Class: Puffins (Year 4) **Term:** Autumn 1 **Topic:** Why was Henry VIII famous?

Motivator: Trip to Pendennis Castle **Guided Reading Book:** Romeo and Juliet by Lois Burdett

	Science	• **History**	**Geography**	**Art**	**DT**	**Computing**	**Music**	**RE**	**PE**
Prior knowledge	Year 1 • Identify, name, draw and label the basic parts of the human body. • Describe what common animals eat and classify them as carnivores, herbivores and omnivores. Year 2 ribe the importance for ans of exercise, eating the amounts of different types od, and hygiene. Year 3 • Recognise that animals cannot make their own food and they get nutrition from what they eat and that this comes in different types (protein, fat, carbohydrates, vitamins and minerals) • Identify that animals, including humans, need the right types and amount of nutrition	Year 1 • Place events in chronological order. • Talk, draw and write about the past. Year 2 • Place key dates in chronological order. • Recall dates and events beyond living memory that are significant nationally or globally. Year 3 • Place dates in chronological order on a timeline. • Use primary and secondary sources to extend their knowledge.	N/A	Year 1 • Use a variety of tools including pencils, crayons, rubbers, pastels and other dry media. • Explore mark making using a variety of tools. • Explain what they like about the work of others Year 2 • Select particular techniques to create a chosen product and develop some care and control over materials and their use. • Know that different artistic works are made by craftspeople from different cultures and times. • Experiment with tones using pencils, chalk or charcoal. Year 3 • Use a sketchbook for recording observations, for experimenting	N/A	Year 1 • Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. Year 2 • Use technology safely and keep personal information private. Year 3 • Use technology safely and respectfully, keeping personal information private. • Use technology safe and recognise acceptable and unacceptable behaviour.	• Children have learned to play along with instrumental parts of pieces of music on a glockenspiel or recorder. • Children have looked back at the history of some pieces of music. • Children have found the pulse of different pieces of music using different actions.	What do Hindus believe God is like? This religion is only introduced from Year 4 onwards	See PE Pro App. See Curriculum overview for PE.

				with techniques or planning out ideas. • Know about some of the great artists, architects and designers in history and describe their work.					
Knowledge	Children will be able to: • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions	The children will know: • That Henry the VIII was the king of England. • When the Tudor period began and ended. • To recognise and explain the meaning of a Tudor Rose. • Explain and order the battle of Bosworth. • To explain and recall the marriages of Henry the VIII. • **Was Henry the VIII the most influential Tudor monarch?** • When did the Tudor age begin and end? • What is the meaning of the Tudor Rose? • How did the battle of Bosworth influence the Tudor timeline? • Who was Henry VIII? • What was special about the life of Henry VIII?		Children will be able to: Paint a Tudor portrait. • Know about why we have portraits of Tudor monarchs, and who painted them. • Look the work of Hans Holbein, Levina Teerline, Nicholas Hilliard. • Understand how we know about the Tudors from their portraits. • Draw a portrait, thinking about the proportions of the face. • Use pencils to create shade and tone. • Mixing colours accurately and selecting appropriate brushes.		Children will be able to: Understand the importance of staying safe online. • Understand that communication online may be seen by others. • Understand where to go for help when he/she has concerns about content or contact on the internet or other online technologies. • Understand how results are selected and ranked by search engines.	Charanga Unit 1 Mamma Mia	**Children will be able to:** • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu *murtis* express about God • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship • Raise questions and suggest answers about whether it is good to think about the cycle of create/ preserve/destroy in the	See PE Pro App. See Curriculum overview for PE.

								world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.	
Skills	Children will be able to: • ask relevant questions and use different types of scientific enquiries to answer them • gather, record, classify and present data in a variety of ways to help with answering questions • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • identify differences, similarities or changes related to simple scientific ideas and processes	The children will be able to**:** • Place Tudor dates in chronological order. • Discuss the differences between rich and poor. • Research using a range of sources. • Compare the validity of historical sources.		Children will be able to: • Use taught technical skills to adapt and improve work. • Draw familiar objects with correct proportions. • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. • Describe some of the key ideas, techniques and practices of working artists, architects and designers who he/she has studies. • Articulate how he/she might improve their work using technical terms and reasons. • Draws familiar objects with correct proportions. • Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate tools and techniques.		Children will be able to: • Use technology responsibly. • Know where to go for help or support when he/she has concerns about online content.	See Charanga curriculum for skills	**Children will be able to:** • 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,	See PE Pro App. See Curriculum overview for PE.

								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 • Make thoughtful judgements about the personal value of religious beliefs and practices • Make links between religion and human experience, including their own experience	
Components (teaching sequence)	• I can identify different types of teeth and their functions. • I can explain why it is important to keep teeth and gums healthy. • I can identify and describe functions of the digestion system. • I can explain the importance of having a healthy digestive system.	• I can place events on a timeline in chronological order. • I can explain and order the events in the battle of Bosworth. • I can recognise and explain the meaning of a Tudor Rose. • I can use primary and secondary sources to help me find out about Henry VIII.		• I can observe and appraise Tudor paintings. • I can describe some of the key ideas, techniques and practices of working artists. • I can draw familiar objects with correct proportions. • I can draw a portrait, thinking about the proportions of the face.		• I can describe the SMART rules. • I can follow the SMART rules. • I can identify ways to stay safe online. **Anchor Outcome: Children can explain how to be SMART when online and create a poster to share this with others.**	• I can listen and appraise a piece of music. • I can find the pulse of a piece of music using body percussion or an instrument. • I can play up to three notes on a glockenspiel in time with a piece of music. **Anchor Outcome: Children can play Tudor inspired music.**	• I can explain what a Hindu might understand about Brahman from the story of Svetaketu • I can explain why there are images of many deities, even though Hindus generally do not believe that there are many gods and goddesses • I can identify and explain features of	See PE Pro App. See Curriculum overview for PE.

	Anchor Outcome: To investigate teeth and acid and know how this affects our oral health	• I can explain and recall the marriages of Henry the VII. **Anchor Outcome: Children will be able to talk about how the War of the Roses combined two warring families**		• I can use pencils to create shade and tone. • I can mix colours accurately and select appropriate brushes for my art work. **Anchor Outcome: Children will create a Tudor style portrait using developed skills**				images of Brahma, Vishnu and Shiva that show their links with creation, preservation and destruction • I can explain what Hindu deities show about the nature of Brahman • I can explain why murtis are used as part of Hindu worship • I can suggest whether or not people outside of the Hindu tradition should treat creation in the same way that many Hindus might treat it. **Anchor Outcome: Children can create deities to show how they would want to be looked after.**	
Vocabulary	Absorb Canine Carnivore Decay Digestion Enamel Excretion Faeces Herbivore Incisor Ingested Intestines Molar Oesophagus Omnivore Plaque Premolar Saliva Stomach	Battle of Bosworth Beheaded Chronological Civil war Church of England Divorce Doublet Execution Farthinglae Heir Influential Kirtle Monarch		Mix Shade Proportions Techniques Paintings Artist Appraise Evaluate		E safety Online Responsible SMART Accepting Requests Personal information	Keyboard Electric guitar Bass Drums Improvise Compose Melody Pulse Rhythm Pitch Tempo Dynamics Structure Unison Solo	Hindu Symbols Brahman (God) Svetaketu Gods/ goddesses Deities Trimurti Brahma Vishnu Shiva Ganesh Puja Tray Murtis Worship Creation Tradition	Gear Athletic stance 'Hips to lips' Hop Jump Skip Gallop Relay Personal best Balance

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Class: Puffins (Year 4) **Term:** Autumn 2 **Topic:** What is it like growing up in Europe?

Motivator: Visit to Pizza Express to make European pizzas. **Guided Reading Book:** KS2 Discover & Learn: Geography – Europe Study Book (CGP KS2 Geography)

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	Year 1 • identify, name, draw and label the basic parts of the human body Year 2 • Use scientific vocabulary to name body parts (including penis, vagina) • Understand and identify stereotypes. • Know that females have babies. Year 3 SRE – check Chris Winter resources.		Year 1 • Locate Falmouth on a map of the UK. • Ask simple geographical questions; what is it like to live in this place? Year 2 • Use world maps, atlases and globes to identify the UK and its countries as well as the countries continents and oceans studied at this key stage. • Name and locate the worlds 7 continents and 5 oceans. Year 3 • Use and interpret maps, globes and digital/computing maps to locate countries and key features.		Year 1 • 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. • Use pictures and words to describe what he/she wants to do. Year 2 • Understand the need for a variety of food in a diet. • Understand that food has to be farmed, grown or caught. • Use a wider range of cookery techniques to prepare food safely. • Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. Year 3 • Talk about the different food groups and name food	See Aut T1: Understand the importance of staying safe online. • Understand that communication online may be seen by others. • Understand where to go for help when he/she has concerns about content or contact on the internet or other online technologies. • Understand how results are selected and ranked by search engines.	• Children have learned to play along with instrumental parts of pieces of music on a glockenspiel or recorder. • Children have looked back at the history of some pieces of music. • Children have found the pulse of different pieces of music using different actions.	INCARNATION/ GOD: What is the Trinity? EYFS – Autumn 2 (Incarnation) – Why do Christians perform Nativity plays at Christmas? EYFS – Summer 1 (God/Creation): Why is the word 'God' so important to Christians? Year 2 – Autumn 2 (Incarnation) – Why does Christmas matter to Christians? Year 2 – Summer 1 (Gospel): What is the good news Jesus brings?	See PE Pro App. See Curriculum overview for PE.

					from each group. • Understand that food has to be grown, farmed or caught in Europe and the wider world. • Investigate and analyse existing products and those he/she has made, considering a wide range of factors.				
Knowledge	Children will be able to: • Understand why the body changes during puberty. • Know that each person experiences puberty differently.		Children will be able to: • Identify where countries are within Europe including Russia. • Recognise the different shape of continents • Know how the locality is set within a wider geographical context. • Understand why there are similarities and differences between places. • Know about the wider context of places.		Children will be able to: Food - Cooking around Europe – design and make a European salad. • Understand what makes a healthy and balanced diet and that different foods and drinks provide different substances the body needs to be healthy and active. • Understand seasonality and the advantages of eating seasonal and locally produced food.	Children will be able to: See Aut 1	Children will be able to: Perform in the yearly carol concert at the local church. yearly carol concert • Understand why it is important to warm up our voice before singing. • Understand how to project their singing voice. • Understand the importance of stage presence when performing to an audience.	Children will be able to: • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly	**See PEPro**

								some ideas of their own about what Christians believe God is like.	
Skills	Children will be able to: • Explain the changes that happen when a child grows up. • Identify basic facts about pregnancy, •		Children will be able to: • Label different countries within Europe including Russia. • Compare the shapes of continents with Europe. • Locate the Uk and compare location with that of other European countries. • Plan the steps and strategies for an enquiry. • Identify why there are similarities and difference between places in Europe. • Identify where places are in relation to each other, describe using 8 points of a compass.		Children will be able to: • Read and follow recipes which involve serval processes, skills and techniques. • Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience	Children will be able to: • use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content	Children will be able to: • Sing in unison and harmony with their peers. • Sing at the correct tempo and pitch. • Perform songs with poise and diction.	Children will be able to: • 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 • Make thoughtful judgements about the personal value of religious beliefs and practices • Make links between religion and human experience, including their own experience	
Components (teaching sequence)	• I can describe the main stages of the human • life cycle • I can describe the body changes that • happen when a child grows up • I understand why the body changes in • puberty • I can identify some basic facts about • Pregnancy. • I know the physical changes that • happen in puberty • I know that each person experiences • puberty differently. **Anchor Outcome: Children will be able to produce posters and informational leaflets on pregnancy and the stages of life, using the knowledge they have gained.**		• I can compare the shapes of continents with the shape of Europe. • I can identify European countries on a map. • I can describe where European countries are in relation to each other using 8 points of a compass. • I can identify and explain similarities and differences between European countries. **Anchor Outcome: Children will be able to create an informational PowerPoint, locating their chosen European cities and sharing similarities and differences between European countries.**		• I can identify food and drinks that can be eaten in a balanced healthy diet. • I understand the advantages of eating seasonal and locally sourced food. • I use my knowledge of existing products to design a European salad. • I can read and follow recipes that involve several processes, skills and techniques. **Anchor Outcome: Children will follow recipes, using a variation of skills, to create a healthy European salad.**	• I can describe the SMART rules. • I can follow the SMART rules. • I can identify ways to stay safe online. **Anchor Outcome: Children can explain how to be SMART when online and create a poster to share this with others.**	• I know why I have to warm up my voice. • I can sing with clear diction, timing and pitch. • I can sing in unison with a choir. • I can perform a song using expression. **Anchor Outcome: Children will share joy and magic through voice**	• I can explain how and why water is used as a symbol in Christianity • I can suggest what the symbols in the story of Jesus' Baptism mean and how this links to the Trinity • I can match words used to describe God the Father, the Son and the Holy Spirit with symbols and images • I can identify similarities and differences between an infant and adult baptism service and compare these with Jesus' baptism • I can design an artefact expressing the ideas of 'The Grace' and explain how my symbols/imagery links to the Trinity • I can design my own artwork or	**See PEPro**

								symbol to demonstrate the Holy Trinity and explain what each part represents **Anchor Outcome: children will use their new understanding to make respectful representations of the Trinity that reflect their interests**	
Vocabulary	Puberty Breasts Eggs Physical changes Pregnancy Pubic hair Reproduction Sperm		Atlas Border Climate Compass points Continent Culture Hemisphere Economy Equator Export Microclimate Mountain Population Trade		Recipe Seasonality Healthy Balanced Diet Functional Chop Slice		Poise Diction Timing Unison Choir Stage presence Expression Warm up Vocal chords Performance Carol concert	Christians God Jesus Baptism Gospel Trinity Symbols Father/Son / Holy Spirit Priest/Minister The Grace	Dynamic balance Agility Jumping Landing Relay Seated Counter balance Adjust Develop Combine Marker

Class: Puffins (Year 4) **Term:** Spring 1 **Topic:** What did the Romans do for us?

Motivator: Roman Workshop at Royal Cornwall Museum **Guided Reading Book:** Roman Quests: Escape from Rome

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	Year 1 • 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 Year 3 • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others	• Life existed before my grandparents were born. • The way Britain is today is very different to what it was like in the past. • Lots of different groups of people have settled in Britain throughout history. • We can find out about the past using different sources.			Year 1 • 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. Year 2 • Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. • Generate, develop, model and communicate his/her ideas through talking, drawing, templates mock-ups and, where possible information and communication technology. Year 3 • Use knowledge of existing products to design his/her own functional product. • Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. • Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages using them.	• Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. • Pupils add loops or procedures to create a repeating pattern	• Children have learned to play along with instrumental parts of pieces of music on a glockenspiel or recorder. • Children have looked back at the history of some pieces of music. • Children have found the pulse of different pieces of music using different actions.	What does it mean to be a Hindu in Britain today? Year 4 – Autumn 1: What do Hindus believe God is like?	See PE Pro App. See Curriculum overview for PE.

Knowledge	• identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases.	• Understand the impact of the Roman Empire on British history. • Recall the attempted invasion of Julius Caesar. • Understand the power of the Roman army in 42AD • Recall the successful invasion by Claudius and conquest, including Hadrian's wall. **Who were the Romans?** Why did invade Britain? Who was involved _ Julius Ceasar Boudicca? What was life like in Roman Britain? How does that compare with life today?			Structures Make a watch out tower • Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. • Use his/her knowledge of techniques and the functional and aesthetics qualities of a wide range of materials to plan how to use them.	<u>Sensors and coding to create flashing sequence</u> • Pupils learn to sequence instructions, for instance to create an program for a sensor or data collecting device (weather, light etc) • Pupils design a gadget which reacts and would improve the skill	Charanga Unit 3 Stop!	• Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (*dharma*) • Describe how Hindus show their faith within their families in Britain today (e.g. home *puja*) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. *arti* and *bhajans* at the *mandir*; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	**See PEPro**

Skills	• ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help with answering questions • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • use straightforward	• Use historical terms relating to the Romans. • Place the Romans era on a timeline. • Communicate their learning in an organised and structured way. • Summarise the main events of the Roman invasion. • Discuss the successful invasion and conquest by Claudius. • Describe and discuss Hadrian's Wall.			• Create designs using exploded diagrams. • Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. cutting internal shapes, slots in framework. • Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. • Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas.		See Charanga curriculum for skills	• 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 • Make thoughtful judgements about the	**See PEPro**

	scientific evidence to answer questions or to support his/her findings							personal value of religious beliefs and practices • Make links between religion and human experience, including their own experience	
Components (teaching sequence)	• I can identify how sounds are made and how they can be heard. • I can identify patterns between the pitch of a sound and features of the object that produced it. • I can identify patterns between the volume of a sound and the strength of the vibrations that produced it. • I understand that sounds get fainter as the distance from the sound source increases. **Anchor Outcome: Children will carry out an experiment to investigate how sound is altered based on different variables.**	• I can place the Roman Era on a time line. • I can explain why the Roman's invaded Britain. • I can identify key figures within the Roman invasion and their significant actions. • I can describe what life was like in Roman Britain. • I can compare modern day life with Roman life. **Anchor Outcome: Children will explore how Roman lives were similar and different to modern day life.**	•	•	• I can identify the main features of watch tower design. • I can create designs using exploded diagrams. • I can use techniques which require more accuracy to • join and finish my work. • I can apply techniques I have learnt to strengthen structures. • I can evaluate my end product and consider what could be improved. **Anchor Outcome: Children will be able to use different skills to create a structurally sound watch tower. They will be able to evaluate their process and outcome.**	• I can understand data and ways it may be used. • I can understand how sensors collect data. • I can read algorithms • I can configure block algorithms. • I can write algorithms to invent. **Anchor Outcome: Children will be able to create sequences using algorithms**	• I can identify the structure of a piece of music. • I can identify the instruments I can hear in a piece of music. • I can find the pulse of a piece of music. • I can choose an instrument based on theme of a piece of music. **Anchor Outcome: Children will create an Anti-Bullying rap, focusing on beat, an choose an appropriate instrument to use in performing this.**	• I can identify at least four ways in which Hindus worship at home • I can give at least three examples of things Hindus do as part of dharma at home • I can identify and name the Hindu place of worship and name at least two objects Hindus use in worship there • I can identify ways in which my community life is the same and different from some Hindu people • I can identify some ways in which Diwali is celebrated around the UK and other parts of the world, noting similarities and differences • I can describe similarities and differences between how Hindus live in my area and in India **Anchor Outcome: Children will make a document explaining how commandments**	**See PEPro**

								and Dharma are similar in principle	
Vocab/ key words	sound volume amplitude loud quiet travel wave particles high low pitch energy distance vibrate absorb vibration	empire Rome soldier armour rebellion chronology resistance dictator Celt leader senator gladiator			accuracy evaluate techniques diagrams materials tools structure model base	Algorithm Block algorithm Sensor Data Sequence Device Code Program Variable Time condition Click Place Time Multiples Repetition Loops	pulse dynamic notes rhythm structure chorus verse bridge	Hindus Worship Rituals Sanatan dharma Dharma Bhajans Mandir Community Celebrations Festivals Diwali	pivot send receive team balance coordinate personal best

Class: Puffins (Year 4)	**Term:** Spring 2	**Topic:** How did it feel to be evacuated?
Motivator: VE Day street party celebration in school	**Guided Reading Book :** Wave me goodbye by Jacqueline Wilson.	

	Science	**History**	**Geography**	**Art**	**DT**	**Computing**	**Music**	**RE**	**PE**
Prior knowledge	Year 1 • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Distinguish between an object and the material from which it is made • Describe the simple physical properties of a variety of everyday materials Year 2 • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Year 1 • Place events in chronological order. • Talk, draw and write about the past. • Ask and answer basic questions about the past. • Recognise pictures from then and now. Year 2 • Place key dates in chronological order. • Recall dates and events beyond living memory that are significant nationally or globally. • Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. • Identify the similarities and differences with their own lives. Year 3 • Place dates in chronological order on a timeline. • Use primary and secondary sources to extend their knowledge.	N/A	Year 1 • Explain what they like about the work of others. • Use artwork to record ideas, observations and experiences. Year 2 • Select particular techniques to create a chosen product and develop some care and control over materials and their use. • Give reasons for preferences when looking at art or design work • Represent things observed, remembered or imagined using colour /tools in 2 and 3 dimensions. Year 3 • Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. • Experiment with different	N/A	See Spring 1 Yr 4: <u>Sensors and coding to create flashing sequence</u> • Pupils learn to sequence instructions, for instance to create an program for a sensor or data collecting device (weather, light etc) • Pupils design a gadget which reacts and would improve the skill	• Children have learned to play along with instrumental parts of pieces of music on a glockenspiel or recorder. • Children have looked back at the history of some pieces of music. • Children have found the pulse of different pieces of music using different actions.	SALVATION: Why do Christians call the day Jesus died 'Good Friday'? EYFS – Spring 2 (Salvation): Why do Christians put a cross in an Easter garden? Year 2 – Spring 2 (Salvation): Why does Easter matter to Christians?	See PE Pro App. See Curriculum overview for PE.

		• Discuss the validity of historical sources. • Ask and answer historical questions. • Present what they know in a variety of ways.		materials to create a range of effects and use these techniques in the completed piece of work. • Compare and recreate form of natural and man-made objects					

Knowledge	Children will be able to: • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	The children should know: • Why children were evacuated from the cities to the countryside. • Why it was so dangerous for children to live in the cities during the war. • How children were transported from the cities to the countryside. • The experiences of evacuees when they arrived in the countryside. • The impact evacuation had on village schools. **What was it like to be evacuated?** • When was the World War and why was it so dangerous to live in the cities? • How were children evacuated from big cities? • What did children have to pack for their evacuation? • What was it like when the evacuees arrived in the countryside? • How did evacuation affect village schools?		The children will be able to: Create drawings and paintings showing an evacuee being evacuated and an evacuee in their new home. Plan and make a sculpture showing an evacuee. • Look at 'Evacuees' painting by Leila Faithful, evacuee drawing by Nat Moss, and Ethel Gabain's lithographs and use these as a basis for developing ideas for their own drawings and paintings about evacuees. • Look at a range of evacuee sculptures (there are many memorials of evacuee sculptures to look at). • Use sketchbooks to develop ideas about how evacuees might have felt, and how emotions can be shown in a picture, either through the facial expressions and or the background, or objects that are included (for example a teddy bear).		<u>Sensors and coding to create flashing sequence</u> • Pupils learn to sequence instructions, for instance to create an program for a sensor or data collecting device (weather, light etc) • Pupils design a gadget which reacts and would improve the skill	Charanga Unit 5 Blackbird Themes: Equality, civil rights	Children will be able to: • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	See PE Pro App. See Curriculum overview for PE.

				• Understand the proportions of drawing a human figure. • Be able to use clay or mod-roc and wire to create a sculpture.					

Skills	Children will be able to: • ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help with answering questions • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values,	Children will be able to: • Place historical dates in chronological order. • Use sources to answer questions about the past. • Communicate learning in a variety of ways. • Use historical terms relating the of passing of time.		Children will be able to: • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. • Describe some of the key ideas, techniques and practices of working artists, architects and designers who he/she has studies. • Articulate how he/she might improve their work using technical terms and reasons. • Draws familiar objects with correct proportions. • Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate tools and techniques. • Plan a sculpture through drawing and other preparatory work.		Children will be able to: • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • recognise common uses of information technology beyond school	See Charanga curriculum for skills	Children will be able to: • 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	**See PEPro**

	suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes							• Draw conclusions which are balanced and related to evidence & experience • Make thoughtful judgements about the personal value of religious beliefs and practices • Make links between religion and human experience, including their own experience	
Components (teaching sequence)	• I can classify matter into solids, liquids and gases. • I can identify the different between solid, liquid and gases. • I can measure the temperature of melting and cooling points of different materials. • I can identify and explain the different parts of the water cycle. • I can investigate the rate of evaporation. **Anchor Outcome: Children will carry out an investigation**	• I can place dates on a timeline in chronological order. • I can identify reasons why children were evacuated during WW2. • I can use sources to find out more about evacuation during WW2. • I can describe the experiences of evacuees when they arrived in the countryside. • I can identify ways village schools were affected during WW2. **Anchor Outcome: Children will explore**		• I can observe and appraise different artists paintings and drawings surrounding evacuees. • I can show how an evacuee may have felt either through the facial expressions, the background or objects that are included in my sketches. • I can use a sketchbook for collecting ideas and developing a plan for my completed piece of artwork. • I can look at a range of evacuee sculptures as a basis for creating		• I can understand data and ways it may be used. • I can understand how sensors collect data. • I can read algorithms • I can configure block algorithms. • I can write algorithms to invent. **Anchor Outcome: Children will be able to create sequences using algorithms**	• I can identify the theme of a piece of music. • I can create a story by listening to a piece of music. • I can compose a simple melody using simple rhythms choosing from a selection of notes. • I can perform my composition. **Anchor Outcome: Children will create their own composition based on a story and emotion and perform this.**	• Using my current knowledge, I can explain what happened to Jesus at Easter • I can identify the key events in Holy Week • I can suggest what the events of Holy Week mean to Christians • I can describe some of the things that Christians do on Palm Sunday, Good Friday and Easter Sunday and link these to the Gospel accounts • I can identify the different parts of the Easter story that provoke feelings of hope, sadness and joy,	**See PEPro**

	where they explore the effects of temperature on the rate of evaporation and the states of matter.	**the life of an evacuee through primary and secondary sources.**		my own piece of work. • I can plan a sculpture through drawing and other preparatory work. • I can use clay or mod-roc and wire and select the most appropriate tools to create a sculpture. **Anchor Outcome: Children will create a sculpture which will embody and express the emotions of an evacuee.**				and explain reasons why **Anchor Outcome: Society – children will create a comic detailing the main events of the story of Jesus' resurrection**	
Vocabulary	Condensation Cooling Evaporation Freezing Freezing point Heating Melting Melting point Precipitation Process Properties Temperature Vibrations Water cycle Water vapour	Billeting officer Evacuation Evacuee Gas mask Government Host family Identity card Populate Rationing Ration book Blitz Volunteer		Clay Mod roc Wire Tools Sculpture Sketchbook Mood Sketch		Algorithm Block algorithm Sensor Data Sequence Device Code Program Variable Time condition Click Place Time Multiples Repetition Loops	Acoustic Guitar Percussion Birdsong Civil rights Racism Equality Pentatonic scale Unison Pulse Pitch Tempo	Christians God Jesus Creation Gall Incarnation Gospel Salvation Easter Holy Week Palm Cross Crucifix Palm Sunday Good Friday Easter Sunday Mary Disciples Hope Sadness Joy	Control Sequence Consistency Controlled Movement Skills

Class: Puffins (Year 4) **Term:** Summer 1 **Topic:** What makes Falmouth unique?

Motivator: Falmouth Treasure Trail **Guided Reading Book:** The Sheep Pig by Dick King Smith

	Science	**History**	**Geography**	**Art**	**DT**	**Computing**	**Music**	**RE**	**PE**
Prior knowledge	Year 1 • 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 Year 2 • notice that animals, including humans, have offspring which grow into adults • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Year 3 • recognise that animals cannot make their own food and they get nutrition from what they eat	N/A	Year 1 • Know where Falmouth is located on a map of the UK. • Link their homes with other places in the community. • Devise a simple map; and use and construct basic symbols in a key. Year 2 • Use basic geographical vocabulary to refer to key human features including city, town village, factory, farm house, office, port, harbour and shop. • Use basic geographical vocab to refer to key physical features including beach, cliff, ocean, valley, soil, river, vegetation season and weather. Year 3 • Use and interpret maps, globes and digital/computing maps to locate countries and key features. • Identify physical and human features of the locality. • Make plans and maps using symbols and keys. • Use the 8 point of a compass.	Year 1 • 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. Year 2 • Know how to make symmetry prints, for example of butterflies or symmetrical tiger's faces and incorporate these into a rainforest scene. Year 3 • Children can use other artists' work, and photographs, to produce their own detailed drawings and paintings. • Children can develop their sketchbook ideas into a design for a	N/A	• Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject • Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work	• Children have learned to play along with instrumental parts of pieces of music on a glockenspiel or recorder. • Children have looked back at the history of some pieces of music. • Children have found the pulse of different pieces of music using different actions.	KINGDOM OF GOD: When Jesus left what was the impact of **Pentecost**? EYFS – Spring 1: Which stories are special and why? Year 3 – Spring 1 (People of God): What is it like to follow God? Year 3 – Summer 1 (Gospel): What kind of world did Jesus want?	See PE Pro App. See Curriculum overview for PE.

			• Use 4 figure grid references.	print, and make prints from this.					
Knowledge	Children will be able to: • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. • construct and interpret a variety of food chains, identifying producers, predators and prey.	.	Children will be able to: • Describe human features of UK cities, regions and or counties. • Explore features on an OS map using 6 figure grid references	Children will be able to: Produce drawings and paintings of local plants and flowers and make a batik print from them. • Know about the work of Georgia O'Keefe, Van Gogh, Monet, Klimt, Manet and Renoir, and be able to discuss their techniques, materials used and level of realism. • Be able to draw from real plants and flowers found in the locality. • Be able to use drawings as a starting point to make a batik print.		<u>Stop motion animation</u> • Animations: Pupils learn how to develop a storyboard and then create a simple animation using for instance 'Puppet Pals' or 'Stop Motions' Animation' • Sound and video: Pupils record and edit media to create a short sequence • Working with data: Pupils learn to search, sort and graph information	Charanga Unit 4 Lean On Me	Children will be able to: • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	**See PEPro**

Skills	Children will be able to: • ask relevant questions and use different types of scientific enquiries to answer them • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help with answering questions • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • use straightforward scientific evidence to answer questions or to support his/her findings		Children will be able to: • Locate cities in the UK on a map. • Locate counties in the UK on a map. • Identify human features of cities and counties in the UK. • Plan the steps and strategies for an enquiry. • Draw complex accurate maps with complex keys. • Identify features of OS maps. • Use 6 figure grid references to find a point of interest. • Measure straight line distances using the appropriate scale.	Children will be able to: • Use taught technical skills to adapt and improve work. • Draw familiar objects with correct proportions. • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. • Describe some of the key ideas, techniques and practices of working artists, architects and designers who he/she has studies. • Articulate how he/she might improve their work using technical terms and reasons. • Draws familiar objects with correct proportions. • Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate tools and techniques. • Print on fabrics using tie dye or batik.			See Charanga curriculum for skills	• 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	**See PEPro**

								• Identify key religious values and their connections with secular views • Relate learning to life • Draw conclusions which are balanced and related to evidence & experience • Make thoughtful judgements about the personal value of religious beliefs and practices • Make links between religion and human experience, including their own experience	
• **Components** • **(teaching sequence)**	• I can identify the characteristics of living things. • I can name and identify a variety of living things in my local environment. • I can observe features of living things and sort them into different groups. • I can create and use a classification key to name a variety of living things in the wider environment.	•	• I can locate cities and counties on a map of the UK. • I can identify human and physical features of cities and counties in the UK. • I can identify key features of OS maps and use 6 figure grid references to find points of interest. • I can plan a geographical enquiry. (planning our trip treasure trail)	• I can mix colours, using black and white to create darker and lighter tones. • I can create a wax crayon resist painting using watercolours. • I can use my sketchbook ideas to produce a final design. • I can use fabric paint and brushes to create a finished batik painting.	•	• I can complete a short story board • I can make my character and ensure they are poseable in a stop motion video • I can record a stop motion video with sound • I can edit my stop motion video **Anchor Outcome:**	• I can listen and appraise a piece of music. • I can use a range of technical music vocabulary. • I can sing in unison with a piece of music or my peers. • I can play up to four notes on a glockenspiel in time along with a piece of music. **Anchor Outcome: Children are able to**	• I can explain what the Bible says about what happened to Jesus after his resurrection • I can retell the story of Pentecost • I can use the story of Pentecost to explain what the new followers of Jesus were told to do, what they did	**See PEPro**

	• I can identify ways environment change can affect living things. **Anchor Outcome: Children can create their own classification key to name things in the wider environment and explore how these are affected by changes in the environment.**		• I can draw an accurate map with a complex key. (use map of our treasure trail to create map, use features of OS map to support.) **Anchor Outcome: Children can create their own accurate map, including features of an OS, to be used for a geographical enquiry.**	**Anchor Outcome: Children can create a Batik piece based on impressionist artists.**		**I can work as a team and compile a stop motion video**	**use their skills to improvise with a piece of music and introduce instruments.**	and how they felt • I can describe the ways that Christians believe the Holy Spirit helps them • I can describe how Christians show their beliefs about the Holly Spirit and Pentecost in worship (Pentecost Sunday and everyday living) • I can describe why Pentecost is important for Christians and suggest what might have happened if Pentecost hadn't happened **Anchor Outcome:**	
Vocabulary	Carnivore Omnivore Herbivore Classification Food chain Habitat Nutrition Life processes Nutrition Reproduction Respiration Sensitivity Urban		Country County City Grid reference Ordinance survey Key Symbol Human features Physical features enquiry	Batik Wax resist Shading Fabric Tone Proportions			Unison By ear Pulse Rhythm Melody Solo Tempo Dynamics Piano Bass Drums Organ structure	Christians God Jesus Disciples Resurrection Holy Spirit Kingdom of God Ascension Pentecost Worship	Sequence Movement Counter balance Tactics Theme

Class: Puffins (Year 4) **Term:** Summer 2 **Topic:** What powers Earth?

Motivator: Sustainability of energy workshop (Camp Kernow)/ Explorer Dome 'Earth Show' / Beach trip
Guided Reading Book: Journey to the Centre of the Earth by Sarah Courtauld

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	Year 1 • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Distinguish between an object and the material from which it is made Year 2 • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Year 3 • Identify some appliances that create light and how they light in generated.		Year 1 • 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 to the Equator and the North and South Poles. Year 2 • Use world maps, atlases and globes to identify the UK and its countries continents and oceans studied at this key stage. • Name and locate the worlds 7 continents and 5 oceans. • Identify seasonal and daily weather patterns within the UK and the location of hot and cold areas of the world in relation to the equator and north and south poles.		Year 1 • Create simple designs for a product. • Use pictures and words to describe what he/she wants to do. • Build structures, exploring how they can be made stronger, stiffer and more stable. Year 2 • Choose appropriate tools, equipment, techniques and materials from a wide range. • Evaluate and assess existing products and those that he/she has made using a design criterion. Year 3 • Use knowledge of existing products to design his/her own	See Summer 1 Yr 4- <u>Stop motion animation</u> • Animations: Pupils learn how to develop a storyboard and then create a simple animation using for instance 'Puppet Pals' or 'Stop Motions' Animation' • Sound and video: Pupils record and edit media to create a short sequence • Working with data: Pupils learn to search, sort and graph information	• Children have learned to play along with instrumental parts of pieces of music on a glockenspiel or recorder. • Children have looked back at the history of some pieces of music. • Children have found the pulse of different pieces of music using different actions.	How and why do people in Cornwall mark significant events in community life? EYFS – Summer 2: Which places are special and why? Year 2 – Summer 2: What makes some people and places in Cornwall sacred to believers?	See PE Pro App. See Curriculum overview for PE.

			Year 3 • Explain about weather conditions/ patterns around the UK and parts of Europe. • Communicate findings in ways appropriate to the task or for the audience. • Develop an awareness of how places relate to each.		functional product. • Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. • Safely measure, mark out, cut, assemble and join with some accuracy.				
Knowledge	Children will be able to: • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.		Children will be able to: • Understand and use a widening range of geographical terms. • Demonstrate knowledge of features about places around him/her and beyond the UK. • Understand the effect of landscape features on the development on the locality. • Explore weather patterns around parts of the world.		Children will be able to: Create a model volcano with a buzzer to create an earthquake effect or a red bulb light up volcano to represent lava • Use knowledge of existing products to design a functional and appealing product for a particular. • Use his/her knowledge of techniques and the functional and aesthetics qualities of a wide range of materials to plan how to use them.	See Summer 1	Charanga Unit 6 Reflect, Rewind and Replay	Children will be able to: • Identify festivals that are unique to Cornwall and explain how they started • Offer informed suggestions about the meaning and importance of ceremonies/ festivals for religious and non-religious people today in Cornwall • Describe special times in the Cornish year. • Make simple links between beliefs and importance of these special events to the people of Cornwall • Identify some differences in how people celebrate community life e.g. different practices in local festivals and traditions • Raise questions and suggest answers	See PE Pro App. See Curriculum overview for PE.

								about why it is important for everyone to feel part of a community	
Skills	Children will be able to: • ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • identify differences, similarities or changes related to simple scientific ideas and processes • use straightforward scientific evidence to answer questions or to support his/her findings		Children will be able to: • Use geographical terms e.g contour, height, valley, erosion, transportation, headland, volcanoes, earthquakes etc. • Ask questions such as 'How does it compare to other places? What feature does it have?' • Recognise that people differing quality of life living in different locations and environments. • Describe how people have been affected by changes in the environment. • Explain about key natural resources for example water in the locality. • Compare weather patterns in different parts of the world. • Plan the steps and strategies for an enquiry.		• Understand and use electrical systems in products. • Create designs using exploded diagrams. • Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. cutting internal shapes, slots in framework. • Consider how existing products and his/her own finished products might be improved and how well they meet the needs pf the intended user.	Children will be able to: · select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	See Charanga curriculum for skills	**Children will be able to:** • 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	See PE Pro App. See Curriculum overview for PE.

								• connections with secular views • Relate learning to life • Draw conclusions which are balanced and related to evidence & experience • Make thoughtful judgements about the personal value of religious beliefs and practices • Make links between religion and human experience, including their own experience	
Components (teaching sequence)	• See: https://www.stem.org.uk/ • to support with planning. • I can identify common electrical appliances. • I can construct a simple series electrical circuit and label its basic parts. • I can identify whether a lamp will light depending on the construction of a circuit. • I can explain how a switch works within a circuit. • I can identify some common insulators and conductors. **Anchor Outcome: Children will carry out a series of experiments, exploring switches,**		• I can name and locate countries with different weather patterns around the world. • I can compare weather patterns of different countries around the world. • I can describe natural resources that can be found in different localities. • I can identify ways people have been affected by changes in the environment. • I can plan the steps and strategies for an enquiry. **Anchor Outcome: Children will complete an environmental survey, exploring the effects of human**		• I can research and evaluate existing products with electrical systems. • I can use my research to create designs using exploded diagrams. • I can use techniques that require internal cutting and slots in a framework to create my design. • I can evaluate my final product. **Anchor Outcome: Children will use a variety of DT skills to create a volcano which simulates an earthquake and eruption. Children will evaluate their**	• I can complete a short story board • I can make my character and ensure they are poseable in a stop motion video • I can record a stop motion video with sound • I can edit my stop motion video **Anchor Outcome: I can work as a team and compile a stop motion video**	• I can listen and appraise a piece of classical music. • I can name instruments that are playing in a piece of music. • I can play instrumental parts of a song with notation. • I can use and understand interrelated dimensions of music. (vocab) **Anchor Outcome: I can show a deeper understanding through my exploration of music composition**	• I can identify festivals that are unique to Cornwall and explain how they started • I can compare festivals in Cornwall from two different times of the year, identifying similarities and differences between them • I can explain how beliefs are linked to special events for the people of Cornwall • I can explain what makes Cornwall a spiritual place, making links between the landscape, Celtic Christianity and local festivals • I can explain the importance of ceremonies/festivals in Cornwall for both religious and non-	**See PEPro**

	insulators/conductors and construction of a circuit.		**decisions on the wider world.**		**process and outcome.**			religious people today. **Anchor Outcome:** **To create a map of all the magical, spiritual places in Cornwall and know how they still affect our lives**	
Vocabulary	Appliance Battery Bulb Buzzer Cell Component Conductor Current Electricity Energy Insulator Mains Motor Power Source Switch Wires		Contour Climate Conservation Earthquakes Erosion Headland Height Mountain Natural resources Settlement Tectonic plates Valley Vegetation Volcano		Evaluate Technique Internal cutting Slots Exploded diagrams Electrical systems Functional		Pulse Rhythm Timbre Dynamics Texture Tempo Notation Glockenspiel	Festival Celebration Cornwall Christians Celtic Christianity Harvest Community Sacred Spiritual Awe Wonder Belonging Commitment Marriage Baptism	Health Fitness Monitor Exercise Equipment Agility Balance