

EARLY

Scientific & Technological Understanding

QUESTIONNING

- Asking a starter question
- Collect data—what are we measuring or observing
- Ask questions that could lead to a fair test
- Predict what might happen
- Identify what equipment we might need to plan an investigation.

OBSERVING AND USING SKILLS

- Gather evidence
- Sorting and classifying

THINKING

- Noticing patterns and relationships

EXPLAINING

- Record findings

QUESTIONNING

- generate ideas by drawing on their own and other people's experiences
- to develop their design ideas through discussion, observation, drawing and modelling

OBSERVING AND USING SKILLS

- to measure, cut and score with some accuracy
- to use hand tools safely and appropriately
- to assemble, join and combine materials in order to make a product
- to cut, shape and join fabric to make a simple garment. Use basic sewing techniques
- follow safe procedures for food safety and hygiene
- to choose and use appropriate finishing techniques
- to make simple drawings and label parts

THINKING

- to identify a purpose for what they intend to design and make
- to identify simple design criteria
- to evaluate their products as they are developed, identifying strengths and possible changes they might make

EXPLAINING

- begin to select tools and materials; use vocab' to name and describe them
- to evaluate against their design criteria
- talk about their ideas, saying what they like and dislike about them

ICT

- to explore digital resources by using hyperlinks and simple menus
- to use ICT sources to find out about significant issues, events, people and explore real and imaginary locations.
- to collect, sort, record and represent information
- to draw conclusions from data they have collected
- to give instructions to make things happen using programmable devices
- to use ICT to capture information, including using cameras, videos etc
- to try alternatives using a range of tools and techniques to alter text, images and sounds
- to combine written text with graphics, sound and moving images and present work appropriately, including using paint programs.
- to use ICT to communicate with known audiences
- to use strategies to stay safe when using ICT and the internet.
- to plan, discuss and review work developed using ICT in order to improve it

Time & Place

QUESTIONNING AND OBSERVING

- Ask questions and handle/observe sources to answer questions about the past on the basis of simple observations.

THINKING

- Sequence artefacts chronologically- check with reference book
- Sequence photographs etc. from different periods of their life
- Recognise why people did things, why events happened and what happened as a result
- Identify differences between ways of life at different times

EXPLAINING

- Compare 2 versions of a past event
- Compare pictures or photographs of people or events in the past
- Discuss reliability of photos/ accounts/stories
- Describe memories of key events in lives
- Communicate their knowledge through: Discussion, drawing pictures, drama/role play making models, writing, using ICT...

QUESTIONNING

- Ask simple geographical questions; Where is it? What's it like?

OBSERVING AND USING SKILLS

- Make appropriate observations about why things happen.
- Identify, describe and record physical and human features in different places
- Practise field work skills inside and outside school environment
- Use maps, globes and plans in studies to help carry out investigations

THINKING

- Make simple comparisons between features of different places.
- Investigate how and why places are changing
- Recognise how places compare and are linked with other places
- Recognised changes in the environment
- Recognise how the environment may be improved and sustained.

EXPLAINING

- Communicate their knowledge through: Discussion, drawing pictures, drama/role play making models, writing, using ICT...

Understanding the Arts

QUESTIONNING

- Ask and answer questions about the starting points for their work and the processes they have used.

OBSERVING AND USING SKILLS

- Record and explore ideas from first hand observation, experience and imagination.
- Try out and use a range of materials and tools for drawing, painting, collage, textiles, digital media, 3D and printing

THINKING

- Learn and understand about colour, line, tone, texture and shape by exploring them
- Identify what they might change in their current work or develop in their future work.

EXPLAINING

- say what they think and feel about their work and the work of others.
- Look at and talk about the work of other artists

- Perform with our voices and musical instruments in lots of different ways

- Explore and choose sounds and rhythms to make own music
- Make music for different moods or events

- Listen to and talk about own music thinking of ways to improve it
- Listen to and move to music and describe how it makes them feel

- To listen with concentration and to internalise and recall sounds with increasing aural memory
- To learn how to organise and use pitch, duration, dynamics, tempo, timbre, texture and silence with simple structures
- To learn how sounds can be made in different ways
- Use signs and symbols to represent sounds

RE

Planning needs to be based upon Dorset Agreed Syllabus, with plans including specific objectives related to the topic but the broad objectives under AT1/AT2 are included below to help you ensure coverage.

AT1

Know and Understand a range of religions and worldviews so they can: Describe explain analyse, investigate and enquire, respond, appreciate and appraise :

e.g.

- I can recognise and name symbols and talk about them
- I can describe and make connections
- I can show awareness of similarity and respond sensitively
- I can retell and talk about the meaning

AT2

Express ideas and insights about the nature significance and impact of religions and world views so they can Articulate, Explain reasonably, express with discernment, appreciate and appraise

- I can observe and recount ways of belonging know what this means to me
- I can express ideas and opinions in relation to questions of right and wrong through words music art and poetry
- I can respond thoughtfully to ideas about community, values and respect
- Gather select, organise, refine and present their own and others ideas about challenging questions about belonging, meaning, meaning purpose and truth

Understanding physical development

- Explore, remember, repeat and link a range of skills and actions with increasing co-ordination and control

- Explore how to choose and apply skills and actions in sequence and in combination
- Vary the way they perform skills by using simple tactics and movement phrases
- Apply rules and conventions for different activities

- Improve their work by observing, describing and copying.

- Learn to make simple choices that improve their health and well-being
- Understand that some substances can help or harm the body

- Discuss and debate a range of simple issues
- Understand that they belong to various groups and communities such as family and school

- Learn about where money comes from and the choices people make to spend money on things they need and want
- Learn about the different types of work people do and about different places of work
- Learn about ways to contribute to enterprise activities

- Begin to understand the similarities and differences between people
- Recognise how their behaviour affects others, listen to others, play and work cooperatively
- Start to understand their feelings and those of others
- Begin to learn about their rights and the responsibilities that are implied. Know that there is a difference between rights and wants and learn that if they have rights, they need to respect the rights of others.

MIDDLE

Scientific & Technological Understanding
QUESTIONNING <ul style="list-style-type: none"> Asking a starter question Decide what type of enquiry is needed. Collect data—what are we measuring or observing Collect data—what might affect what we are measuring or observing? Ask questions that could lead to a fair test Predict what might happen Identify what equipment we might need to plan an investigation.
OBSERVING AND USING SKILLS <ul style="list-style-type: none"> Gather evidence Sorting and classifying
THINKING <ul style="list-style-type: none"> Noticing patterns and relationships Suggest improvements
EXPLAINING <ul style="list-style-type: none"> Record findings Report finding
QUESTIONNING <ul style="list-style-type: none"> how to generate ideas, considering the purposes for which they are designing
OBSERVING AND USING SKILLS <ul style="list-style-type: none"> to make labelled drawings from different views showing specific features to select appropriate tools and techniques for making their product to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques to join and combine materials and components accurately in temporary and permanent ways to sew using a range of different stitches, to weave and knit to measure, tape or pin, cut and join fabric with some accuracy
THINKING <ul style="list-style-type: none"> to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail to evaluate products and identify criteria that can be used for their own designs to evaluate their products carrying out appropriate tests
EXPLAINING <ul style="list-style-type: none"> to use simple graphical communication techniques to evaluate their work both during and at the end of the assignment

ICT <ul style="list-style-type: none"> to use keywords to search for and select appropriate information from the internet and other digital sources to verify the accuracy and reliability of the information found, distinguishing between fact and opinion. to use ICT, including using surveys, to collect and structure information so that it can be searched and analysed, using appropriate field headings and data types to capture, record and analyse data using sensors in order to support observations and investigations to use ICT to explore a range of number patterns and models, including changing values and asking 'what if?' questions to refine sequences of instructions to control events or make things happen using ICT to use ICT to explore alternative ideas in order to refine and improve outcomes and performances to use a variety of ICT tools to create, refine and present work in a variety of digital and printed formats. to use ICT to exchange ideas and collaborate with others remotely to use ICT safely and appreciate the need to keep electronic data secure to explore alternative approaches to develop and refine communication. to refine sequences of instructions to explore alternative approaches to develop and refine work to use features of layout, presentation and organisation in print and on screen.

Time & Place
QUESTIONNING <ul style="list-style-type: none"> Ask a variety of questions
OBSERVING AND USING SKILLS <ul style="list-style-type: none"> Look at the evidence available Use text books and historical knowledge Use the library and internet for research Look for links and effects in time studied
THINKING <ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD Use evidence to reconstruct life in time studied Identify key features and events of time studied Begin to evaluate the usefulness of different sources Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Recall, select and organise historical information
EXPLAINING <ul style="list-style-type: none"> Offer a reasonable explanation for some events Communicate their knowledge and understanding
QUESTIONNING <ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas.
OBSERVING AND USING SKILLS <ul style="list-style-type: none"> Identify physical and human features in different places Apply fieldwork skills using simple instruments and techniques in the outside environment Use atlases, maps, globes and plans Draw maps and plans of real places Collect and record evidence with some aid
THINKING <ul style="list-style-type: none"> Investigate places and themes at more than one scale Investigate how and why places are changing Recognise how places compare and are linked with other places Recognised changes in the environment Recognise how the environment may be improved and sustained.
EXPLAINING <ul style="list-style-type: none"> Explain why places are like they are Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps

Understanding the Arts
QUESTIONNING <ul style="list-style-type: none"> Ask questions and make thoughtful observations about starting points and select ideas to use in their work.
OBSERVING AND USING SKILLS <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Use a range of materials for drawing, painting, collage, textiles, digital media, 3D and printing Develop control of tools and techniques
THINKING <ul style="list-style-type: none"> Learn more about colour, line, tone, texture and shape by exploring them Explore different materials and processes used in art and design Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
EXPLAINING <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.
<ul style="list-style-type: none"> Perform using our voices and/or musical instruments in lots of ways, using symbols to represent sounds, and writing music down Explore, choose and combine sounds and rhythms to make own music Improvise and make music for different moods or events Listen to and talk about own music and the work of others, thinking of ways to improve it Listen to and move to music and describe how it makes them feel To listen with concentration and internalise and recall sounds with increasing aural memory To learn how to organise and use pitch, duration, dynamics, tempo, timbre, texture and silence within musical structures To learn how music can be made in different ways Learn that music has structure eg beginning/middle/end

RE <p>Planning needs to be based upon plans provided, with plans including specific objectives related to the topic but the broad objectives under AT1/AT2 are included below to help you ensure coverage. Expectations for AT5 can also be considered to extend more able and interested.</p> <p>AT1 at Level 3 I can describe what a believer might learn from a religious story I can describe some of the things that are the same and different Use religious words that show some of the ways people show their beliefs</p> <p>AT2 at Level 3 I can identify what influences me and others I can ask important questions about life and compare my ideas I can make links between my values and what I and other people do</p> <p>AT1 AT LEVEL 4 I can make links between groups and how they connect to their lives I can identify similarity and difference I can describe the impact of religion using the right words to compare I can suggest meanings to forms of religious expression</p> <p>AT2 at level 4 I can ask questions about who we are and where we belong I can apply my own ideas. I can describe what inspires and influences me. I can ask questions about the meaning/purpose of life and suggest answers from other beliefs and my own Consider moral decisions and the results of these</p>
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Understanding physical development, healthy and well-being <ul style="list-style-type: none"> Consolidate and improve existing skills and develop new ones Perform actions and skills with increasing consistency and control Plan and use strategies, tactics and compositional ideas for individual, pair, small group and small team activities Apply rules and conventions for different activities Identify what makes a performance effective Suggest improvements based on this information Learn that PE and sport are part of a healthy, active lifestyle Learn to warm up and prepare appropriately for different activities Discuss and debate a range of topical issues and events Understand that there are a range of national, regional, religious and ethnic identities Learn why people work and the different jobs that they do What influences the choices people make about how money is spent How they can contribute to a range of activities that help them to become more enterprising Listen to, reflect on and respect other people's views and feelings and to try to see things from other people's points of view Recognise and respect similarities and differences between people Develop their understanding of rights and responsibilities and begin to take action as global citizens
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Scientific & Technological Understanding
<p>QUESTIONNING</p> <ul style="list-style-type: none"> • Asking a starter question • Decide what type of enquiry is needed. • Collect data—what are we measuring or observing • Collect data—what might affect what we are measuring or observing? • Ask questions that could lead to a fair test • Predict what might happen • Identify what equipment we might need to plan an investigation
<p>OBSERVING AND USING SKILLS</p> <ul style="list-style-type: none"> • Gather evidence • Sorting and classifying
<p>THINKING</p> <ul style="list-style-type: none"> • Noticing patterns and relationships • Think about spooky results (errors and abnormalities) • Suggest improvements
<p>EXPLAINING</p> <ul style="list-style-type: none"> • Record findings • Report findings
<p>QUESTIONNING</p> <ul style="list-style-type: none"> • to develop a design specification • to plan the order of their work, choosing appropriate materials, tools and techniques
<p>OBSERVING AND USING SKILLS</p> <ul style="list-style-type: none"> • to select appropriate tools, materials, components and techniques • to assemble components to make working models • to use tools safely and accurately • to construct products using permanent joining techniques • to make modifications as they go along • to pin, sew and stitch materials together to create a product • to achieve a quality product
<p>THINKING</p> <ul style="list-style-type: none"> • to evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests • to evaluate against their original criteria and suggest ways that their product could be improved
<p>EXPLAINING</p> <ul style="list-style-type: none"> • to communicate their ideas through detailed labelled drawings • to record their evaluations using drawings with labels • to explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways

Time & Place
<p>QUESTIONNING</p> <ul style="list-style-type: none"> • To ask and answer questions relevant to the enquiry
<p>OBSERVING AND USING SKILLS</p> <ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Recognise primary and secondary sources • Use relevant dates and terms • Sequence up to 10 events on a time line • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Know key dates, characters and events of time studied • Confidently use the library and internet for research • Use a range of sources to find out about an aspect of time past
<p>THINKING</p> <ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Compare beliefs and behaviour with another time studied • Suggest omissions and the means of finding out
<p>EXPLAINING</p> <ul style="list-style-type: none"> • Bring knowledge gathered from several sources together in a fluent account • Recall, select and organise historical information • Communicate their knowledge and understanding • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
<p>QUESTIONNING</p> <ul style="list-style-type: none"> • Suggest questions for investigating
<p>OBSERVING AND USING SKILLS</p> <ul style="list-style-type: none"> • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Identify physical and human features in different places • Apply fieldwork skills using instruments and techniques in the outside environment • Use atlases, maps, globes and plans • Draw maps and plans of real places
<p>THINKING</p> <ul style="list-style-type: none"> • nvestigate how and why places change and how they may change in the future • To recognise how places fit within a wider geographical context and are interdependent • Recognise how places compare and are linked with other places • Recognise how decisions about places and environment affect the future quality of people's lives • Recognise how the environment may be improved and sustained.
<p>EXPLAINING</p> <ul style="list-style-type: none"> • Explain why places are like they are • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it

Understanding the Arts
<p>QUESTIONNING</p> <ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
<p>OBSERVING AND USING SKILLS</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Use a range of materials for drawing, painting, collage, textiles, digital media, 3D and printing • Develop increasing control of tools and techniques • Explore different materials and processes used in art and design and how these can be matched to ideas and intentions • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures • Learn more about colour, line, tone, texture and shape by exploring them
<p>THINKING</p> <ul style="list-style-type: none"> • Adapt work after discussion, comparing and learning from own and other work
<p>EXPLAINING</p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
<ul style="list-style-type: none"> • Perform using our voices and/or musical instruments in lots of ways, using symbols and invented notations to represent sounds, and write music down
<ul style="list-style-type: none"> • Explore, choose and combine sounds and rhythms to make own music • Analyse and compare sounds • Improvise and make music for different moods or events
<ul style="list-style-type: none"> • Listen to and talk about own music and the work of others, thinking of ways to improve it • Listen to and move to music and describe how it makes them feel
<ul style="list-style-type: none"> • To listen with concentration and internalise and recall sounds with increasing aural memory • To learn how to organise and use pitch, duration, dynamics, tempo, timbre, texture and silence within musical structures and communicate different moods and effects • To learn how music can be made in different ways • Learn that music has structure eg beginning/ middle/end

ICT
<ul style="list-style-type: none"> • to refine searches using advanced techniques and make choices about the appropriateness of the information found • to verify the accuracy and reliability of information found online, detect bias and distinguish evidence from opinion. • to answer questions or test hypotheses by using ICT to collect, store, analyse and present data • to represent data from analysis in appropriate ways, including the use of graphs • to use ICT to develop and explore simple models by changing variables and simple formulae • to use ICT to create and refine sequences of instructions to explore problems and make controllable systems • to use a variety of ICT tools to create, develop and refine presentations and performances, integrating effects to enhance outcomes. • to select and use ICT to communicate and collaborate with others remotely and in locations beyond the school • to organise and adjust communication according to the needs of the audience and the technology, including taking account of the quality and content of the communication • to use a variety of ICT tools to create, refine and present work in a variety of digital and printed formats using appropriate forms and conventions • to use ICT safely, managing risk and respecting other users. • to select and use appropriate ICT tools and techniques to develop and refine their ideas • to plan, create, shape and review their work, knowing when and how to improve it using ICT

<p>RE</p> <p>Planning needs to be based upon plans provided, with plans including specific objectives related to the topic but the broad objectives under AT1/AT2 are included below to help you ensure coverage.</p> <p>AT1 AT LEVEL 4</p> <p>I can describe and show understanding. I can identify similarity and difference. I can describe the impact of religion. I can suggest meanings to forms of religious expression</p> <p>AT2 at Level 4 I can raise and suggest answers to questions. I can apply my own ideas. I can describe what inspires and influences me.</p> <p>AT1 at Level 5</p> <p>I can explain. I can explain why people belong to a religion. I can understand similarity and difference</p> <p>I can suggest reasons for Similarity and difference</p>
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<p>Understanding physical development, healthy and well-being</p> <ul style="list-style-type: none"> • Consolidate and improve existing skills and develop new ones • Perform actions and skills with increasing consistency and control
<ul style="list-style-type: none"> • Plan and use strategies, tactics and compositional ideas for individual, pair, small group and small team activities • Apply rules and conventions for different activities
<ul style="list-style-type: none"> • Identify what makes a performance effective • Suggest improvements based on this information • Recognise the benefits of practice and reflection for improving personal and group performance
<ul style="list-style-type: none"> • Learn that PE and sport are part of a healthy, active lifestyle • Learn to warm up and prepare appropriately for different activities • Recognise the different risks in different situation and then decide how to behave responsibly.
<ul style="list-style-type: none"> • Research, discuss and debate a range of topical issues, problems and events • To recognise and challenge stereotyping and discrimination
<ul style="list-style-type: none"> • Learn about the connections between their learning, the world of work and their future economic wellbeing • Learn about how people manage money and about basic financial capability • Show initiative and take responsibility for activities that develop enterprise capability
<ul style="list-style-type: none"> • Know that their actions affect themselves and others. To care about people's feelings and to try see things from their points of view • Know similarities and differences between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability • Have clear understanding of UNCRC and use this to take appropriate action in school, the local and wider community