

Motivator: All about me day (first day of the half-term). **Trips/Visitors** – Nurse **Guided Reading Book:** Wordless: Mirror by Jeannie Baker

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<p><u>Early learning Goal: Understanding the World: The Natural World:</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><u>Early Learning Goal: Understanding the World: Past and present:</u> Talk about the lives of the people around them and their roles and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling.</p>	N/A	<p><u>Early Learning Goal: Expressive Arts and Design: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	N/A	<p><u>Early Learning Goal: Understanding the world – Technology</u></p> <p>Not in EYFS ELG.</p>	<p><u>Early Learning Goal: Expressive arts and design:</u></p> <p>Being imaginative and Expressive: Sing a range of well known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>	<p>Early Learning Goal: People, Culture and Communities -Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts and maps. -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. -Explain some similarities and differences between life in this country and life in other countries, drawing in knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Prior knowledge EYFS – Autumn 1: Being special: where do we belong? EYFS – Summer 1 – Which places are special and why?</p>	<p><u>Early Learning Goal: Physical development –</u></p> <p>Gross Motor skills: Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Knowledge	<p>Children will be able to:</p> <ul style="list-style-type: none"> • classify themselves as a mammal • identify, name, draw and label the basic parts of the human body • identify the five senses and say which part of the body is associated with each sense 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand how their childhood is different and similar to their parents and grandparents. <p>What should I include in a timeline of my life?</p> <p>Chronology of family parents, grandparents and siblings.</p> <p>How is my childhood similar / different to the lives of my grandparents?</p>		<p>Children will be able to:</p> <ul style="list-style-type: none"> • Know about other well-known artists who have painted self-portraits, and explain what they like about them: Leonardo da Vinci ‘Self-Portrait’, Vincent Van Gogh ‘Self-Portrait with Bandaged Ear’, Rembrandt van Rijn (‘self-portrait’, although over 90 are known!), Claude Monet ‘Self-Portrait with a Beret,’ Paul Gaugin ‘Self-Portrait with Halo and Snake,’ Pablo Picasso ‘Self-Portrait,’ and Frida Kahlo ‘Self-Portrait with Thorn Necklace and Hummingbird.’ • Be able to use a variety of mark-making tools to record observations and produce a self-portrait. 		<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand that the internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information • Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Use the correct musical language to describe a piece of music (pulse, volume, speed(tempo), instrumental, dynamics) • Recognise different instruments. • Understand that feelings and emotions link to different pieces of music. 	<p>Thematic Unit Key Question: What does it mean to belong to a faith community?</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities - Say simply what Jesus and one other religious leader taught about loving other people • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and /or Jewish and non-religious) • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	<p>PEPro – Fundamental Movement Skills</p>

<p>Skills</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> ask questions name using scientific vocabulary use my observations and ideas to suggest answers to questions collect and record data to help answer questions – Investigation linked to the senses 	<p>Children will be able to:</p> <p>Events in chronological order. Draw and write about the past. Answer basic questions about the past. Use pictures from then and now.</p>		<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain what they like about the work of others. Use a variety of tools including pencils, crayons, rubbers, pastels and other dry media. Use artwork to record ideas, observations and experiences. Explore mark making using a variety of tools. Make marks in print using found objects and basic tools and use these to create repeating patterns. 		<p>Children will be able to:</p> <ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Listen to music with sustained concentration Name different instruments (tuned and untuned) Identify how a piece of music makes them feel (happy/ sad/ sleepy etc) and begin to explain why. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Ask relevant questions Know how to use different types of sources to gather info Reflect upon beliefs and practices Reflect upon feelings, relationships and experiences Explain concepts and practices Draw meanings from artefacts and symbols Suggest meanings of religious texts Distinguish between the features of different religions Interpret religious language Consider thoughts, feelings, experiences, attitudes, beliefs and values of others Identify key religious values and their connections with secular views Relate learning to life Draw conclusions which are balanced and related to evidence & experience 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Develop passing skills through small sided competitive matches. movements together Develop hand eye coordination by exploring various throwing techniques. Improve coordination, catching and passing through fun practices. Develop components of fitness, teamwork and communication skills through fun competitive games. Develop agility, reaction, speed and balance through fun activities. Develop fundamental movement skills through fun games.
<p>Components (teaching sequence)</p>	<ul style="list-style-type: none"> I can explain using comparison why humans are mammals. I can identify, name, draw and label the basic parts of the human body. I can identify the five senses and say which part of the body is associated with each sense. I can use my taste senses to identify ingredients. I can use my hearing sense to identify known sounds. <p>Anchor Outcome: Children will be able to identify their 5 senses and use them to carry out different investigations.</p>	<ul style="list-style-type: none"> Question: How has my family changed over time? I can talk about my past, present and future. I can make a timeline of my personal history. I can talk about when my parents and grandparents were born. I can explain how my childhood was similar and different to that of my parents. I can explain how my childhood was similar and different to my grandparents. <p>Anchor Outcome: Children will create a family tree showing when their family were born and be able to talk about how childhoods have changed for</p>		<p>create an outline of a self-portrait (chalk)</p> <p>Use oil pastels to create a self-portrait. (Van Gogh, Rijn, Monet – Oil pastels)</p> <p>add extra details to my self-portrait that reflect my interests. (pencils)</p> <p>create a self-portrait in an abstract style. (Gauguin – chalk pastels)</p> <p>Outcome: Children will create a self-portrait and then explain how it can be improved.</p>		<p>where I can visit safely online</p> <p>about personal information and how to share it</p> <p>research safely</p> <p>claim ownership of my work</p> <p>communicate safely online with people I know</p> <p>Outcome: Children will create a poster about keeping safe on the internet.</p>	<ul style="list-style-type: none"> I can begin to describe a piece of music using musical language. I can begin to identify instruments in a piece of music. I can explain how a piece of music makes me feel. <p>Anchor Outcome: Children will create an emotional response poster to three pieces of music.</p>	<ul style="list-style-type: none"> I can recognise symbols of belonging for Christians, Jews and Muslims I can explain what people believe about valuing others I can identify similarities and differences between how Christians and Muslims welcome a new baby I can identify similarities and differences between Christian and Jewish marriage ceremonies I can explain why belonging to a community is important to people <p>Anchor Outcome: Children will create a poster showing ways of belonging to a community (Religious and non-religious)</p>	<ul style="list-style-type: none"> I can develop my passing skills. I can develop my hand-eye coordination by exploring various throwing techniques. I can improve my coordination, catching and passing skills. I can develop components of fitness, teamwork and communication skills through fun games. I can develop agility, reaction, speed and balance skills. <p>Anchor Outcome:</p>

		their different family members.						Children will be able to use their fundamental movement skills to play a range of games.	
Vocabulary	Sight see eyes Hearing hear ears Touch feel hands Smell nose Taste tongue Head face neck shoulders arms torso hips legs knees ankles feet stomach heart	Past Present Old Young Oldest Newest Change Timeline		Self-portrait Evaluate Observe Detail Shading Colour Media: Oil pastels Chalk pastels Pencils Chalk Artists: Leonardo da Vinci Vincent van Gogh Rembrandt van Rijn Claude Monet Paul Gaugin Pablo Picasso Frida Kahlo		Internet Safety Computer Stranger Personal Information Search Website Browse Technology Computer Laptop iPad Private	Pulse Tempo Rhythm Dynamics Emotions	Christians Jews Muslims God Jesus Identity Belonging Symbols Infant baptism Marriage Faith community	Passing Throwing Catching Skills Hand-eye coordination Fitness Teamwork Communication Balance Agility Speed Reaction Fundamental skills

Motivator: My Favourite Toy Day /Museum Visit Trips/Visitors – Helston Museum: KS1 Toy workshop or Truro Museum: KS1 Old Toys workshop

Guided Reading Book: Little Fox in the Forrest

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<p><u>Early learning Goal: Understanding the World: The World</u></p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p><u>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</u></p>	<p><u>Early Learning Goal: Understanding the World: Past and present:</u> Talk about the lives of the people around them and their roles and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling.</p>	N/A	N/A	<p><u>Early Learning Goal: Expressive Arts and Design: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	N/A	<p><u>Early Learning Goal: Expressive Arts and Design:</u> Being imaginative and Expressive: Sing a range of well known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>	<p><u>Early Learning Goal: Understanding the World: People, culture and communities:</u> -Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts and maps. -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. -Explain some similarities and differences between life in this country and life in other countries, drawing in knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Prior Knowledge: EYFS – Summer 1 (God/Creation): Why is the word 'God' so important to Christians?</p>	<p><u>Early Learning Goal: Physical development:</u> Gross Motor skills: Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Knowledge	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Talk about and identify the properties of materials Sort and classify according to properties Distinguish between an object and the material from which it is made 	<p>Children will be able to: properties</p> <ul style="list-style-type: none"> Explain how toys have changed over time (their life) Identify the similarities and differences between toys then and now. <p>How have toys changed from the past?</p>			<p>Children will be able to:</p> <p>Mechanisms: Create a toy with wheels and axles</p>		<p>Children will be able to:</p> <p>Use their voice with expression and confidence when performing (KS1 production).</p> <ul style="list-style-type: none"> Understand the importance of and know how to warm up their voices. Know how to project their voice whilst singing. Understand what good posture looks like when performing. 	<p>Christianity - Creation Key Question: Who do Christians believe made the world?</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world 	PEPro - Dance

							<ul style="list-style-type: none"> • Give at least one example of what Christians do to say 'thank you' to God for Creation: • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. 		
Skills	<p>Children will be able to:</p> <ul style="list-style-type: none"> • ask questions • name using scientific vocabulary • use my observations and ideas to suggest answers to questions 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Talk, draw and write about the past. • Identify similarities and differences between artefacts. • Find and ask simple questions about the past. • Use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago. • Timeline - Order toys from now and then (1950s). 	Children will be able to:	Children will be able to:	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Use a range of simple tools to cut, join and combine materials and components safely. • Ask simple questions about existing products and those that he/she has made products • Create simple designs for a product. • Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. • Use wheels and axles in a product. • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 		<p>Children will be able to:</p> <ul style="list-style-type: none"> • Learn and perform songs • Sing songs musically • Correctly warm up their voices before singing. • Demonstrate good posture when performing. • Project their voice when singing. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Ask relevant questions • Know how to use different types of sources to gather info • Reflect upon beliefs and practices • Reflect upon feelings, relationships and experiences • Explain concepts and practices • Draw meanings from artefacts and symbols • Suggest meanings of religious texts • Distinguish between the features of different religions • Interpret religious language • Consider thoughts, feelings, experiences, attitudes, beliefs and 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Breakdown the KS1 warm up to music. • Learn the simple choreography of a weather dance. • Develop the weather theme to develop the choreography further. • To develop ideas around a more popular style of dance with a teach led sequence.

							<ul style="list-style-type: none"> values of others Identify key religious values and their connections with secular views Relate learning to life Draw conclusions which are balanced and related to evidence & experience 	
Components (teaching sequence)	<ul style="list-style-type: none"> I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I can talk about the properties of materials. I can sort and classify according to properties. I can distinguish between an object and the material from which it is made. <p>Anchor Outcome: Children will create a poster/visual representation to sort and classify a range of materials based on their properties.</p>	<ul style="list-style-type: none"> I can explain how toys I play with have changed since I was a baby. I can sort toys I play with from toys my parents and grandparents played with. I can identify similarities and differences between toys then and now. I can sequence toys from the oldest to the newest. <p>Anchor Outcome: Children will create a simple video to explain how toys have changed over time.</p>			<ul style="list-style-type: none"> I can discuss what I like/dislike about existing products and ask questions. I can design my own toy. I can choose the best materials to make my design. I can use tools safely to combine my materials I can use wheels and axles in a product. I can evaluate my design and say how it can be improved. <p>Anchor Outcome: Children will create a toy with an axle and wheels.</p>	<ul style="list-style-type: none"> I can warm up my voice before singing. I can learn the words to a song(s) I can add actions to a song(s) I can project my voice when singing Final Piece: KS1 production. I can use my voice with expression and confidence when performing. <p>Anchor Outcome: Children will use their voices with expression and confidence when performing in the KS1 Christmas production</p>	<ul style="list-style-type: none"> I can suggest who I think created things in the natural world I can order events in the story of Creation I can explain what the Creation story tells Christians about what God is like I can explain how Christians say thank you to God and give examples of things they might be thankful I can explain how Christians say thank you to God at Harvest <p>Anchor Outcome: Children will create a story-board retelling the Creation story.</p>	<ul style="list-style-type: none"> I can learn a warm up to music. I can learn the simple choreography of a weather dance. I can develop the choreography of my dance. I can develop ideas around a more popular style of dance with a teach led sequence. <p>Anchor Outcome: Children will perform their weather dance.</p>

Key Vocabulary	Wood metal plastic glass water stone Smooth hard rough shiny stretch bendy transparent opaque properties materials function	Past Present Old New Now Then Sequence Chronological order Before After A long time ago			Cut, join, combine Materials Mechanisms Wheels & axles Design, make, evaluate		Posture Project Expression Confidence Warm-up Perform	Christians Creation Creator God Bible Genesis Connection Natural world Thankful Celebrate Harvest	Dance Perform Choreography Develop Sequence
-----------------------	---	---	--	--	---	--	--	---	---

Motivator: Caterpillars (from Insectlore), Exploration of school ground

Trips/Visitors: Mark’s Ark

Guided Reading Book: The Lion and the Mouse (Footpath Flowers wordless book).

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<p><u>Early Learning Goal: Understanding the world: The Natural World:</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	N/A	<p><u>Early Learning Goal: Understanding the world – The world: People, Culture and Communities:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>		<p><u>Early Learning Goal: Expressive arts and design: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p><u>Physical Development: Fine motor skills:</u> Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p><u>Early Learning Goal: Understanding the world:</u> (Not included in EYFS ELG)</p>	<p><u>Early Learning Goal: Expressive arts and design: Being imaginative and Expressive:</u> Sing a range of well known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>	<p><u>Early Learning Goal: People, Culture and Communities</u> -Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts and maps. -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. -Explain some similarities and differences between life in this country and life in other countries, drawing in knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Prior Knowledge: EYFS – Summer 1 (God/Creation): Why is the word 'God' so important to Christians</p>	<p><u>Early Learning Goal: Physical development: Gross Motor skills:</u> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>-</p>
Knowledge	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify and name a variety of common animals (including fish, amphibians, reptiles, birds and mammals) Describe what common animals eat and classify them as carnivores, herbivores and omnivores Describe the body covering (fur, skin, feathers) and significant body parts (fins, scales) of different animal groups (fish, amphibians, reptiles, 		<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain the difference between a human and physical feature. Explain the geography of green spaces. Identify green spaces in the school grounds. 	N/A	<p>Children will be able to:</p> <ul style="list-style-type: none"> Talk about what he/she eats at home and begin to discuss what healthy foods are. Say where some food comes from and give examples of food that is grown. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions create and debug simple programs 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Understand that pulse is a steady beat. Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. 	<p>Christianity - God Key Question: What do Christians believe God is like?</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing 	PEPRO - Gymnastics

	birds and mammals, including pets) <ul style="list-style-type: none"> Identify which animals are hot or cold-blooded. 							God as welcoming them back; by forgiving others) <ul style="list-style-type: none"> Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make. 	
Skills	Children will be able to: <ul style="list-style-type: none"> Ask questions name using scientific vocabulary Use observations and ideas to suggest answers to questions use simple equipment to observe closely identify and classify into groups Collect and record data to help answer questions Justify their ideas with evidence. Review their initial ideas and discuss whether their opinion has changed. 		Children will be able to: <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds Make simple maps and plans e.g pictorial place in a story. Use simple locational and directional language (near, far, left, right) to describe location of features and routes. 		Children will be able to: <ul style="list-style-type: none"> Create simple designs for a product. Use pictures and words to describe what he/she wants to do. Use simple tools with help to prepare food safely. Ask simple questions about existing products and those he/she has made 	Children will be able to: <ul style="list-style-type: none"> to program a basic floor turtle such as a BeeBot to navigate increasingly complex routes debug their instructions when the turtle/beeBot does not reach the intended destination. programme an onscreen app such as BeeBot or Kodable to complete a set task and are able to debug their instructions when the turtle does not reach the intended destination 	Children will be able to: <ul style="list-style-type: none"> Find the pulse whilst listening to music Listen to, copy and repeat a simple rhythm or melody. Perform rhythms and raps. 	Skills Children will be able to: <ul style="list-style-type: none"> Ask relevant questions Know how to use different types of sources to gather info Reflect upon beliefs and practices Reflect upon feelings, relationships and experiences Explain concepts and practices Draw meanings from artefacts and symbols Suggest meanings of religious texts Distinguish between the features of different religions Interpret religious language Consider thoughts, feelings, experiences, attitudes, beliefs and values of others Identify key religious values and their connections with secular views Relate learning to life Draw conclusions which are balanced and related to evidence & experience 	Children will be able to: <ul style="list-style-type: none"> Perform balance and travelling exercises. Perform new jumps and mat skills. Develop a sequence using jumps, balances, travelling steps and mat skills.

<p>Components (teaching sequence)</p>	<ul style="list-style-type: none"> I can identify different types of animals. I can label and talk about the different body parts of animals. I can talk about what different animals eat. I can define the terms carnivore, herbivore and omnivore. I can understand what hot and cold blooded means. I can sort animals according to certain characteristics. <p>Anchor Outcome: Children will create a short fact file about an animal of their choice (using the information they have learnt in science).</p>		<ul style="list-style-type: none"> I can identify the human and physical features within the school grounds. I can identify the green spaces within school. I can explain what different symbols mean and identify them on a map. I can create a map with symbols. I can use simple locational and directional language (near, far, left, right) to describe location of features and routes. <p>Anchor Outcome: Children will create a map with symbols to show where the green spaces are within school.</p>		<ul style="list-style-type: none"> I can identify where food comes from and give examples of food that is grown. I can identify the healthy foods that I eat. <p><u>Steps to create finished piece (DT Booklet)</u></p> <ul style="list-style-type: none"> I can design a healthy fruit salad caterpillar. I can write a list of ingredients and equipment that I need. I can use simple tools with support to prepare food safely. I can evaluate my fruit salad caterpillar and say how it can be improved. <p>Anchor Outcome: Children will prepare a healthy fruit salad caterpillar.</p>	<ul style="list-style-type: none"> I can program a bee bot. I can plot a route. I can plot more complicated algorithms with more than 5 steps. I can identify and debug algorithms. <p>Anchor Outcome: Children will create a simple algorithm to successfully get the Beebot to a given location on a map.</p>	<ul style="list-style-type: none"> I can find the pulse whilst listening to music. I can copy a simple rhythm I can create a simple rhythm. I can add words to my rhythm. <p>Anchor Outcome: Children will create and perform a simple rap about animals.</p>	<ul style="list-style-type: none"> I can retell the parable of 'The Lost Son' I can begin to explain what the story of The Lost Son might mean to Christians I can explain what the parable of The Lost Son teaches Christians about God I can list ways that Christians show they love God I can explain if it is important for everyone to forgive and compare this to what Christians believe <p>Anchor Outcome: Children will create a poster highlighting what Christians believe about what God is like (ie loving father, forgiving, caring)</p>	<ul style="list-style-type: none"> I can perform balance and travelling exercises. I can perform new jumps and mat skills. I can develop a sequence using jumps, balances, travelling steps and mat skills. I can refine and improve my sequence using new jumps, balances, travelling and mat skills. <p>Anchor Outcome: Children will create and perform a sequence that includes a balance, jump, travelling steps and mat skills.</p>
<p>Key Vocabulary</p>	<p>common animals and fish amphibians reptiles birds mammals pets carnivores herbivores omnivores meat neck arms elbows legs knees face ears eyes har mouth teeth fur wings scales</p>		<p>Green spaces Map Identify Fields Grass Trees Soil Symbol Directional language (near, far, left, right) Human features: buildings, pavements, lamp posts etc Physical features: trees, vegetation</p>		<p>Healthy Design Evaluate Chop Slice Peel</p>	<p>BeeBot Programming Algorithm Debug Instructions Navigate Destination</p>	<p>Pulse Rhythm Beat Tempo Rap</p>	<p>Christians God Jesus Parable Forgiving Loving Worship</p>	<p>Gymnastics Balance Travelling steps Mat skills Jump Sequence Perform</p>

Motivator: Treasure hunt around school using a map

Trips/Visitors: Walk around local area – visiting local landmarks

Guided Reading Book: Journey by Aaron Becker

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<p><u>Early learning Goal: Understanding the World:</u> The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	N/A	<p><u>Early learning Goal: Understanding the World:</u> People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	N/A	<p><u>Early Learning Goal: Expressive Arts and Design:</u> Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p><u>Physical Development:</u> Fine motor skills: Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	N/A	<p><u>Early Learning Goal: Expressive Arts and Design:</u> Being imaginative and Expressive: Sing a range of well known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>	<p><u>Early Learning Goal: People, Culture and Communities</u> -Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts and maps. -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. -Explain some similarities and differences between life in this country and life in other countries, drawing in knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Prior Knowledge: EYFS – Autumn 1 Being Special: where do we belong? EYFS – Spring 1: Which stories are special and why? EYFS – Summer 2: Which places are special and why?</p>	<p><u>Early Learning Goal: Physical development:</u> Gross Motor skills: Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Knowledge	<p>Children will be able to:</p> <ul style="list-style-type: none"> Recap - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Recap - distinguish between an object and the material from which it is made Recap - describe the simple physical properties of a variety of everyday materials (hard/soft, stretchy/stiff, shiny/dull, waterproof/non-waterproof, opaque/see-through) 		<p>Children will be able to:</p> <ul style="list-style-type: none"> Know where Falmouth is located on a map of the UK. Use a simple map to locate their home and school. Recall where they live (Postal address) Link their homes with other places in the community. 		<p>Children will be able to:</p> <p>Design and build Structures Create a bridge to their magical world. -This will be able to support the weight of a toy duplo character.</p>		<p>Children will be able to:</p> <p>Perform with expression and confidence (Song: Every Journey – Out of the Art Music)</p> <ul style="list-style-type: none"> Understand that pulse is a steady beat. Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. Understand the importance of and know how to warm up their voices. 	<p>Judaism Key Question: Who is Jewish and how do they live (Part 1)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations Give examples of how the stories used in celebrations remind Jews about what God is like Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) 	<p>PE Pro- Fundamental Fitness Activities</p>

								<ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	
Skills	<p>Children will be able to:</p> <ul style="list-style-type: none"> • ask questions • name using scientific vocabulary • use my observations and ideas to suggest answers to questions • use simple equipment to observe closely • collect and record data to help answer questions • justify their ideas with evidence • review their initial ideas and discuss whether their opinion has changed 	<ul style="list-style-type: none"> • 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Locate Falmouth / FPA and their home on a map of the UK zoomed to Cornwall. • Ask simple geographical questions; what is it like to live in this place? • Use simple locational and directional language (near, far, left, right) to describe position of homes in relation to local landmarks. 		<p>Children will be able to:</p> <ul style="list-style-type: none"> • Create simple designs for a product. • Use pictures and words to describe what he/she wants to do. • Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. • Ask simple questions about existing products and those he/she has made. • Build structures, exploring how they can be made stronger, stiffer and more stable. 		<p>Children will be able to:</p> <ul style="list-style-type: none"> • Listen to music with sustained concentration • Find the pulse whilst listening to music and using movement • Listen to, copy and repeat a simple rhythm or melody • Create simple actions to match the lyrics of a piece of music • Perform with expression and confidence. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Ask relevant questions • Know how to use different types of sources to gather info • Reflect upon beliefs and practices • Reflect upon feelings, relationships and experiences • Explain concepts and practices • Draw meanings from artefacts and symbols • Suggest meanings of religious texts • Distinguish between the features of different religions • Interpret religious language • Consider thoughts, feelings, experiences, attitudes, beliefs and values of others • Identify key religious values and their connections with secular views • Relate learning to life • Draw conclusions which are balanced and related to evidence & experience 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify and perform fundamental movements and the components of fitness. • Perform multiple functional fitness exercises continuously and with the correct technique • Perform a two footed jump consistently and correctly. • Develop agility, reaction, speed and balance skills.
Components (teaching sequence)	<p>Working scientifically focus</p> <ul style="list-style-type: none"> • Recap -I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock and say what it is and what it is made from • Recap -I can describe the simple physical properties of a variety of everyday materials (hard/soft, stretchy/stiff, shiny/dull, waterproof/non-waterproof, opaque/see-through) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I can locate Falmouth/FPA/home on a map of the UK. • I can ask simple geographical questions; what is it like to live in this place? • I understand how to write my address and what its parts mean. • I can create simple maps with symbols. 		<p>Lesson1</p> <ul style="list-style-type: none"> • I can decide which materials would be best to use to make my bridge (evaluating other designer's work) • I can design my bridge <p>Lesson 2</p> <ul style="list-style-type: none"> • I can make a paper prototype of my bridge • I can evaluate my prototype and make adaptations if necessary 		<p>Week 1</p> <ul style="list-style-type: none"> • I can find the pulse to a piece of music (Every Journey) • I can copy and repeat a simple rhythm/melody (Vocal warm ups) <p>Weeks 2-5</p> <ul style="list-style-type: none"> • I can learn the words to a song. 	<ul style="list-style-type: none"> • I can explain what the Shema is • I can explain what a Mezuzah is and why it is put on the doorposts of Jewish houses • I can identify which story from the Torah is remembered on Shabbat • I can describe 3 things that Jewish people do on Shabbat 	<p>I can identify and perform fundamental movements and the components of fitness.</p> <p>I can perform multiple functional fitness exercises continuously and with the correct technique.</p> <p>I can perform a two footed jump</p>

	<ul style="list-style-type: none"> I can make a scientific prediction. I can carry out an investigation. I can collect and record inform to help answer questions. I can use my results to answer questions. I can review my initial ideas and discuss whether my opinion has changed. <p>Anchor Outcome: Children will carry out an investigation to find out which materials are best to build a den out of to keep the little girl in the story safe from the strong winds (GR story link) and present their findings in a short explanatory video.</p>		<ul style="list-style-type: none"> I can use simple locational and directional language (near, far, left, right) to describe position of local landmarks. <p>Anchor Outcome: Children will create a simple map (using symbols) of their local area (Falmouth).</p>		<p>(make parts of model stronger/more stable).</p> <p>Lesson 3</p> <ul style="list-style-type: none"> I can use tools to cut, shape and join materials together. <p>Lesson 4</p> <ul style="list-style-type: none"> I can evaluate my finished bridge, saying how it could be improved. <p>Anchor Outcome: Children will create bridge to take them to their magical world (GR story link).</p>		<ul style="list-style-type: none"> I can create simple actions to match the lyrics of a piece of music. <p>Week 6 Final piece:</p> <ul style="list-style-type: none"> I can perform with expression and confidence. <p>Anchor Outcome: Children will perform the song 'Every Journey' with expression and confidence.</p>	<ul style="list-style-type: none"> I can name some of the things that are used on Shabbat and begin to explain how they are used. <p>Anchor Outcome: Children will create a short video news report about how Jewish people live – links to the Mezuzah and Shabbat.</p>	<p>consistently and correctly.</p> <p>I can develop agility, reaction, speed and balance skills.</p> <p>Anchor Outcome: Children will use a range of fundamental movement skills to play a range of competitive games.</p>
Key Vocabulary	Wood metal plastic glass water stone Smooth hard rough shiny stretch bendy transparent opaque properties materials function		North south east west Left right forwards backwards Turn spin Landmarks Location UK Cornwall		Structures Materials Cut, shape, join Design Create Evaluate Sturdy, stronger, stable		Pulse Rhythm Melody Lyrics Actions Expression Confidence Project	Jews Jewish Shema Prayer Celebrations God Remember Mezuzah Shabbat Reflecting Praising Thankful Creation	Agility Speed Coordination Balance Footwork Jump Pace Teamwork Communication

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<p><u>Early learning Goal:</u> <u>Understanding the World:</u> The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><u>Early Learning Goal:</u> <u>Understanding the World: People, culture and communities:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Past and present: Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	N/A	<p><u>Early Learning Goal:</u> <u>Expressive Arts and Design:</u> Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	N/A	N/A	<p><u>Early Learning Goal:</u> <u>Expressive Arts and Design:</u> Being imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p><u>Early Learning Goal:</u> <u>Understanding the World:</u> People, Culture and Communities -Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts and maps. -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. -Explain some similarities and differences between life in this country and life in other countries, drawing in knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Prior Knowledge: EYFS – Autumn 1 Being Special: where do we belong? EYFS – Spring 1: Which stories are special and why? EYFS – Summer 2: Which places are special and why?</p>	<p><u>Early Learning Goal:</u> <u>Physical development:</u> Gross Motor Skills. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
Knowledge	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify different types of trees, including whether they are deciduous or evergreen trees 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain the history of a castle in the local area. Recognise the uses of castles. List the jobs available in a castle. Understand how the uses of castles have changed over time. <p>What was it like to live in a castle? Where can I find castles in Cornwall? Who built Pendennis castle and what was it used for? What was life like in Pendennis castle? How is life different in Pendennis castle now-a-days?</p>	•	<p>Children will be able to:</p> <p>Produce botanical illustrations and prints from plants and flowers.</p> <ul style="list-style-type: none"> Use other botanical illustrator’s work (see below in skills) as a basis for observational drawing from photographs, plants and flowers. Use close observational skills to make detailed drawings of subject. Be able to use a range of materials to produce close-up studies of plants and flowers. Produce a repeating pattern print using one of the botanical studies as a starting point for the design. 			<p>Children will be able to:</p> <p>Add music to the story of Creepy Castle</p> <ul style="list-style-type: none"> Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. Understand that tempo describes how fast or slow the music is. Understand that dynamics describe how loud or quiet the music is. Begin to understand how feelings and emotions are linked to different types of music. 	<p>Judaism</p> <p>Key Question: Who is Jewish and how do they live (Part 2)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas 	PePro - Games

								<ul style="list-style-type: none"> Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	
Skills	<p>Children will be able to:</p> <ul style="list-style-type: none"> ask questions name using scientific vocabulary use my observations and ideas to suggest answers to questions use simple equipment to observe closely identify and classify into groups collect and record data to help answer questions 	<p>Children will learn to:</p> <ul style="list-style-type: none"> Talk, draw and write about the past. Ask basic questions about the past. Explain what life was like in a Tudor castle. Compare life in a castle from then to now. <p>ICT enhancements –Castle characters on chatterpix and Thinglink to add to a picture</p>		<p>Children will be able to:</p> <ul style="list-style-type: none"> Use a variety of tools including pencils, crayons, rubbers, pastels and other dry media. Explore mark making using a variety of tools. Make marks in print using found objects and basic tools and use these to create repeating patterns. Look at other artist’s work: botanical illustrators Peter Brown, Pierre Joseph Redoute and local artist Sarah Jane Humphries. 			<p>Children will be able to:</p> <ul style="list-style-type: none"> Demonstrate how to change the tempo by playing an instrument quickly or slowly. Demonstrate how to change the dynamics by playing an instrument loudly or softly. Explain how the dynamics/tempo of a piece of music is linked to feelings and emotions. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Ask relevant questions Know how to use different types of sources to gather info Reflect upon beliefs and practices Reflect upon feelings, relationships and experiences Explain concepts and practices Draw meanings from artefacts and symbols Suggest meanings of religious texts Distinguish between the features of different religions Interpret religious language Consider thoughts, feelings, experiences, attitudes, beliefs and values of others Identify key religious values and their connections with secular views Relate learning to life Draw conclusions which are balanced and related to evidence & experience 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Pass and catch different shape and size balls. Develop rugby passing skills and apply them to basic invasion games. Develop their speed, agility, and hand-eye coordination skills in fun games. Develop speed, stamina and coordination through competitive games. Develop their fitness levels and communication and teamwork skills. Develop attacking and defending principles in games.
Components (teaching sequence)	<ul style="list-style-type: none"> I can identify and label the different parts of a flowering plant. I can identify and name a variety of common wild and garden plants. I can identify and label the different parts of a tree. I can explain the difference between deciduous and evergreen trees. 	<ul style="list-style-type: none"> I can show where you can find castles in Cornwall. I can explain who built Pendennis castle and what was it used for. I can talk about what life was like in Pendennis castle. I can compare life is different now in Pendennis castle. 		<ul style="list-style-type: none"> I can look at the work of Peter Brown, Pierre Joseph Redoute and Sarah Jane Humphries, and explain which artist is my favourite. I can use pastels to produce a drawing of flowers (Focus: Peter Brown) I can use pencils to make a detailed drawing of a plant (Focus: Pierre Joseph Redoute) I can use objects to make marks in print 			<ul style="list-style-type: none"> I can change the tempo of my music. I can change the dynamics of my music. I can explain how the dynamics/ tempo of a piece of music is linked to feelings and emotions. Finished Piece: I can add music to 	<ul style="list-style-type: none"> I can retell a simple version of the story of David and Goliath I can suggest one thing the story of David and Goliath might teach Jewish people about God. I can retell a simple version of the story of Chanukah I can explain how Jewish people celebrate Chanukah I can explain how lighting the Chanukiah 	<ul style="list-style-type: none"> I can pass and catch different shape and size balls. I can develop rugby passing skills and apply them to basic invasion games. I can develop my speed, agility, and hand-eye coordination skills in fun games.

	<ul style="list-style-type: none"> I can identify and classify different types of trees. <p>Investigation: I can collect and record data to help answer questions. <i>Investigation to find out which plants and trees grow in local environment (school/park).</i></p> <p>Anchor Outcome: Children will identify the most common plants in school and then plant some less common plants to improve our environment.</p>	<p>Anchor Outcome: Children will produce a poster/leaflet about Pendennis castle.</p>		<ul style="list-style-type: none"> (paint – printing or forest school style prints on fabric) I can create a polystyrene tile using one of my images. Finished piece: I can create a repeating pattern print (using polystyrene tile). I can evaluate my print and say how it could be improved. <p>Anchor Outcome: Children will create a repeating pattern print using polystyrene tiles.</p>			<p>the retelling Creepy Castle (Using the correct tempo and dynamics to match the events/emotions in the story)</p> <p>Anchor Outcome: Children will produce a piece of music to accompany the retelling of the story 'Creepy Castle'.</p>	<p>might remind Jewish people about God</p> <p>Anchor Outcome: Children will create a short video news report about how Jewish people live (part 2) – links to the important stories (David and Goliath and Chanukah)</p>	<ul style="list-style-type: none"> I can develop speed, stamina and coordination through competitive games. I can improve my fitness levels and communication and teamwork skills. I can develop attacking and defending principles. <p>Anchor Outcome: Children will apply their passing, attacking and defending skills to compete in a range of small games.</p>
Key Vocabulary	<p>Common trees: oak ash elm etc Common garden/wild plants: daisy nettle rose dandelion etc plants leaf grow weed change living live non-living tall alive not alive dead branch flower root stem seeds seedlings deciduous evergreen</p>	<p>Castles Timeline Turret Towerbridge Ramparts Tower Dungeon Moat Past Long ago Chorological order Knights Pendennis Banquets</p>		<p>Botanical Observation Repeating pattern Print Polystyrene tile</p> <p>Media: pencils, pastels, paint, printing ink</p>			<p>Rhythm Pulse Tempo Dynamics Emotions/feelings</p>	<p>Jewish Bible (Tenakah) Jews Jewish God David & Goliath Praising Remembering Chanukah Celebrate Thankful Blessing</p>	<p>Pass Throw Catch Attacking Defending Communication Teamwork Agility Hand-eye coordination Speed Competitive Invasion games</p>

Motivator: Goonhilly Satellite Station / Set up a weather station - Making windsocks, rain gauge, sundials etc. **Trips/Visitors:** Goonhilly Satellite Station/ Lighthouse/Beach visit

Guided Reading Book: Rainstorm by Barbara Lehman

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<p><u>Early learning Goal: Understanding the World:</u> The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p>	N/A	<p><u>Early learning Goal: Understanding the World:</u> People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Past and present: Talk about lives of people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><u>Early Learning Goal: Expressive Arts and Design</u> <u>Early Learning Goal: Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	N/A	<p><u>Early Learning Goal: Understanding the world – Technology</u> (Not included in EYFS ELG)</p>	<p><u>Early Learning Goal: Expressive arts and design: Being imaginative and Expressive:</u> Sing a range of well known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>	<p><u>Early Learning Goal: People, Culture and Communities</u> -Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts and maps. -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. -Explain some similarities and differences between life in this country and life in other countries, drawing in knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Prior Knowledge: EYFS – Summer 2: Which places are special and why?</p>	<p><u>Early Learning Goal: Physical development</u> <u>Early Learning Goal: Gross Motor Skills.</u> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
Knowledge	<p>Children will be able to:</p> <ul style="list-style-type: none"> name all four seasons name different types of weather observe and describe weather associated with the seasons 	N/A	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation 	<p>Children will be able to:</p> <p>Make a mixed-media picture of a lighthouse.</p> <ul style="list-style-type: none"> Know about other artists who have studied lighthouses, and explain what they like about the work. (Look at 'The Lighthouse at Two 	N/A	<p>Children will be able to:</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Children will be able to:</p> <p>Create and perform a piece of music to match parts of The Lighthouse Keeper's Lunch story.</p> <ul style="list-style-type: none"> Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. 	<p>Thematic Unit Key Question: How should we care for the world and others, and why does it matter?</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable 	PePro - Athletics

	<ul style="list-style-type: none"> observe changes across the four seasons discuss how day length varies (using vocabulary like longer and shorter, mid-summer and mid-winter) 		to the Equator and the North and South Poles.	<p>Lights' and 'Lighthouse Hill' by Edward Hopper, 'Harwich Lighthouse' by John Constable, 'Four Luggers and a Lighthouse' by Alfred Wallis.)</p> <ul style="list-style-type: none"> Be able to use other artists' work as a starting point for drawings. Combining paint, collage materials and other mark making materials to create a mixed media picture of a lighthouse. 			<ul style="list-style-type: none"> Understand that pitch describes how high or low sounds are. Understand that dynamics describes how loud or quiet a piece of music is. Understand that tempo describes how fast or slow a piece of music is. 	<ul style="list-style-type: none"> Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 	
Skills	<p>Children will be able to:</p> <ul style="list-style-type: none"> ask questions name using scientific vocabulary use my observations and ideas to suggest answers to questions use simple equipment to observe closely collect and record data to help answer questions justify their ideas with evidence 	N/A	<p>Children will be able to:</p> <ul style="list-style-type: none"> Locate UK on a globe. Find the equator on a globe and world map. Identify hot and cold countries in relation to the equator. Locate the north and south poles on a world map. Ask questions surrounding the local weather in relation to the seasons. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain what they like about the work of others. Use a variety of tools including pencils, crayons, rubbers, pastels and other dry media. Use artwork to record ideas, observations and experiences. Explore mark making using a variety of tools. Cut, glue and trim material to be able to create images from a variety of media, e.g. photocopies, fabric, crepe paper, magazines. Sort, cut and shape fabrics and experiment with ways of joining them. 	N/A	<p>Children will be able to:</p> <ul style="list-style-type: none"> to create a simple digital painting use basic word processing package and to write a simple caption. make simple presentations Graphics 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Listen to music with sustained concentration demonstrate how to change the tempo of a piece of music demonstrate how to change the dynamics of a piece of music Learn to follow the conductor or band leader. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Ask relevant questions Know how to use different types of sources to gather info Reflect upon beliefs and practices Reflect upon feelings, relationships and experiences Explain concepts and practices Draw meanings from artefacts and symbols Suggest meanings of religious texts Distinguish between the features of different religions Interpret religious language Consider thoughts, feelings, experiences, attitudes, beliefs and values of others Identify key religious values and their connections with secular views Relate learning to life Draw conclusions which are balanced and related to evidence & experience 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Develop their agility, speed and balance through various athletic practices. Develop their agility, speed, balance and coordination through various jumping practises. Develop basic shot putt and javelin throwing skills. Develop their understanding of different types of running (sprinting/endurance).

<p>Components (teaching sequence)</p>	<ul style="list-style-type: none"> I can name different types of weather I can name and order all four seasons I can talk about the features of Spring, summer, Autumn, Winter. I can discuss how day length varies. <p>Anchor Outcome: Children will use greenscreen technology to record they own daily weather forecast.</p>		<ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the UK and its countries. I can identify seasonal and daily weather patterns in the UK. I can locate the equator and north and south poles on a World map. I can use maps to explain where you find hot and cold regions in the World. <p>Anchor Outcome: Children will be able to talk about the hot and cold regions of the world on a world map and be able to talk about the weather patterns associated with each.</p>	<ul style="list-style-type: none"> I can use pastels to create an image of a lighthouse (Focus: Edward Hopper). I can use pencils to create dark and light colours in my image (Focus: John Constable). I can use fabrics and materials to create an image of a lighthouse (Focus: Alfred Wallis). <p><u>Steps to build up the final piece:</u></p> <ul style="list-style-type: none"> I can blend colours together using watercolour paints. (Backdrop). I can blend colours together using pastels (Sea) I can use pencils to create dark and light colours. (land by the lighthouse) I can cut and shape fabrics, joining them together to create a lighthouse Evaluation: I can evaluate my image, saying what I like and how it can be improved. <p>Anchor Outcome: Children will create a mixed media picture of a lighthouse.</p>		<ul style="list-style-type: none"> I can use a paint program to create marks and make digital pictures. I can create a digital image. I can type with two hands. I can format my text. I can present my work digitally. <p>Anchor Outcome: Children will create a digital presentation about what their favourite type of weather is and why.</p>	<ul style="list-style-type: none"> I can listen to a piece of music and describe the tempo and dynamics. I can change the tempo and dynamics when playing an instrument. I can follow a conductor, playing my instrument at the correct time. I can create a simple rhythm to match a part of the story. <p><u>Final piece –</u></p> <ul style="list-style-type: none"> I can create and perform music to match parts of the story. <p>Anchor Outcome: Children will create a piece of music to match parts of a story.</p>	<ul style="list-style-type: none"> I can explain what Christian stories teach about people being valued I can explain how caring for others links to the story of The Good Samaritan I can compare what Christian, Jewish and non-religious people believe about caring for others I can explain how and why people care for others I can explain what Christians and Jews tell others about the beginning of the world. I can explain why people try to look after the world. <p>Anchor Outcome: Children will create a booklet showing all of the different ways they can care for the world – link to Christian and Jewish beliefs, plus their own ideas.</p>	<ul style="list-style-type: none"> I can develop my agility, speed and balance through various athletic practices. I can develop my agility, speed, balance and coordination through various jumping practises. I can develop my basic shot putt and javelin throwing skills. I can develop my understanding of different types of running (sprinting/endurance). <p>Anchor Outcome: Children will apply their agility, speed, balance, co-ordination and throwing skills to complete in a range of Sports Day events.</p>
<p>Vocabulary</p>	<p>longer and shorter, mid-summer and mid-winter winter summer spring autumn rain sun cloud wind – gale storm thunder and lightning mist fog</p>		<p>England, N Ireland, Scotland Wales Atlantic, Pacific, Indian, Southern , Artic Atlas globe map Hot cold dessert polar See Science for weather ands seasonal</p>	<p>Evaluate Observe Blend Shade – dark/light Join Combine Shape Cut</p> <p>Media/Materials: Watercolours</p>		<p>Paint Tools Word Type Format Insert Save Processing</p>	<p>Tempo Dynamics Pitch Rhythm Conductor</p>	<p>Christian Jews God Jesus Valued Unique Belief Samaritan Psalm Sukkot Caring</p>	<p>Agility Balance Speed Stamina Sprint Endurance Coordination Throwing Javelin Shot Putt</p>

				Pastels Pencils Fabric Artists: Edward Hopper Alfred Wallis John Constable				Similar Different Charity Difference Creation Genesis Natural World	
--	--	--	--	--	--	--	--	---	--