

Music – (T1) ‘Stop’

Key Vocabulary	
Musical style	Different types of music.
Choreograph	Dance moves
pulse	The ‘heartbeat’ of the music.
Rhythm	Patterns of beats.
pitch	How high or how low a note is.
tempo	The speed of the music.
Dynamics	The louds and the softs of the song.
texture	Different layers of sounds.
structure	Verses and choruses (bridges)

Key knowledge

There are different genres of music and Grime is a contempary, popular style.

Children know the song lyrics to ‘Stop’ and explain how it is structured.

Children know songs can be a way of expressing feelings and conveying important messages.



National Curriculum

Play and perform in solo and ensemble contexts, using instruments with accuracy, fluency and control.

Improve and compose music for a range of purposes.

Appreciate and understand a wide range of music.

Children will:

Learn the structure if song (verse + chorus).

Identify instruments and voices.

Find the pulse whilst listening to music.

Compose their own lyrics.

History – (T1/T2) Life in Barrow In Furness during World War 2

Key Vocabulary	
alias	Those fighting on Britain’s side.
axis	Those fighting against Britain.
Adolf Hitler	Leader of the Nazi Party
Neville Chamberlain	British prime minister at the time War was announced in 1939.
Winston Churchill	British prime minister
Evacuation	When children left a high risk area & were moved to safer place.
Rationing	The fair distribution of food & commodities when things are scarce.
The Blitz	A period of intense bombing undertaken by Nazi Germany.

Key knowledge

World War 2 began in 1939 and ended, (in Europe) in 1945.

It was known as a world war due to the number of countries involved in the conflict.

The war began when Adolf Hitler, leader of the Nazi party, threatened to invade Poland. Britain and France were **alias** of Poland and declared war on Germany when they refused to withdraw.

Life in Britain changed considerably during the War with the introduction of: Rationing, Evacuation, Shelters and women heading into the factories.



Barrow was targeted during the War due to the shipbuilding industry/docks. *James Ramsden link

National Curriculum

A study over time tracing how several aspects of national history are reflected in the locality.

Children will:

Be able to offer reasons explaining why the war started.

Name some of the countries and Key individuals involved.

Describe what evacuation and rationing were and explain how they worked and how people were affected.

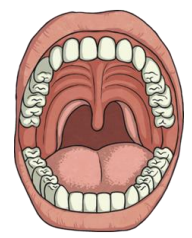
Explain how Barrow was affected during WW2 and note significant changes that have come about as a result of World War 2.

Science – T1 Animals including humans.

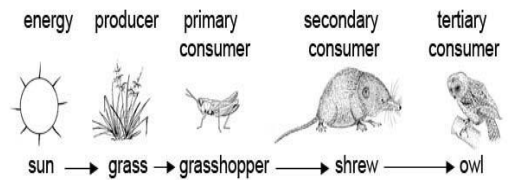
Key Vocabulary	
Digestive system	The system involved in the breakdown of food into smaller parts to then be absorbed by the body.
oesophagus	Muscular tube connecting mouth and stomach.
stomach	Muscular organ in upper abdomen.
Small intestines	A long tube that connects the stomach and large intestine.
Large intestines	A long tube connected to small intestine and the anus.
Saliva	Fluid produced by the glands in the mouth.
Canine	Pointed teeth used for biting and speaking.
molars	A grinding tooth.
Incisors	A narrow edged tooth for cutting and tearing.

Key knowledge

The digestive system is a group of tracts and organs that are responsible for breaking down food we eat into smaller parts. This then allows the parts containing nutrients to be absorbed into the body and other parts to be passed through as waste.



Teeth help a person speak and eat. Each tooth has a name and a specific function.



energy producer primary consumer secondary consumer tertiary consumer

sun → grass → grasshopper → shrew → owl



National Curriculum

Identify that animals, including humans need the right amount of nutrition. Describe the simple functions of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.

Children will:

-Generate relevant scientific questions and select a line of enquiry.

-Identify parts of the digestive system and match them with their functions.

-Match the types and functions of teeth.

-Construct a simple food chain.

Art – (T1) WW2 Blitz Silhouette/ Tone & Line

Key Vocabulary	
shade	A shade is created when black is added to any hue found on the colour wheel.
tone	Tones are created when grey is added to a colour.
hue	Hues describe a pure colour that is found on the colour wheel.
contrasting	The arrangements of opposite elements, (light vs dark).
tint	When artists add white to a colour to try and create a lighter version.
brushstrokes	The way in which paint is applied with a brush.

Key knowledge



Combining dark silhouettes with light colour tones, provide an interesting and striking contrast.

Mixing and blending complimentary colours together create a natural yet eye-catching, effect.

Adding water to the brush makes it easier to achieve colour blends by diluting the consistency of paint.

Emotion/story-telling/historical significance, can all be expressed through art work.

National Curriculum

Pupils should be taught to improve their mastery of art and design techniques, including painting. Developing techniques, including their control and their use of materials.

Children will:

-Use the colour wheel to mix different shades, tones and tints of the same colour.

-Work with different consistencies of shape.

-Confidently apply paint using appropriate brushwork.

-Express feelings through collage and painting.

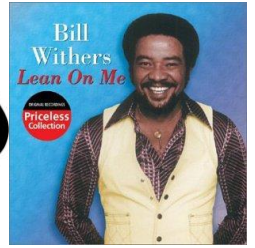
Music – (T2) ‘Lean on me’

Key Vocabulary	
Song structure	The way a song is constructed.
Verse	A part of the song
chorus	Main catchy part of a song.
bridge	A link between a verse and a chorus.
intro	The beginning of a piece of music.
outro	The ending of a piece of music.
Song structure	The way the song is constructed.

Key knowledge

There are different genres of music and Soul/ Gospel is one of these styles.

A song can be constructed in a number of different ways, involving: verse, chorus and bridge.



National Curriculum

Improvise and compose music for a range of purposes.

Develop an understanding of the history of music.

Listen with attention to detail and recall sounds with increasing aural memory.

Children will:

Be able to explain the difference between pulse and rhythm.

Create Musical ideas themselves.

Compose a simple melody using notes F,G,A

Leading to C,D,F,G,A

Computing – T1 Drawing and Desktop Publishing

Key Vocabulary	
Text box	A box in which you can insert text by tying.
Image	A picture or visual object.
Resize	To change the size of an object making it bigger or smaller.
Manipulate	To change an object on the page, position, size, shape, colour etc.
Layout	How information is presented on your Page.
Font	A style of typeface.
Copy	The act of duplicating text, images or files, producing two or more copies.
Paste	Paste is a command that allows you to insert data from the clipboard into an application

National Curriculum

Select, use and combine a variety of software, to accomplish given goals.

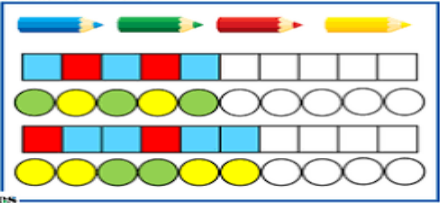
Present information & Work with various forms of output.

Key knowledge

We can draw, order, and manipulate objects to make a picture.

Children will develop graphic and presentation skills/ Children will develop an understanding of layouts using a desktop publication.

It is possible to create a layout of objects using colour and font effectively.



Children will:

- Be able to draw different shapes.
- order and group objects.
- Combine text and images.
- Recognise effective layout.

PE – T1 -Dance

Key Vocabulary	
style	Design or arrange a dance to your taste.
Control	The power to direct your body to master dance movements.
Rhythm	Being able to keep in time with the beat of the music.
Choreography	Being able to create a dance or sequence of movements.
Balance	. distribution of weight enabling someone or something to remain upright and steady
partnership	Working together with partners.

Key knowledge

There are many different styles of dance. Hip-hop is one of these styles.

Dance is a unique art form that can be used as a form of expression. It often involves a series of steps and movements that match the speed and rhythm of a piece of music.



National Curriculum

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

- perform dances using a range of movement patterns and **dynamics**.
- compare their performances with previous ones and demonstrate improvement to

Children will:

- **choreograph** their own dance routines individually and in groups to music of their choice. Performing mirrored and **canon** movements in their own **style**.
- perform in front of an audience.
- evaluate their performances and improve on them.
- perform **controlled** acrobatic skills with the guidance and support of an instructor.
- develop balance, flexibility and co-ordination

French – weather/seasons

Key Vocabulary	
Il pleut	It's raining
Il fait du soleil	It's sunny
Il neige	It's snowing
Il fait du vent	It's windy
Il fait chaud	It's hot
Il fait froid	It's cold

Key knowledge

Quel temps fait-il?



National Curriculum

- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing

Children will:

- recognise and say words for a wider range of weather types.
- Label a weather diagram with at least 3 different types of weather.
- Learn the names of the 4 seasons and associate those with the months of the year.

Computing –T2 Computer Science- Espresso coding

Key Vocabulary	
Variable	Data values that can change when the user is asked a question.
Condition	Statements are created by the programmer which evaluates true or false.
programmer	Person who writes, tests and designs computer programs
Repetition	Lines of code that run multiple times/ loops repeating sections of computer program.
Coding	Using programming language to get a computer to behave as desired.
debug	Process of detecting and removing existing and potential errors.

National Curriculum

Select software that accomplish specific goals.

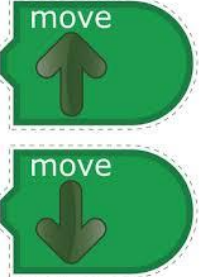
Debug programs that accomplish specific goals

Key knowledge



Espresso coding unit 4A

Children will create their own pop game.



Children will:

- Be able to include a variable which increases in value each time.
- Add a time limit to an app and explain how they have used a Variable to keep score.

PE – T2- Cricket

Key Vocabulary	
Batting	A skill which allows the bat to contact the ball.
Throwing	A technique to field the ball to the correct position at the correct pace and direction.
Catching	The ability to get in then correct position to field the ball.
Bowling	A technique to deliver the ball in the correct position for the batter to hit.
Match play	A skill used to understand the basics of the game, the scoring, the rules and the player's positions.

Key knowledge

Cricket is played by two **teams** of 11, with one side taking a turn to bat a ball and score runs, while the other team will bowl and field the ball to restrict the opposition from scoring. The main objective in cricket is to score as many runs as possible against the opponent.



National Curriculum

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- develop flexibility. strength. technique. control

Children will:

- Learn tactical skills such as: changing speed and direction, having awareness of others, timing, decision making and team work.
- Develop physical fitness, coordination, agility, reaction time, strength, speed and flexibility.
- use the correct equipment and understand the safety value in each piece.

French – family and animals

Key Vocabulary	
Je suis un enfant unique	I am an only child
Une demi-soeur	A half-sister
Un demi-frere	A half-brother
Un beau pere	Stepdad
Une belle mere	stepmum
Ma tante	My auntie
Mon oncle	My uncle
Je n'aime pas/je deteste	I do not like/I hate

Key knowledge

Des animaux



National Curriculum

- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing.

Children will:

- be able to say who is in their immediate and extended family and label an extended family tree.
- recognise words for immediate and extended family members.
- be able to recognise, read and say words for a wider range of animals.
- write a sentence about a picture of an animal using a word bank.

RE – T2 Christianity- People of faith

Key Vocabulary	
Christian	A person who believes in and follows the teachings of Jesus Christ.
Archbishop of York	A senior bishop in the church of England.
Youth	People between childhood and adulthood.
service	The action of helping or doing work for someone.
Inspirational person	Someone who motivates others mentally or emotionally.
Faith	Strong belief in a religion, complete trust or confidence.
Courageous	Not deterred by potential danger or pain. One who is brave.

National Curriculum

Saint Pauls follows the Carlisle Diocesan scheme of learning syllabus

Key knowledge

Christians believe you should 'Love your neighbour as yourself'.
Christians believe in the importance of serving others in the name of Christ. Bringing about change and serving those in need.
Children will look at the lives of significant/ famous individuals whose faith has shaped their lives.
People's belief systems affect the choices and decisions they choose to make in life.



Children will:

- Identify key events in the lives of significant individuals, such as Rabbi Jonathan Sacks, Malala Yousafzai and the Dalai Lama.
- Identify who their own role-models are.
- Understand how beliefs and values can determine the choices people make.
- Explain what their beliefs are and identify how it affects their behaviour and choices.

RE curriculum is listed separately on the Curriculum Maps page.

PSHE – T1 What does a healthy friendship look like?

Key Vocabulary	
friendship	the state of being friends
cooperation	working together for the same result
community	sharing certain attitudes and having interests in common
creation	The creation of the universe
Mother Tongue Day	celebration of our first language
Respect in friendships	Being a friend to someone means you care about that person and you wouldn't do anything to hurt that person, and they should have the same respect for you.

National Curriculum

Pupils should know how important friendships are at making us feel happy & secure. What the characteristics of a good friendship are. That friendships are welcoming not exclusive.

Respect other peoples' differences

Understand Baptism as a rite of passage

Children will: Through circle time discussion know that caring friendships are important. Understand what a healthy friendship looks and feels like. Know that the characteristics of a caring friendship are: mutual respect, truthfulness, trust, loyalty, kindness and generosity.

Pupils will have an opportunity to participate in Mother Tongue day in February.

This topic explores friendships: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries managing peer pressure and the effects on friendships of change



*We will also be focussing on personal hygiene due to the ongoing covid19 pandemic.

Design and Technology – Food technology, Wartime recipes

Key Vocabulary	
Rations	Restricted to a certain amount of something.
Carbohydrates	Food group which can be broken down to release energy in the body.
Varied diet	A diverse diet that provides the body with essential nutrition from all food groups..
unprocessed	Food that is freshly prepared using natural ingredients.
chopping	Cutting into small pieces using a knife.
dicing	Cutting food into small cubes.

National Curriculum

Use the basic principles of a healthy and varied diet to prepare dishes.

Understand where food comes from.

Rationing was introduced in Britain during WW2 as a result of concerns about food shortages.

As many items were restricted, people had to get creative with their cooking and find healthier substitutes for restricted items such as sugar.

Children will understand what food groups constitute as a healthy diet and understand the benefits of fresh, unprocessed foods.



Children will:

Compare their own diet to a wartime diet.

Discuss the importance of good nutrition.

Prepare their own sweet and savoury meal WW2 meals.

PSHE – T2 British Values

Key Vocabulary	
Fundamental British Values	democracy, rule of law, individual liberty, mutual respect & tolerance (June 2014)
Global Learning	linking peoples' lives throughout the world
Lent	a time of preparation before Easter
Easter	most important Christian festival celebrating Jesus' resurrection
wisdom	Having experience, knowledge and good judgement.
Arch Bishop's Award	Award in Character Education

National Curriculum

Fundamental British Values must be taught in schools. According to the DfE these are:- democracy, rule of law, individual liberty, mutual respect and tolerance. (June 2014)

Understand the significance of Easter.

Children will:

Discuss in circle time their understanding of Fundamental British values. Compare and contrast these to our Christian values. Apply these values to our understanding of our place in the global community.

Learn the Key features of the Easter festival, celebrated around the world. Achieve the Arch bishop's Award in Character Education

Fundamental British value' comprise: democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

