egg (tap knees four times)

Give the children in groups some picture of word cards. Get them to explore the number of syllables in the set. Ask them to tap the rhythm of the word or picture. Sort them according to number of syllables.

Watch the video – Body Avlaia Group – in the hall of the body of the percussion King.

Vocabulary – syllables, rhythm, body rhythm

Assessment – Can they correctly clap/tap every syllable?

Lesson 4

I understand how to identify a musical pattern of high low.

Knowledge – I know that pitch is how high. I know that timbre is the sound an instrument makes.

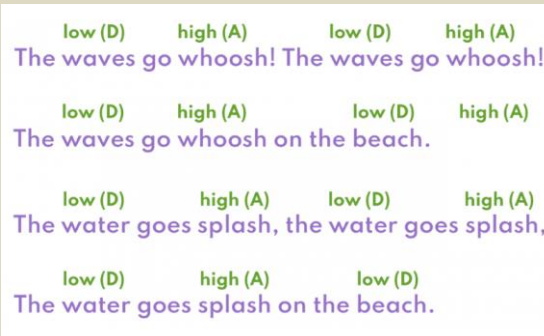
Skills – I can identify which note is higher. I can play a simple melody on tuned percussion.

Watch performance of Rimsky-Korsalov's Flight of the Bumblebee. Discuss pitch in the performance.

How many beaters were used?

Watch the same piece of music played on trombone (Spike Jones estate). What is different and same about the pieces? Where is the pitch more obvious? Discuss timbre.

Listen to song come with me to the beach. Show them this verse:



Give them the notes (or show where they are on a xylophone). Encourage use of 2 beaters, one for each note, and see if they can play the changing pitch.

Vocabulary – pitch, timbre, high, low, beater, chime bar, xylophone.

Assessment – Can they play a piece of music with changing pitch?

Lesson 4

I understand how to create simple sound and movement motifs.




Knowledge – I know that dynamics are how loud or how soft. I know that tempo is the speed (how fast and slow). I know that pitch is high or low.

Skills – I can perform a sequence of motifs using instruments.

Choose a well-known fairy tale to create a character composition. With the class, choose some contrasting characters and think about how they might move or sound, e.g. Big Bad Wolf – angry snarl, Giant – loud footsteps, pixie – fast feet. Next, explore instruments to create a musical motif for a character, e.g. a giant might be a loud bang of a drum. In small groups, children to create a motif to match a character. Then perform and see if we can guess which character they've chosen.

Vocabulary – tempo, dynamics, pitch, high, low, fast, slow, loud, soft

Assessment – Can they experiment with different ways to make sound?

	<p>Lesson 5 I understand how to copy and create a rhythmic pattern Knowledge – I know that pulse is a steady beat. I know that rhythm is a pattern of notes. Skills – I can play a rhythm to a steady beat. <i>Recap pulse and rhythm.</i> <i>Show some different word rhythms –</i> <i>ding dang dong</i> <i>Clickety clackety cluck</i> <i>Boom bong boom bong</i> <i>Tick tock tick tock</i> <i>Practise clapping the rhythms then use the drums to play them as a class.</i> <i>Children to then use their drum to create their own rhythm using 2/3 words, e.g. football</i> <i>ballet chess.</i> <i>Then to perform their rhythm.</i> Assessment – Can they accurately do the rhythm of their chosen words?</p>	<p>Lesson 5 – I understand how to compose a melody made of high and low notes. Knowledge – I know that pitch is how high. I know that silence means no noise. Skills – I can compose a simple melody to show my understanding of pitch. I can play my pitch melody accurately and perform it to others. <i>Recap pitch.</i> <i>Choose 2 colour of multilink, one to represent high and one to represent low. Create 4 in a row, e.g.</i></p>  <p><i>Show how to play this on a xylophone.</i> <i>Then introduce a third colour for silence if needed.</i> <i>E.g.</i></p>  <p><i>Again, model how to play it. Recap beat and how to play it to a beat.</i> <i>Children to then create their own 4 beat pitch melodies, some may add silence for a challenge if needed.</i> Vocabulary – high, low, pitch, beater, chime bar, xylophone, Assessment – Can they compose and perform a pitch melody?</p>	<p>Lesson 5 I understand how to use notation to represent sounds. Knowledge – I know that dynamics are how loud or how soft. I know that notation is a way to visually represent music. Skills – I can investigate ways to play an instrument. I can create a variety of sounds. I can create notation to represent sounds. Listen to Spider Music. Each verse uses a different musical dimension. Dynamics – spider music (quiet), elephant music (loud). Articulation – fishy music (smooth), hedgehog music (spiky) Tempo – tortoise music (slow), cheetah music (fast). Look at different instruments and discuss how we could make those sounds. Children to then choose a percussion instrument – hold up a picture card of an animal and see if they can play their instrument to match it.</p>  <p>In small groups, children to create a short sequence of sounds and play it. Children notate it in their own way, e.g. drawing animals. Vocabulary – quiet, loud, smooth, spiky, slow, fast, lightly, gently, harder, slide, glide, notation. Assessment – Can they create different sounds with the instruments? Can they invent their own notation to represent sounds?</p>
	<p>Lesson 6 I understand how to start and stop together Knowledge – I know that pulse is the beat, rhythm is a pattern of notes, copy is when you mimic someone's actions, start is when you</p>	<p>Lesson 6 I understand how to order sounds in a structure. Knowledge – I know that structure is the order of music. I know that tuned instruments are ones</p>	<p>Lesson 6 I understand how to add texture to music. Knowledge - I know that texture is how many layers of music there are.</p>

first do something, stop is the end, body percussion is making noises with parts of your body.

Skills – I can copy a rhythm. I can start at stop the same time as others.

Listen to Christmas Conga. Practise chanting some simple rhythms on a given theme, such as Christmas, using body percussion:

1	2	3	
STAMP	STAMP	CLAP	
Fa -	ther	Christ -	

1	2	3	
TAP SHOULDERS	TAP SHOULDERS	STRETCH A	
Christ -	mas	tree	

Watch Gumboot Dance Video. Children to make their own version of a Gumboot Dance.

Vocabulary – pulse, rhythm, copy, start, stop, body percussion

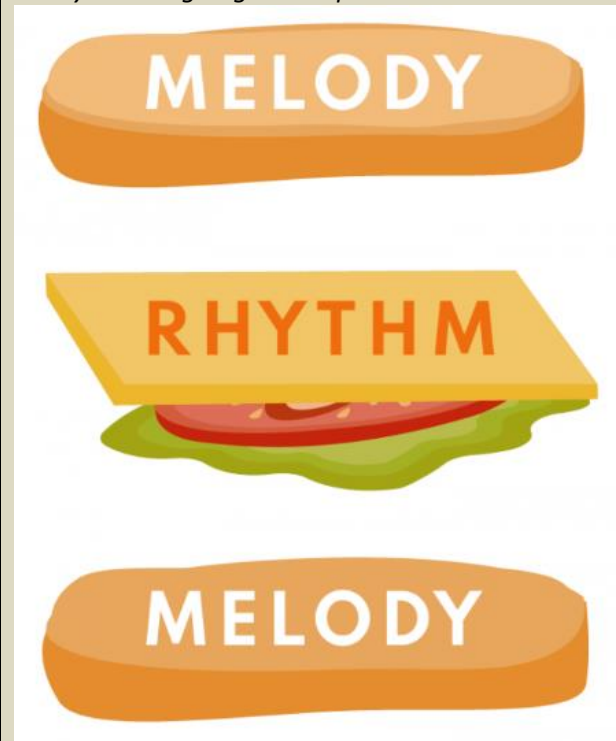
Assessment – Can they start and stop in time with others?

where the pitch can be changed. I know that untuned instruments cannot change the pitch.

Skills – I can compose a piece of music in a structure. I can perform my piece of music.

Recap skills learnt this term.

Today we are going to compose a sandwich:



In groups, they can compose a simple melody, e.g. G E B A to be played for the melody section on a tuned instrument. They then can compose a rhythm to be played on untuned, e.g. to the words I love buckets and spades. They then repeat the same melody. Then perform to others.

Vocabulary – pitch, high, low, melody, rhythm, tuned, untuned, instruments, compose, perform.

Assessment – Can they compose and perform their piece of music?

Skills – I can explore musical texture. I can play musical instruments while following a graphic score.

Talk about flowers growing – sometimes there will be just one flower, other times there will be lots. Children to create a graphic score of flowers. Each flower can only be one colour but they can choose how many in each section, e.g. only one, then 3, then 5, then 2.

Assign an instrument to each flower and experiment with playing their graphic composition. Then share them with the class.

Vocabulary – graphic score, texture, layers

Assessment – Can they follow a simple graphic score? Can they join and stop at the correct time when playing?

Year 1 Subject Vocabulary (I use)	Year 1 composite vocabulary (I use): Rhythm, Pulse, Beat, Start, Stop, Body Rhythm, dynamics, loud, soft	Year 1 composite vocabulary (I use): pitch, high, low, melody, rhythm, tuned, untuned, instruments, compose, perform, up, down, scale, beater, chime bar, xylophone, timbre	Year 1 composite vocabulary (I use): tempo, fast, slow, steady, timbre, vocal, instruments, dynamics, pitch, high, low, loud, soft, quiet, loud, smooth, spiky, lightly, gently, harder, slide, glide, notation, graphic score, texture, layers
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PSHE

Rationale for how PSHE is organised (including how the content and concepts are covered):

Swingate adopts the Jigsaw PSHE scheme throughout the school from Nursery to year 6. Jigsaw is taught progressively throughout the school and is at the heart of Swingate's curriculum in order to prepare our children to achieve emotional success (one of our values) alongside physical and academic success. The age-appropriate lessons support the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. Safeguarding underpins every lesson in Jigsaw and supports our complete commitment to safeguarding our pupils. *The concepts taught throughout Jigsaw are: empathy, identity and safety.*

British Values and SMSC are mapped throughout Jigsaw. The Department for Education (DfE) has stated: "Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum."

The PSHE Association states "PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.... When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life."

Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

Medium Term Plans (Substantive knowledge and how children's personal awareness on the subject matter):

To ensure a depth and accuracy of learning which builds upon prior learning, all classes undertake weekly PSHE lessons which follow Jigsaw 3-11, a fully planned and spiralling/progressive PSHE scheme. As a school, we follow a set theme each half term, which is introduced, in a whole school assembly.

Lessons are underpinned by the Jigsaw behaviour charter, which reinforces our character values of empathy and responsibility.

The 6 Jigsaw themes are:

Autumn Term:	Being Me in My World	Celebrating Difference (including Anti-Bullying)
Spring Term	Dreams and Goals	Healthy Me
Summer Term	Changing Me	Relationships (including Relationships and Sex Education)

In addition, Anti-bullying week, Internet Safety Day, charity days, road safety, restart a heart sessions and support from our pastoral and SEN team enhance the mission of our PSHE curriculum.

Assessment: The teacher records sessions in their Class Jigsaw book & assess each child termly via RAG rating.

Each Jigsaw puzzle complements and promotes our Swingate Character values (termly assemblies are used to launch both the Jigsaw area of learning and the character value):

Term 1: Introduce the concept of character values. Explain that Swingate has 4 main character values: Bravery, Resilience, Responsibility and Empathy. Relate this to ***'being me in my world'*** (we all value different things).

Term 2: **EMPATHY** linked with Jigsaw ***'Celebrating Difference'*** unit (understanding that we are all different but have links and can live in harmony).

Term 3: **BRAVERY** linked with Jigsaw ***'Dreams and Goals'***. Having the bravery to dream big and try new things. Whilst remaining sensible in areas such as budgeting.

Term 4: **RESILIENCE** linked with Jigsaw ***'Healthy me'*** – keeping on going with change, targets and goals. They learn about peer pressure and supporting their own mental and physical well-being.

Term 5: **RESPONSIBILITY** linked with Jigsaw ***'Relationships'***. Children learn that they are responsible for their actions and to be careful with 'online interactions' as well as in real life. Children to recognise how their actions impacts others around them. Also learn about coping with grief.

Term 6: Recap on all 4-character values and review what we have learnt. Reinforce the learning and reflections throughout the year. Link to Jigsaw ***'Changing me'*** with transition and reflection.

Impact – What the effect is:

The impact of our PSHE teaching is evident in school life as whole – in pupils' good behaviour, their attitudes to learning and their respect, care and understanding for and of, each other. The concepts of ***Identity, Empathy and Safety*** are taught progressively throughout the school via the Jigsaw Curriculum.

Relationships and Sex Education:

At Swingate Primary our RSE curriculum is firmly embedded in our Jigsaw (PSHE) curriculum

An important part of the Jigsaw PSHE programme is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded.

Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate.

Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

- Foundation Stage - Growing up: how we have changed since we were babies
- Year 1 - Boys' and girls' bodies; naming body parts
- Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
- Year 3 - How babies grow and how boys' and girls' bodies change as they grow older
- Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation

- Year 5 - Puberty for boys and girls, and conception
- Year 6 - Puberty for boys and girls and understanding conception to birth of a baby

Progression in Character Values for Swingate

Bravery

Year group	Progression	Evidence through the Curriculum
1	Children will make changes from one Key stage to the next successfully. Children will confidently start to use technology Children will speak and perform in front of a live audience. Children will start to make judgements and decisions not based on friendships.	Harvest Festival performance Computing- beginning to use the computers and programming BeeBots. Class votes for school council.
2	Starting a discussion about bullying and standing up for what is morally right. Performing as a group in front of parents. Bravery of historical figures Sharing examples of work Speeches for school council democratic vote. Approach new skills and try new challenges more confidently.	Celebrating difference (Jigsaw) Christmas singalong History- Charles Darwin's Theory of Evolution (T3) Civil rights (T5) Table top galleries Presentations to the class (History T2, Science T3) Speeches for school council (Term 1) DT- sewing (T4) PE
3	Learning new skills and having new opportunities. Performing as a group with some children being given the chance to be independent. Children write their own presentations to persuade people to vote for them for school council. Children will share their presentations that they have made about themselves.	Swimming, Starting French lessons Christingle service (T2) School council presentations (T1) Computing (T3)
4	Sharing work, opinions and feedback in class and asking questions. Performing as a group with the options for independent performance. Challenging themselves to step out their comfort zone when participating in new skills. Not being afraid to get something wrong.	Music - Harvest festival performance. Standing up for school council. Group presentations in class. Art and DT - Learning to sew, restart, cooking. Jigsaw – Role play Science - Creepy Claws

5	Performing as a group, independently and performing work written by themselves in front of KS2 and parents. Debating in front of their peers. Learning new skills and having new opportunities in a different setting. Staying away from home.	Remembrance Assembly Deforestation debate (Geography- rainforests) Bude residential trip
6	Asking questions to clarify their understanding of difficult and personal subjects such as sexuality. Bravery of soldiers in WW1 of different creeds. Full production performed to parents and whole school. Visits to new secondary schools and transition.	Changing me (jigsaw) History Terms 2 and 3 Secondary transition day.

Responsibility

Year group	Progression	Evidence through the Curriculum
1	Being responsible for ourselves and our classroom. Classroom monitors and reading at home, school council and eco warriors	Online safety progressing throughout the years in details and in relations to the games/online content that the children access (passwords, data, sharing, posting, bullying, etc) Jigsaw – Being me in my World (T1), Celebrating Differences (T2) and Healthy Me (T4) progressing through each year group Science – Being responsible when using different materials to ensure we keep each other safe I.e. holding scissors and rocks. (T4) Science – Being responsible by caring for ourselves. (T1) R.E - showing responsibility in our understanding of Christians and Jewish people PE – showing responsibility by bringing in the correct uniform, taking earrings out and following the rules. D.T - showing responsibility with needles when sewing and cooking utensils when cooking. Music – being responsible and respectful when using musical instruments
2	Responsibility for our own and class property. Classroom monitors, school councils and eco warriors. Responsibility with our words. Responsibility by completing Numbots, spellings and reading homework. How to be responsible at home – e.g. helping with jobs/doing things when you are asked the first time.	Online safety progressing throughout the years in details and in relations to the games/online content that the children access (passwords, data, sharing, posting, bullying, etc) Jigsaw – Being me in my World (T1), Celebrating Differences (T2) and Healthy Me (T4) progressing through each year group R.E - showing responsibility in our understanding of Christians and Muslims P.E - showing responsibility by following the rules of games, working together in a team

		<p>D.T - showing responsibility with needles when sewing and cooking utensils when cooking.</p> <p>Music – being responsible and respectful when using musical instruments</p> <p>Science – Learning about a balanced diet, healthy eating and exercise – being more responsible with what we put in our bodies and the importance of exercise (T3)</p>
3	<p>Classroom monitors, House point monitors, school council and eco warriors, practicing and completing spellings, reading and TT Rockstars sessions on a weekly basis, standard of presentation, pen licenses, adding to knowledge organisers independently, learning lines/songs for their Christingle performance</p>	<p>Computing - Online safety progressing throughout the years in details and in relations to the games/online content that the children access (passwords, data, sharing, posting, bullying, etc)</p> <p>History – children learn about the roles of different groups of people in Ancient Egyptian and Greek civilisations</p> <p>Geography – how to make sensible choices to reduce our food miles</p> <p>Jigsaw – Being me in my World (T1), Celebrating Differences (T2) and Healthy Me (T4) progressing through each year group</p> <p>R.E - showing responsibility in our understanding of Christians and Hindus</p> <p>P.E. - Responsibility for setting up and putting away equipment safely across curriculum.</p> <p>Science – Being responsible in setting up scientific experiments and carrying out safely (Light, Magnets and Forces, Rocks and Soil, Plants)</p> <p>D.T - showing responsibility with needles when sewing and cooking utensils when cooking.</p> <p>Music – being responsible and respectful when using musical instruments</p>
4	<p>Classroom monitors, school council and eco warriors, being responsible for entries into reading records, completing spellings and TT Rockstars sessions, pen licenses and presentation, adding to knowledge organisers independently</p>	<p>Online safety progressing throughout the years in details and in relations to the games/online content that the children access (passwords, data, sharing, posting, bullying, etc).</p> <p>History – Roles within society for Ancient Greeks (T1), Anglo-Saxons & Vikings (T3) and Normans (T5).</p> <p>Jigsaw – Being me in my World (T1), Celebrating Differences (T2) and Healthy Me (T4) progressing through each year group - responsibility for our behaviour and supporting those in bullying situations – being responsible and seeking help, not being a bystander (T2)</p> <p>P.E. - Responsibility for setting up and putting away equipment safely across curriculum.</p> <p>Science – Being responsible in setting up scientific experiments and carrying out safely (States of Matter, Electricity, Sound)</p>

		<p>R.E - showing responsibility in our understanding of Christians and Jewish people</p> <p>D.T - showing responsibility with needles when sewing and cooking utensils when cooking.</p> <p>Music – being responsible and respectful when using musical instruments</p> <p>Harvest Festival – learning lines</p>
5	<p>Classroom monitors, school council and eco warriors, library leaders, play leaders, being responsible for entries into reading records, completing TT Rockstars sessions.</p> <p>Being responsible within our school.</p>	<p>Online safety progressing throughout the years in details and in relations to the games/online content that the children access (passwords, data, sharing, posting, bullying, etc)</p> <p>Geography – (T2) Responsibility to the environment deforestation. (T6) Rivers, responsibility to keeping clean/conservation. (T4) Energy – renewable vs non-renewable</p> <p>History – WW2 (T1) comparing the responsibilities of children today and the responsibilities of children in WW2.</p> <p>Jigsaw – Being me in my World (T1), Celebrating Differences (T2) and Healthy Me (T4) progressing through each year group</p> <p>Science – Responsibility to set up and conduct experiments ((T3) Changing Materials, (T4) Forces).</p> <p>PE – Responsibility for setting up and putting away equipment safely across curriculum</p> <p>R.E - showing responsibility in our understanding of Christians and Sikhs</p> <p>D.T - showing responsibility with needles when sewing and cooking utensils when cooking.</p> <p>Music – being responsible and respectful when using musical instruments</p> <p>Poppy Assembly – Writing Lines, Learning Lines.</p>
6	<p>Being responsible across the wider community, including how they can contribute to global issues.</p> <p>Classroom monitors, school council and eco warriors, year 6 monitors (house points, music etc), house captains, being responsible for entries into reading records, completing homework, spellings, TT Rockstars sessions.</p>	<p>Online safety progressing throughout the years in details and in relations to the games/online content that the children access (passwords, data, sharing, posting, bullying, etc)</p> <p>Geography – Oceans (T1) – children learn about the impacts of plastic pollution and how these negative impacts can be reduced by people taking responsibility for their choices e.g. recycling, litter picking etc.</p> <p>Science – Living things and their habitats (T1) – children learn about humans’ responsibility for protecting habitats and the negative impacts that can occur if these responsibilities are not upheld.</p> <p>PE – children have responsibilities to collect and put out sports equipment for activities, as well as putting away safely.</p> <p>Jigsaw – Being me in my World (T1), Celebrating Differences (T2) and Healthy Me (T4) progressing through each year group. Taking responsibility</p>

		<p>for their own actions and the consequences. Moving on to thinking about how we are responsible for what happens to others as our actions can impact others not just ourselves.</p> <p>History – WW1 (T3) - Children working in groups analysing historical sources. Children took on a role within these activities (scribe, reader, time keeper, spokesperson etc) and took full responsibility for their roles. Learn about how certain individuals/leaders/countries were responsible for the outbreak of WW1. Analysing who was more responsible, using evidence to support ideas.</p> <p>R.E - showing responsibility in our understanding of Christians and Muslims</p> <p>D.T - showing responsibility with needles when sewing and cooking utensils when cooking.</p> <p>Music – being responsible and respectful when using musical instruments</p>
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Resilience

Year group	Progression	Evidence through the Curriculum
1	<p>To begin to form friendships</p> <p>To begin to focus on a task for a short period of time</p> <p>To have a go at new tasks/activities</p> <p>To use their voice to ask for help from peers and adults</p> <p>To begin to problem solve</p>	<p>Jigsaw -Term 1 – Being Me in My World</p> <p>Term 3- Topic of Dreams and Goals</p> <p>PSED - Becoming more independent/ Thinking about others</p> <p>PSED - Be increasingly independent in meeting their own care needs (3-4 Years)</p> <p>PSED - Show resilience and perseverance in the face of challenge.</p> <p>Build constructive and respectful relationships.</p> <p>See themselves as a valuable individual</p> <p>Think about the perspectives of others (Reception)</p> <p>C&L – Expressing views and listening to others even if we disagree</p> <p>C&L Understand how to listen carefully and why listening is important</p> <p>Develop social phrases. (Reception)</p> <p>Phonics and Reading – persevering with learning sounds, segmenting, blending.</p> <p>Maths – Persevering with maths learning of number shapes, patterns</p>
2	<p>To continue to develop good relationships</p> <p>Most children are able to stay on tasks – more frequent breaks.</p> <p>Build upon previous experiences with help from adults.</p> <p>Know how to seek help.</p>	<p>Jigsaw- (T3) Topic of Dreams and Goals. Working towards a goal.</p> <p>PE- Children learn to keep going especially when they can't do something 'yet'. Football skills (T1) Gymnastics (T3). Getting changed and learning to get changed more independently/practice (doing up their top button).</p>

	<p>Be encouraged to seek help when needed. Work through problems with scaffolding. To know that they need to try hard in all areas of life. Continue to develop self-awareness Beginning to understand next steps. To know how to help others in social situations.</p>	<p>Phonics- Using and applying their Phonics into their work. They need to learn the phonemes and graphemes to then use them to blend them together. Maths- Continue throughout to not give up on counting/ number work/using resources/applying their knowledge. Reading- Continue to practice their reading skills and their Phonics to continue to work towards moving up their book bands. History- (T3 & T4) Learning about the various explorers to continue to learn about our area, our world and what happened before to how others continued to be resilient. Art – Looking at the different artists, what setbacks did they face and how did they deal with them due to the time they were painting/creating. Science- Develop understanding of not everything will work straight away (T3)- Creating a paper plane. They may not always get an answer straight away. R.E- Understand how Mary and Joseph were resilient when wanting to keep their family safe- Nativity story (T2).</p>
3	<p>Build good relationships Most children are able to stay on tasks – more frequent breaks. Build upon previous experiences with help from adults Know how and when to seek help. Be encouraged to seek help when needed. Work through problems with scaffolding. Understand what proactivity means – jobs within classrooms. To understand what a positive mindset is Develop self-confidence – to know my strengths and weaknesses. Know their next steps in developing weaknesses. To know how to help others.</p>	<p>Jigsaw Term 3 – Topic of Dreams and Goals. Phonics – children need to be resilient when using their phonics in their written work. Handwriting – children will develop resilience in working towards neat and cursive handwriting across all subjects. Reading – for some children working towards becoming a free reader will need resilience. Maths – children need resilience in their work on Numbots and starting their TTRS journey. History – Term 3, key question around the Victorians and their impact on modern day life. These inventors had to show resilience to succeed. Science – Term 4, investigating materials. Children will use resilience through lots of practical investigations, working in groups. Art – I can attitude which will need resilience as art work created will not always look like those studied. SATs – Children need resilience in the build-up to these, revising and also being confident in completing work that is different to normal.</p>
4	<p>Build good relationships Children may still need encouragement to stay on task Build upon previous experiences with help from adults Know how and when to seek help.</p>	<p>Jigsaw Term 3 topic of Dreams and Goals. PE -Children show resilience when going swimming in Term 2 and challenge themselves to learn a new life skill. Handwriting - Children are working towards earning a pen licence, the</p>

	<p>Be encouraged to seek help when needed.</p> <p>Use given strategies to work through a problem</p> <p>Begin to develop proactivity</p> <p>To understand what a positive mindset is</p> <p>Helping others if they are able to</p> <p>To develop self confidence</p>	<p>children need to show consistency in their letter formation and joins across all subjects.</p> <p>Reading - Some children are continuing to work towards being a free reader and develop their reading fluency and understanding.</p> <p>Maths - Children learn the written methods for all four operations (multiplication, division, addition, subtraction) in maths.</p> <p>Computing – Children will work with new programmes and will continue to develop their debugging skills when things go wrong.</p> <p>French – Children will begin to learn a new language.</p>
5	<p>Build good relationships</p> <p>Children will stay on task</p> <p>Build upon previous experiences</p> <p>Know how and when to seek help</p> <p>Use given strategies to work through a problem</p> <p>Begin to develop proactivity</p> <p>To know how to have a positive mindset</p> <p>Helping others</p>	<p>Jigsaw Term 3 topic of Dreams and Goals – How we work towards our goals and how to deal with disappointment.</p> <p>Handwriting – working towards a pen licence.</p> <p>Science – Electricity – Making circuits and working out why particular circuits will not light a bulb.</p> <p>Maths –Being resilient when learning new methods and working with higher numbers.</p> <p>History - recognising how people in history have shown resilience throughout daily life.</p> <p>PE - Children build upon previous experiences, learning new skills and using these to support their partner/team.</p> <p>Art – when art work has not come out as expected and children need to try again.</p> <p>Ukulele lessons</p> <p>Learning to apply new skills independently before seeking help.</p>
6	<p>Build good relationships</p> <p>Children will stay on task</p> <p>Build upon previous experiences</p> <p>Know how and when to seek help</p> <p>Developing strategies to work through a problem</p> <p>Be proactive</p> <p>Positive mindset</p> <p>Helping others</p>	<p>Jigsaw Term 3 topic of dreams and goals – How we can achieve our goals/dealing with setbacks</p> <p>Jigsaw Term 1 Being Me in My World</p> <p>History – WW11 looking at the affects the war had on different groups of people.</p> <p>Science – materials experiments, children setting up their own experiments. May have to restart and repeat when things do not go to plan.</p> <p>Swimming - children show resilience in learning a new life skill.</p> <p>Maths – showing resilience when learning new formal methods to solve calculations.</p> <p>Art – looking at the different artists, what setbacks did they face and how did they deal with them/ continue?</p>

	Build good relationships Children will stay on task Have learnt from previous experiences Know how and when to seek help Can use strategies to work through a problem Be proactive Positive mindset Helping others Self-confidence	Jigsaw – Celebrating Differences: understanding that sometimes it is difficult for some to be themselves; Dream and Goals: to persevere in achieving their chosen goal Geography – Blue Planet: plastic and how it destroys the nature; Asia: the life of people in different cultures, including protests in Iran History – WWI: soldiers fighting on the Western Front, the use of horses, women fighting for their right to vote and their support towards the war efforts Science – setting up experiments and ensuring that not all of the experiments might work in classroom environment Art – understanding that with practise we can improve some artistic skills and show the correct technique R.E. - Islam: following five pillars of Islam (especially Ramadan); Christianity: Mary journey to Bethlehem, Jesus’s resilience to follow God’s promise of resurrection P.E. - Ball games: being able to throw at the aim; Gymnastics: challenging themselves to climb, jump, hold the balance SATs: being able to persevere through the problem Leavers Play: learning their parts and acting it out in front of the audience
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Empathy

Year group	Progression	Evidence through the Curriculum
1	To understand the physiological feelings that are attached to a named emotion. <i>E.g. I’ve got butterflies in my tummy; it is because I am feeling...</i> Know ways to help a person who is being bullied. Identify emotions associated with making a new friend	Story stimulus to encourage the link of facial expression to the named emotion. <i>E.g. The Bear that stared.</i> Jigsaw curriculum R.E lessons that explore differences and different beliefs Understanding that things now are not the same as they were and why. Harvest Festival performance
2	Explain how being bullied can make someone feel Recognise that they shouldn’t judge people because they are different Understand that everyone’s differences make them special and unique	Jigsaw curriculum R.E lessons that explore differences Understanding how not everyone is treated fairly and how this is changing/has changed over time and why (e.g. civil rights) Understanding local issues and differing views. Empathise with others who are affected with severe weather conditions.

3	<p>Adapt behaviour to consider feelings of others</p> <p>Empathise with people in local and more distant contexts</p> <p>Understand impacts of prejudice and discrimination</p>	<p>Jigsaw curriculum</p> <p>R.E lessons that explore differences and different beliefs</p> <p>Understanding that prejudice is deep rooted in society and where it has come from (role of gender in Olympics etc.)</p> <p>Understanding different beliefs, where these came from and why (e.g. Greek Gods)</p>
4	<p>Adapt behaviour to consider feelings of others</p> <p>Empathise with people in local and more distant contexts</p> <p>Understand impacts of prejudice and discrimination.</p>	<p>Jigsaw curriculum</p> <p>R.E lessons that explore differences and different beliefs</p> <p>Understanding that prejudice is deep rooted in society and where it has come from.</p> <p>Understanding wide varying views on topical issues</p> <p>Empathising with people's social background and avoid judgement based on own knowledge (e.g. living near volcanoes).</p> <p>Empathise with others who are affected with severe weather conditions.</p>
5	<p>Discern how people are feeling through their words, body language, gestures and tone.</p> <p>Recognise how different backgrounds, beliefs and personalities affect behaviour and world views.</p>	<p>Jigsaw curriculum</p> <p>R.E lessons that explore differences and different beliefs</p> <p>Understanding motivations and beliefs that lead to war</p> <p>Understanding different cultures and beliefs without judgement (e.g. Mayan sacrifices)</p>
6	<p>Discern how people are feeling through their words, body language, gestures and tone.</p> <p>Recognise how different backgrounds, beliefs and personalities affect behaviour and world views.</p>	<p>Jigsaw curriculum</p> <p>R.E lessons that explore differences and different beliefs</p> <p>Understanding motivations and beliefs that lead to in war</p> <p>Understanding and empathising with geographical views (e.g. conservation/one child policy etc.)</p>