

Motivator: Viking artefact day and visit to Falmouth Museum

Guided Reading Book: Odd and the Frost Giants

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<ul style="list-style-type: none"> (Year 1) describe the simple physical properties of a variety of everyday materials (hard/soft, stretchy/stiff, shiny/dull, waterproof/non-waterproof, opaque/see-through) (Year 1) compare and group together a variety of everyday materials on the basis of their simple physical properties (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 2) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Year 3) observe how magnets attract or repel each other and attract some materials and not others (Year 3) compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials (Year 4) construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 	<ul style="list-style-type: none"> The Vikings lived a long time ago. The Vikings came from another country. 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Use sketch books to collate ideas. Draw upon the work of other artists to inspire their own work. <ul style="list-style-type: none"> Use different tools and techniques to manipulate clay. 	<ul style="list-style-type: none"> NA 	<p>Pupils explore how they interact with others and are introduced to the concept of cyberbullying. They also learn how to communicate to be a responsible member of a connected culture effectively in order to prevent miscommunication</p> <p>Pupils are introduced to the basics of online searching, including how to use effective keywords. They also learn to conduct searches that provide them with the most helpful and relevant information.</p>	<ul style="list-style-type: none"> Recognise the beat within a song and use an instrument to maintain this. 	<p>What does it mean to be a Muslim in Britain today?</p>	<p>See PE Pro App. See Curriculum overview for PE.</p>

<p>Knowledge</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, ☐ • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify that the Vikings were a civilisation who travelled and conquered different parts of the world. • Recall how the Vikings completed conquests in Britain, including the Lindisfarne attack. • Recall places around the world in which the Vikings settled. • Understand that not all Vikings were vicious and challenge historical misconceptions. 		<p>Children will be able to:</p> <ul style="list-style-type: none"> • Design and make a Viking coil pot, using images of Viking myths and symbols to decorate. • Know about Viking symbols, runes and mythological creatures, and be able to incorporate these into their design. • Know about ceramicists and how they make their work: look at Louise Goodman’s coils pots or St Ives artist Bernard Leach’s ceramics, in particular the way he incorporates images into his designs. 		<p>Children will be able to:</p> <ul style="list-style-type: none"> • Create secure passwords for their accounts, learn about spam and how to deal with it, and decode website privacy policies, understanding the implications for the info that they share online • Pupils explore their roles as digital citizens in an online community, where they reflect on their responsibilities and learn that good digital citizens are responsible and respectful in the digital world • Pupils begin to explore the nature of online audiences and permanency of information online. They begin to understand the significance of published information and personal information • Pupils understand what it means to be a good digital citizen as they interact with others online by understanding how to prevent and respond to cyberbullying. They also learn how to communicate effectively to prevent miscommunication in order to be a responsible member of a connected culture • Pupils learn the ‘do’s and don’ts’ of copying and pasting information to avoid plagiarism. They 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise the style indicators of the songs (musical characteristics that give the songs their style) • Explain what the songs are about • Discuss any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the songs (intro, verse, chorus etc. • Name some of the instruments they heard in the songs 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur’an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur’an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet) • Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, 	<p>See PE Pro App. See Curriculum overview for PE.</p>
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						<p>learn how to avoid plagiarism by putting information in their own words, putting excerpted information into quotes, and providing citations. They learn to show respect for other people's creations by giving them credit</p> <ul style="list-style-type: none"> • Pupils explore issues relating to online searching, including how to use effective keywords, using directories and subject categories, and how to analyse the usefulness and relevancy of the results. They learn to conduct searches that provide them with the most helpful and relevant information 		giving good reasons for their views.	
Skills	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 	<ul style="list-style-type: none"> • Children will be able to: <ul style="list-style-type: none"> • Handle and chronologically date artefacts. • Discuss historical inaccuracies and evaluate sources. • Place dates in chronological order. • Give reasons for events. • Use a wide variety of sources to collect information. 		<p>Children will be able to:</p> <ul style="list-style-type: none"> • Develop different ideas which can be used and explain his/her choices for materials and techniques used. Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. • Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. • Return to work over longer periods of time 		<p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise and play the musical note g, a and b. • Appraise music in relation to the rhythm. • Compare different classic rock songs. Discussing their similarities and differences. • Copy and play back compositions of music. 	<ul style="list-style-type: none"> • 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 • Think and speak carefully about religious and spiritual topics • Reflect upon feelings, relationships and experiences • Explain concepts, 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • I can identify specific parts of performance to work on. • I can understand ways (criteria) to judge performance. • I can use my awareness of space and others to make good decisions. <p>In less than 20 seconds and in both directions, maintaining control:</p> <ul style="list-style-type: none"> • I can stand with my legs apart and move a ball around one leg 16 times (right and left leg). 	

				<p>and use a wider range of materials.</p> <ul style="list-style-type: none"> • Develop skills in using clay, including slabs, coils and slips. 					<ul style="list-style-type: none"> • rituals and practices • Identify and articulate matters of deep conviction and concern, responding to religious issues through a variety of media • 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 • Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow • See the world through the eyes of others and to see issues from their point of view, deepening understanding of beliefs and practises • Identify key religious values and their connections 	<ul style="list-style-type: none"> • I can move a ball round my waist 17 times. • I can stand with my legs apart and move a ball around alternate legs 16 times. <p>From a distance of 1, 2, and 3 metres:</p> <ul style="list-style-type: none"> • I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.
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with secular views

- Make associations between religions and individual community, national and international life
- 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
- Distinguish between opinion, belief and fact
- Link significant features of religion together in a coherent pattern
- Debate issues of religious significance to experience, evidence and argument

<p>Components (teaching sequence)</p>	<ul style="list-style-type: none"> I can identify how materials are used and their key properties I can plan a scientific question and related investigation about material properties I can illustrate an investigation into sorting materials I can devise an investigation into dissolving <p>Anchor Outcome: Children will create a class longship by carefully selecting the materials needed.</p>	<ul style="list-style-type: none"> I can locate the Scandinavian countries from which the Vikings originated. I can make deductions about the Vikings' lives from artefacts. (motivator day) I can recognise a Viking longship and discuss how their features aided the Viking success. I can recognise the causes and impact of the Lindisfarne attack. I can understand Viking culture and civilisations. I can explain Viking trade routes and systems. <p>Anchor Outcome: Children will create a 30 second Viking character Chatterpix explaining why their character is not a vicious Viking!</p>		<ul style="list-style-type: none"> I can use artefacts to discuss Viking artwork. I can recognise Viking symbols, Gods and creatures within pieces of art. I can compare modern artists who use similar techniques to the Vikings. I can use the Vikings and modern day artists to inspire my own coil pot. I can use a variety of tools and techniques to create a coil pot. <p>Anchor Outcome: Children will create their own coil pot through researching similar techniques.</p>		<p>Anchor Outcome: Children will create their own presentation about their digital rights.</p>	<ul style="list-style-type: none"> I can listen and appraise classic rock music. I can use instruments and musical notation to perform a song. I can learn the words to a classic rock song and improvise part of a song. I can perform compositions within a song. <p>Anchor Outcome: Children will be able to create their own compositions within a song which will be recorded on the green screen.</p>	<ul style="list-style-type: none"> I can find out how many Muslims there are in my region, in the Uk and in the world I can explain how the Five Pillars offer a way of structuring life for Muslims I can explain why zakah is a good thing for Muslims I can identify how Hajj practices help Muslims to show unity, equality, purity and self-control I can outline 3 teachings of the Qur'an about how to live and give examples of how Muslims put this into practice I can describe what it means to be a Muslim in Britain today <p>Anchor Outcome: Create their own five pillars of Islam for a display</p>	<p>See PE Pro App. See Curriculum overview for PE.</p>
<p>Vocabulary</p>	<p>materials, properties, purpose, function, advantages, disadvantages, investigation, results, interpret, state of matter, solid, liquid, gas, mixture, solution, chemical bond, particle, sieving, filtering, evaporation, reversible change, irreversible change</p>	<p>Lindisfarne, longship, Viking, Scandinavian, settlement, Nordic, Gods, Raids, Thor, Danelaw and Danegeld.</p>		<p>Coil pot, clay, slabs, slips, designs, pottery, symbols, runes, mythological creatures.</p>			<p>Tempo, rock, genre, classic, beat, rhythm, dynamics, musical notation, percussion.</p>	<p>Muslims Islam Five Pillars Ibadah Shahadah Commitment Generosity Submission Obedience Self-control Worship Zakah Sadagah Hajj Prophet Muhammad Rituals</p>	<p>criteria, performance, assess, control, alternate, figure of 8, criss-cross, bounce, reactions, shoulder height</p>

							Beliefs Values Tawhid Qur'an Authority Hadith	
Next steps		To order the Vikings in British and world history.		Draw upon further artists' work. Develop and refine clay skills and techniques.			Deepen understanding of different musical notation. Evaluate my own performance.	

Motivator: Arctic Explorer Day

Guided Reading Book: Floodlands

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<ul style="list-style-type: none"> (Year 1) describe the simple physical properties of a variety of everyday materials (hard/soft, stretchy/stiff, shiny/dull, waterproof/non-waterproof, opaque/see-through) (Year 1) compare and group together a variety of everyday materials on the basis of their simple physical properties (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 2) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Year 3) observe how magnets attract or repel each other and attract some materials and not others (Year 3) compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials (Year 4) construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 		<ul style="list-style-type: none"> Recognise continents and countries around the world. Discuss temperate and cold climate regions of the world, in relation to the equator. 		<ul style="list-style-type: none"> Followed a design and making process. Used materials to create a finalised piece. Understand how to evaluate and improve a product. 	<ul style="list-style-type: none"> Pupils learn to create secure passwords for their accounts, learn about spam and how to deal with it, and decode website privacy policies, understanding the implications for the info that they share online Pupils explore their roles as digital citizens in an online community, where they reflect on their responsibilities and learn that good digital citizens are responsible and respectful in the digital world Pupils begin to explore the nature of online audiences and permanency of information online. They begin to understand the significance of published information and personal information Pupils understand what it means to be a good digital citizen as they interact with others online by understanding how to prevent and respond to cyberbullying. They also learn how to communicate effectively to 	<ul style="list-style-type: none"> To appraise different musical genres. Recognise musical notation and graphical notation. 	<p>INCARNATION Was Jesus the Messiah?</p>	<p>See PE curriculum overview. See PEPro</p>

	<ul style="list-style-type: none">• Prior knowledge from Autumn 1 unit in Year 5				<p>prevent miscommunication in order to be a responsible member of a connected culture</p> <ul style="list-style-type: none">• Pupils learn the 'do's and don'ts' of copying and pasting information to avoid plagiarism. They learn how to avoid plagiarism by putting information in their own words, putting excerpted information into quotes, and providing citations. They learn to show respect for other people's creations by giving them credit• Pupils explore issues relating to online searching, including how to use effective keywords, using directories and subject categories, and how to analyse the usefulness and relevancy of the results. They learn to conduct searches that provide them with the most helpful and relevant information			
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<p>Knowledge</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on 		<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand how humans affect the environment over time. • Know about changes to world environments over time. • Understand why people seek to manage and sustain their environment. • Understand about weather patterns around the world and relate these to climate zones. • Know about the wider contexts of places. • Know about the physical features of coasts and begin to understand erosion and deposition. 		<p>Children will be able to:</p> <p>Textiles</p> <ul style="list-style-type: none"> • Design and make a hat or gloves 	<p>See Aut T1: e-Safety – online security (passwords spam, privacy policies)</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Bossa Nova originated in South America. • Swing became popular in the 1940s. • Recognise Jazz and Swing genres. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms • Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible • Weigh up how far the idea of Jesus as the ‘Messiah’ – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers. 	<p>See PEPro</p>
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	bicarbonate of soda.								
Skills	<p>Children will be able to:</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs Identify scientific evidence that has been used to support or refute ideas or arguments 		<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify ways human affect the environment e.g. global warming. Identify how the world's environments have changed over time e.g. how the sea levels have changed. Give reasons why people seek to manage their environment. Compare weather patterns around the world and relate these to climate zones. Identify ways the coast is changing through climate change. 		<p>Children will be able to:</p> <ul style="list-style-type: none"> Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. Create prototypes to show his/her ideas. Make careful and precise measurements so that joins, holes and opening are in exactly the right place. Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques. Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. 	<ul style="list-style-type: none"> Children will be able to: <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. Improvise in a Bossa Nova style using the notes G, A + B. Improvise in a swing style using the notes D, E, G, A + B 	<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 Think and speak carefully about religious and spiritual topics Reflect upon feelings, relationships and experiences Explain concepts, rituals and practices Identify and articulate matters of deep conviction and concern, responding to religious issues through a variety of media Draw meanings from artefacts and symbols Suggest meanings of religious texts Distinguish between the features of different religions Interpret religious language 	See PEPro

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| | | | | | | | | <ul style="list-style-type: none">• Consider thoughts, feelings, experiences, attitudes, beliefs and values of others• Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow• See the world through the eyes of others and to see issues from their point of view, deepening understanding of beliefs and practises• Identify key religious values and their connections with secular views• Make associations between religions and individual community, national and international life• 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 | |
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								<ul style="list-style-type: none"> human experience, including their own experience Distinguish between opinion, belief and fact Link significant features of religion together in a coherent pattern Debate issues of religious significance to experience, evidence and argument 	
Components (teaching sequence)	<ul style="list-style-type: none"> I can justify my scientific ideas about transparency with evidence I can make and test a prediction about thermal conductivity I can use scientific diagrams to record I can record absorbency results in different formats I can identify reversible and irreversible changes <p>Anchor Outcome: Children will be able to create short videos to explain reversible and irreversible changes.</p>		<ul style="list-style-type: none"> I can identify different climate regions on a map in relation to lines of longitude and latitude. I can discuss the geographical features of the Arctic. I can explain the Arctic temperatures and compare with that of the UK. I can discuss the Arctic settlements and explain how humans survive. I can explain how animals have adapted to survive in the Arctic. <p>Anchor Outcome: Children will create an interactive class map of the Arctic and different climate regions.</p>		<ul style="list-style-type: none"> I can research the properties of different materials. I can experiment with joining techniques in relation to materials. I can design a product which is fit for purpose. I can produce a step-by-step plan for a specified product. I can create a finished product from my design. I can evaluate my design and suggest improvements. <p>Anchor Outcome: Children will create their own mittens and evaluate how effective they would be in the Arctic.</p>		<ul style="list-style-type: none"> I can appraise and recognise Jazz music. I can recognise different layers and instrument in Jazz music. I can perform an 8 bar musical composition. I can improvise a tune. I can perform a piece of music with an awareness of my audience. <p>Anchor Outcome: Children will create their own posters on Jazz music.</p>	<ul style="list-style-type: none"> I can explain what the Jewish people were expecting in a Messiah I can explain if Jesus was the hoped-for Messiah I can explain the true meaning of Christmas, including what Christians believe about the Messiah and Jesus' birth I can explain how Christians bring peace, good news and show Jesus' love to others at Christmas I can compare Christmas day celebrations in a Christian and non-religious household I can explain why the idea of Jesus as the Messiah is important in the 	See PEPro

								world today and what difference it might make in people's lives.	
								Anchor Outcome: True meaning of christmas drama play	
Vocabulary	materials, properties, solubility, transparency, conductivity (electrical and thermal), magnet, magnetic, opaque, translucent, insulator, conductor, prediction, circuit, diagram, battery, wires, light, power source, absorbent, dependent/independent variable, reversible/irreversible change, evaporation, filtering, sieving, solvent, solution, mixture, chemical reaction.		Arctic, climate, temperate, equator, longitude, latitude, Northern hemisphere, Southern hemisphere, Antarctic, vegetation, environment, habitat and survival.		Materials, properties, thermal, layering, stitching, joining, sewing, pattern, evaluation, improvements.		Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo	Christianity God Jesus Messiah Old Testament New Testament Jewish Gospel Christmas Saviour Prophet Peace Good news Love Theological terms – creation, people of God, Incarnation, Gospel, Salvation, Messiah	sequence, tactics, rules, seated balance
Next steps			To understand the world's climate and time zones. To use an Atlas to locate countries and capital cities of the world.		To create move complex products using materials.		To recognise sharp notes in a musical stave. To explain the roles of different musical notes.		

Motivator: Visit from Watson Marlow to make 'rocket fuel'

Guided Reading Book: War of the Worlds

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<ul style="list-style-type: none"> (Year 1) Discuss how day length varies (using vocabulary like longer and shorter, mid-summer and mid-winter) 	<ul style="list-style-type: none"> Humans have landed on the moon. How humans have travelled into Space. 	N/A	<ul style="list-style-type: none"> Printing units in years 1, 2 and 3. 	N/A	<ul style="list-style-type: none"> Pupils learn to sequence instructions, for instance to create a program for a sensor or data collecting device (weather, light etc) Pupils design a gadget which reacts and would improve the skill 	<ul style="list-style-type: none"> The definitions of tempo and how to keep a basic rhythm. 	GOD: What does it mean if God is Holy and Loving?	See PE curriculum overview. See PEPro
Knowledge	<p>Children will be able to:</p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Order key Space travel events in chronological order. Use a variety of different sources to provide an account of the moon landing. Discuss the future of Space travel and tourism. Present findings and communicate in a variety of ways. 		<p>Children will be able to:</p> <ul style="list-style-type: none"> Know how space exploration has inspired artists through history. Look at 'Several Circles' by Wassily Kandinsky, 'Constellations' by Picasso, 'Constellation towards the rainbow' by Miro, 'Starry Night' by Van Gogh, and works by Chesley Bonestell and Lucien Rudaux. Use space artists and photographs as a basis for own drawings and paintings. Understand how to build up layers to create a printing board, and use this to make prints from. 		<p><u>Coding – create a maze</u></p> <ul style="list-style-type: none"> Pupils create a computer game, using a graphical language such as Scratch or Kodu <ul style="list-style-type: none"> Pupils learn to use and program a 'crumble robot' to complete a basic task and implement these skills into a larger STEM project 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Know the meaning of the words tempo, rhythm, dynamic and volume. Recognise different forms of musical notation. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship Weigh up how biblical ideas and teachings about God as holy and loving might make a 	See PEPro

								<p>difference in the world today, developing insights of their own.</p>	
<p>Skills</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Evaluate the usefulness and limitations of a variety of sources. Understand that the type of information available depends on the time studied. Make conclusions, with evidence, as to the most likely version of events. Place dates into chronological order. 		<ul style="list-style-type: none"> Develop different ideas which can be used and explain his/her choices for materials and techniques used. Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. Return to work over longer periods of time and use a wider range of materials. Experiment with using layers and overlays to create new colours and textures. 		<p>Children will be able to:</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> Play and perform pieces of music. Compose a piece of music using a musical notation. Compose a piece of music which portrays an atmosphere. Perform complex rhythms using rhythm grids. Critically analyse a piece of music. 	<ul style="list-style-type: none"> Children will be able to: Ask relevant questions Know how to use different types of sources to gather info Reflect upon beliefs and practices Think and speak carefully about religious and spiritual topics Reflect upon feelings, relationships and experiences Explain concepts, rituals and practices Identify and articulate matters of deep conviction and concern, responding to religious issues through a variety of media Draw meanings from artefacts and symbols 	<p>See PEPro</p>

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| | | | | | | | | <ul style="list-style-type: none">• 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• Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow• See the world through the eyes of others and to see issues from their point of view, deepening understanding of beliefs and practises• Identify key religious values and their connections with secular views• Make associations between religions and individual community, national and international life | |
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| | | | | | | | | <ul style="list-style-type: none">• 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• Distinguish between opinion, belief and fact• Link significant features of religion together in a coherent pattern• Debate issues of religious significance to experience, evidence and argument | |
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<p>Components (teaching sequence)</p>	<ul style="list-style-type: none"> I can summarize why night and day happen I can explain how the Moon and Earth orbit I can compare Earth with another planet I can select key information about other planets <p>Anchor Outcome: Creating 3D models out of playdoh to represent day and night.</p>	<ul style="list-style-type: none"> I can place key Space dates in chronological order. I can compare the early methods of Space travel. I can order the events of the moon landing. I can compare historical evidence and identify reliable sources of data. I can use a range of sources to research famous astronauts. I can discuss the future of Space exploration. I can compare the work of Neil Armstrong and Christopher Columbus. <p>Anchor Outcome: Children will create a video/PowerPoint about whether they think the moon landing was real or a conspiracy.</p>		<ul style="list-style-type: none"> I can explain how artists develop their work, and experiment with these techniques. I can develop different ideas and explain my choices for materials and techniques used. I can explain how artists develop their work, and experiment with these techniques. I can develop different ideas and explain my choices for materials and techniques used. I can experiment with using layers textures to create a printing block. <p>Anchor Outcome: Children will create a space printing block and evaluate the effectiveness.</p>		<ul style="list-style-type: none"> I can create sprites using bitmap and vector art. I can design a maze game with keyboard input control. I can explain ad use selection and variables. I can create interactive obstacles using sequence and repetition. I can use variables to trigger events I can debug and evaluate my game <p>Anchor Outcome: Create their own game based on space.</p>	<ul style="list-style-type: none"> I can identify the dynamics and tempo of a piece of music. I can use graphical notation to record my response to a piece of music. I can critically analyse a piece of music. I can describe how different dynamics convey atmosphere. I can perform a complex rhythm using a rhythm grid. I can compose and record a piece of music which conveys contrasting atmospheres. <p>Anchor Outcome: Children to create the music to a video of the landing on the moon.</p>	<ul style="list-style-type: none"> I can suggest words that I think could be used to describe 'God' I can use religious texts to identify what God is like and what he does I can explain why Christians believe that God is holy and loving I can explain how different parts of a cathedral express ideas of God as holy and loving I can describe how Christians show their beliefs through worship I can suggest how biblical ideas about God as holy and loving might make a difference in the world today. <p>Anchor Outcome: Holy and loving acrostic poems for display.</p>	<p>See PEPro</p>
<p>Vocabulary</p>	<p>Earth, Moon, Sun, orbit, rotation, axis, day, night, year, planet, star, spherical</p>	<p>Apollo 11, Neil Armstrong, Yuri Gagarin, NASA, Buzz Aldrin, Luna Module, Aviation, crew, Space Race, Tim Peake, V2 rocket, decade, chronological, primary sources, conspiracy, secondary source</p>		<p>Kandinsky, Peter Thorpe, Bonestall, Miro Picasso Constellations, Layers, Printing block, Textures, Collagraph</p>			<p>Dynamic, tempo, rhythm, notation, critical, atmosphere and contrast.</p>	<p>Christians God Divine being Psalm Prophet Letter Holy Loving Cathedral Worship</p>	<p>dynamic, balance, base, lean, cooperate, teamwork, 90° angle, fluidly</p>

Motivator: Trip to London

Guided Reading Book: Street Child

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<ul style="list-style-type: none"> (Year 1) identify, name, draw and label the basic parts of the human body (Year 2) notice that animals, including humans, have offspring which grow into adults Previous year's SRE learning 	N/A	<ul style="list-style-type: none"> Name the capital of the UK. Locate the UK on a map. Locate Falmouth on a map. (Year 2) Identify a river as a natural feature. (Year 3) Identify countries in the UK. (Year 3) Identify some countries in the UK. (Year 4) 	<ul style="list-style-type: none"> Use sketchbooks to develop ideas from other artists' work, including own drawings and sketches. Combine and layer a range of materials to create a mixed media collage. (Year 3) 	N/A	<p>See Yr 5 Spring T1 Coding – create a maze</p> <ul style="list-style-type: none"> Pupils create a computer game, using a graphical language such as Scratch or Kodu <ul style="list-style-type: none"> Pupils learn to use and program a 'crumble robot' to complete a basic task and implement these skills into a larger STEM project 	<ul style="list-style-type: none"> Appraise and name different genres of music. Play a simple rhythm on an instrument. Perform a simple rhythm to an audience. 	Why is the Torah so important to Jewish people?	See PEPro
Knowledge	<p>Children will be able to:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age (SRE) 		<p>Children will be able to:</p> <ul style="list-style-type: none"> Know the location of capital cities of countries of the British Isles and the UK, seas around the UK, European countries with high populations and large areas and the largest cities in each continent. Know how rivers erode, transport and deposit materials. Identify and describe the significance of the prime/ Greenwich mean time and times zones including day and night. 	<p>Children will be able to:</p> <p>Create a picture of a famous London landmark combining collage and drawn or painted background.</p> <ul style="list-style-type: none"> Know about the work of architects who designed buildings in London, for example: Christopher Wren (St Paul's cathedral), Renzo Piano (The Shard), Charles Barry (Big Ben), Horace Jones (Tower Bridge), Richard Rogers (Lloyds Building). Know about artists in history who have painted London, including Claude Monet (Houses of Parliament), George Pownell 			<ul style="list-style-type: none"> The Fresh Prince of Bel-Air was written and performed by Will Smith in 1990 for a television series of the same name. The music and show were written by Quincy Jones. 	<p>Knowledge Children will be able to:</p> <ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) 	See PEPro

				<p>(Picadilly Circus). Camille Pissarro and Andre Derain (both painted Charing Cross Bridge in very different ways- children can compare and contrast the two paintings).</p> <ul style="list-style-type: none"> • Be able to use line, tone and shading to draw in three dimensions. • Know how to use a range of materials, combining collage, drawing and painting, to build up layers on a picture. 				<ul style="list-style-type: none"> • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. 	
<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 <p>(Year 1 science skills but relevant to SRE)</p>		<p>Children will be able to:</p> <ul style="list-style-type: none"> • Locate capital cities of countries of the British Isles and the UK and seas around the UK. • Compare London with European countries with high populations and large areas and the largest cities. • Locate the river Thames on a map. • Identify how rivers erode, transport and deposit materials 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. • Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. • Return to work over longer periods of time and use a wider range of materials. 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts • use sequence, selection and repetition in programs; work with variables and various 	<p>Recognise the Hip-Hop Genre. Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.</p>	<ul style="list-style-type: none"> • Children will be able to: • Ask relevant questions • Know how to use different types of sources to gather info • Reflect upon beliefs and practices • Think and speak carefully about religious and spiritual topics • Reflect upon feelings, relationships 	<p>See PEPro</p>

			<ul style="list-style-type: none">• Experiment with using layers and overlays to create new colours and textures.• Develop different ideas which can be used and explain his/her choices for materials and techniques used.		forms of input and output		<p>and experiences</p> <ul style="list-style-type: none">• Explain concepts, rituals and practices• Identify and articulate matters of deep conviction and concern, responding to religious issues through a variety of media• 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• Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow• See the world through the eyes of others and to see issues from	
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their point of view,
deepening understanding of beliefs and practises

- Identify key religious values and their connections with secular views
- Make associations between religions and individual community, national and international life
- 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
- Distinguish between opinion, belief and fact
- Link significant features of

								<ul style="list-style-type: none"> religion together in a coherent pattern • Debate issues of religious significance to experience, evidence and argument 	
<p>Components (teaching sequence)</p>	<ul style="list-style-type: none"> • I can explain the emotional and physical changes in puberty. • I can explain the impact of puberty and the importance of personal hygiene. • I understand that menstruation and wet dreams are a natural part of growing. <p>Anchor Outcome: Create a help leaflet for children on the changes of puberty and where to seek advice and support.</p>		<ul style="list-style-type: none"> • I can locate London and other cities on a World map. • I can locate the river Thames and other famous landmarks on a map. • I can recognise how the River Thames has developed London. • I can compare London with a highly populated European city. <p>Anchor Outcome: Create a 3D map of London.</p>	<ul style="list-style-type: none"> • I know about the work of architects who designed buildings in London. I know about artists in history who have painted scenes of London. I can study and compare the work of artists who have painted a similar scene in London. I can use a range of materials to create layers and textures in my finished collage. <p>Anchor Outcome: Children will create a collage of a London city.</p>		<ul style="list-style-type: none"> • I can create sprites using bitmap and vector art. • I can design a maze game with keyboard input control. • I can explain ad use selection and variables. • I can create interactive obstacles using sequence and repetition. • I can use variables to trigger events • I can debug and evaluate my game <p>Anchor Outcome: Create their own game.</p>	<ul style="list-style-type: none"> • Fresh Prince of Belair Charanga unit. <p>Anchor Outcome: Create a rap video of the Fresh Prince of Belair.</p>	<ul style="list-style-type: none"> • I can identify the names of different types of Jewish communities • I can explain key Jewish beliefs about God • I can describe how the Torah is used and treated • I can identify laws/rules that Jewish people follow • I can explain why following Jewish food laws and keeping Shabbat is still important to Jewish people today • I can explain how worship might differ between different Jewish communities <p>Anchor outcome: Class to create a presentation around Shabbat.</p>	See PEPro

Vocabulary	Menstruation, wet dreams, breasts, penis, vagina, pregnancy		Erosion, city, population, landmarks, man-made, natural, River Thames, developed, dense, meanders	Sketching, collage, painting, architects, shading, tone, line			Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	Jews Jewish Community God Shema Mezuzah Tefillin Torah Sefer Torah Sacredness Scribed Synagogue Traditions Rituals Kosher Orthodox / Progressive Jews Shabbat Laws Worship	
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Motivator: Greek day

Guided Reading Book: The Odyssey

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<ul style="list-style-type: none"> • (Year 1) identify and name a variety of common animals (including fish, amphibians, reptiles, birds and mammals) • (Year 2) observe and describe how seeds and bulbs grow into mature plants • (Year 2) notice that animals, including humans, have offspring which grow into adults • (Year 2) identify and name a variety of plants and animals in their habitats, including micro-habitats • (Year 3) explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal • (Year 4) recognise that living things can be grouped in a variety of ways • (Year 4) explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	Recall different world history dates including space travel and the Vikings.	N/A	N/A	Know basic food hygiene rules.	<ul style="list-style-type: none"> • 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 	Discuss the features of different musical genres. Recognise a music's dynamics.	GOSPEL: What would Jesus do?	See PEPro

Knowledge	<p>Children will be able to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Recall the names of Greek God's and why they were so crucial in their culture. Where to find ancient Greece in the world. How the Olympics have developed over time. What did the ancient Greeks leave us? Where in the world was Ancient Greece? How the location of ancient Greece aided its survival? The important city states and how they compare. Who had power in Ancient Greece and how the Greeks ruled? How did the Greeks spend their leisure time? The ways in which the Greek Olympics are similar or different to the modern games. How do the Greek gods and the Viking gods compare? 	<p>Children will be able to:</p> <p>N/A</p>	<p>Children will be able to:</p> <p>N/A</p>	<p>Children will be able to:</p> <p>Food - Making a Greek themed dessert/savoury dish</p> <ul style="list-style-type: none"> Understand the main food groups and the different nutrients that are important for health. Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Presentations: Pupils learn to write and deliver a presentation, incorporating a range of media Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work and incorporate it in a wider project 	<p>Children will be able to:</p> <p>Charanga – Dancing in the street</p> <p>Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. It first became popular in 1964 with Martha And The Vandellas. The track was recorded on the Motown record label and became one of its signature songs. Recognise the Motown genre.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view. 	<p>See PEPro</p>

Skills	<p>Children will be able to:</p> <ul style="list-style-type: none"> record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identify scientific evidence that has been used to support or refute ideas or arguments 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Children will order key dates on a timeline. Give some reasons for events and offer historical evidence to support. Compare information available to study the given time period. 	<p>Children will be able to: N/A</p>	<p>Children will be able to: N/A</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. Select appropriate ingredients and use a wide range of techniques to combine them. Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques. Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Play and copy back using up to 3 notes – F, G + A Sing in unison and with backing vocals Play instrumental parts with the song by ear and/or from notation using the easy or medium part Improvise up to 3 notes 	<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 Think and speak carefully about religious and spiritual topics Reflect upon feelings, relationships and experiences Explain concepts, rituals and practices Identify and articulate matters of deep conviction and concern, responding to religious issues through a variety of media Draw meanings from artefacts and symbols 	<p>See PEPro</p>	

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| | | | | | | | | <ul style="list-style-type: none">• 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• Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow• See the world through the eyes of others and to see issues from their point of view, deepening understanding of beliefs and practises• Identify key religious values and their connections with secular views• Make associations between religions and individual community, national and | |
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international
life

- 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
- Distinguish between opinion, belief and fact
- Link significant features of religion together in a coherent pattern
- Debate issues of religious significance to experience, evidence and argument

<p>Components (teaching sequence)</p>	<ul style="list-style-type: none"> I can explain the life cycle of a mammal I can research the life cycle of an insect I can present findings about amphibian and bird life cycles I can summarise ways plants reproduce sexually I can show how asexual reproduction works I can create a presentation of a famous naturalists' life <p>Anchor Outcome: To create life-cycle wheels.</p>	<ul style="list-style-type: none"> I can locate Ancient Greece on a map. I can create a map of Ancient Greece. I can explain the Ancient Greek system of Democracy. I can discuss how the Greek's spent their leisure time. I can compare the Ancient and modern Olympics. I can compare Viking and Greek Gods. <p>Anchor Outcome: Class Olympics – Ancient Greek vs Modern Day.</p>	<p>N/A</p>	<p>N/A</p>	<ul style="list-style-type: none"> I know what is meant by healthy eating. I can research and evaluate existing products. I understand the main food groups and the different nutrients that are important for health. I can plan a sequence of actions to create a product. I can cut and shape ingredients using appropriate tools and equipment. I can use scales to measure ingredients accurately. I can combine ingredients into a product e.g. beating, rubbing. I can follow a simple recipe. <p>Anchor Outcome: Making Ancient Greek flatbreads.</p>	<p>I can devise a script and type it up for a group</p> <p>I can record footage on greenscreen app.</p> <p>I can develop graphics to form information backdrops.</p> <p>I can record a green screen presentation</p> <p>I can apply an image to a green screen presentation</p> <p>Anchor Outcome: Ancient Greek information video.</p>	<ul style="list-style-type: none"> I can listen to and appraise common Motown songs. I can recognise different instruments in a song. I can follow and copy a rhythm. I can perform a piece of Motown music. <p>Anchor Outcome: Video of performing a piece of Motown music.</p>	<ul style="list-style-type: none"> I can explain why Jesus told the story of 'The Wise and Foolish Builders' and if this advice is still relevant for Christians today I can suggest why Jesus thought it was necessary to give the Sermon on the Mount I can describe what Christians do to build good foundations for living I can explain why Christians think prayer is important I can explain how the idea of Jesus as the Healer has an impact on Christians today I can describe how and why Christians want to make the world a better place I can suggest ways that you could make an enemy into a friend I can explain how the principle of What would Jesus do? guides Christian 	<p>See PEPro</p>
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								people and communities today Anchor Outcome: Drama piece based on Jesus the healer.	
Vocabulary	life cycles, mammal, amphibian, insect, bird, reproduction, sexual, asexual, live, egg, offspring, complete/incomplete metamorphosis, naturalist	Greek Empire, Athens, Sparta, Trojan Horse, Zeus, Labyrinth, Hercules, Odysseus, Mount Olympus, Olmpyics, Ampitheatre,			Flatbread, recipe, grams, measure, evaluate, nutrients, design, research.		Appraise, rhythm, melody, structure, pitch, tempo, timbre, texture, dynamics.	Christians God Jesus Commandments Parable Sermon Similes/ metaphors Foundations for life Prayer Leprosy Healer Reconciliation Forgiveness Racism Conflict Generosity	record, monitor, exercise, force, angle, alternate, pattern
Next steps		To place ancient Greece on a world history timeline.	N/A	N/A	To design healthy living recipes with more complex culinary aspects.		To progress on to complex musical notation.		

Motivator: Art workshop with Falmouth Art Gallery

Guided Reading Book: The Invention of Hugo Cabret

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<ul style="list-style-type: none"> (Year 1) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Year 3) notice that some forces need contact between two objects, but magnetic forces can act at a distance (Year 3) compare how things move on different surfaces 	N/A	<ul style="list-style-type: none"> Children should be able to name the 5 continents of the world, the Pacific ocean and the Atlantic ocean. (Year 2 and Year 4) They should be able to use an Atlas to locate and country and a town. (Year 3 Spain) 	N/A	<ul style="list-style-type: none"> Children should have used the designing process to create a product and effectively evaluated their own work. They will have had experience of creating electrical systems. 	See Yr5 Summer 1 <ul style="list-style-type: none"> Presentations: Pupils learn to write and deliver a presentation, incorporating a range of media Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work and incorporate it in a wider project 	Children should be able to: <ul style="list-style-type: none"> Recognise G, B and A. They should have an awareness of a piece of music tempo and beat. Listen and appraise different genres. 	Why do some people believe in God and some people do not?	See PEPro
Knowledge	Children will be able to: <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 		Children will be able to: <ul style="list-style-type: none"> Recognise the different shapes of countries. Know the physical characteristics and key topographical features of the countries within North America. Know where a variety of places are in relation to human and physical features. 		Children will be able to: <ul style="list-style-type: none"> Use the designing process to create a 3D model. Recognise and explain a design specification. Understand how to use more complex mechanical and electrical systems. Recognise and appraise and automaton. Design and make an automaton. 	As above	Children will be able to: <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends 	Children will be able to: <ul style="list-style-type: none"> Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God Make clear connections between what people believe about God and the 	See PEPro

								<p>impact of this belief on how they live</p> <ul style="list-style-type: none"> • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning. 	
Skills	<p>Children will be able to:</p> <ul style="list-style-type: none"> • plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat 		<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify and compare the shape of countries. • List the physical characteristics of countries within North America. • Compare the physical and human features of a region of the UK and a region in North America. • Describe where places are in relations to their 		<p>Children will be able to:</p> <ul style="list-style-type: none"> • Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. • Build more complex 3D structures and apply his/her knowledge of strengthening techniques to 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • 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, 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Find the pulse • Lead the class by inventing rhythms for them to copy back • Copy back three-note riffs by ear and with notation • Question and answer using three different notes • To listen to each other and be aware of how 	<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 • Think and speak carefully about religious and spiritual topics • Reflect upon feelings, 	See PEPro

	<p>readings when appropriate</p> <ul style="list-style-type: none"> record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs use test results to make predictions to set up further comparative and fair tests report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identify scientific evidence that has been used to support or refute ideas or arguments 		<p>human and physical features.</p>		<p>make them stronger or more stable. Use more complex mechanical and electrical systems.</p> <ul style="list-style-type: none"> Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. 	<p>including collecting, analysing, evaluating and presenting data and information</p>	<p>you fit into the group.</p> <ul style="list-style-type: none"> To sing with awareness of being 'in tune'. 	<p>relationships and experiences</p> <ul style="list-style-type: none"> Explain concepts, rituals and practices Identify and articulate matters of deep conviction and concern, responding to religious issues through a variety of media 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 Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow See the world through the eyes of others and to see issues from their point of view, deepening understanding of beliefs and practises Identify key religious values and their connections with secular views 	
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								<ul style="list-style-type: none"> • Make associations between religions and individual community, national and international life • 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 • Distinguish between opinion, belief and fact • Link significant features of religion together in a coherent pattern • Debate issues of religious significance to experience, evidence and argument 	
Components (teaching sequence)	<ul style="list-style-type: none"> • I can explain the forces at work when an object falls • I can consider how to test friction fairly and to alter one variable at a time • I can use test results to make predictions to set up further fair tests 		<p>All aspects based around Hugo in the Guided reading text. Children will be researching in order to persuade Hugo to live in either California or th UK. I can locate places in the UK, Europe and the World using an atlas or map. I can recognise and name some states in North America. I can explain the climate zones of North America.</p>		<ul style="list-style-type: none"> • I can appraise different automatons. • I can use a design specification to begin creating a product. • I can use joining techniques to create a secure structure. 	<ul style="list-style-type: none"> • I can devise a script and type it up for a group • I can record footage on greenscreen app. • I can develop graphics to form information backdrops. • I can record a green screen presentation 	<ul style="list-style-type: none"> • I can listen to and compare different musical genres. • I can use a rhythm grid to compose a piece of music. • I can perform modern day pieces of music. • I can sing with an 	<ul style="list-style-type: none"> • I can explain what a theist, atheist and agnostic might say about God • I can suggest answers that people might give to the question 'Is God real?' • I can identify different reasons why a person might/might not believe in God 	See PEPro

	<ul style="list-style-type: none"> I can record and interpret some results of investigations into different mechanisms <p>Anchor Outcome: Creating and testing balloon cars.</p>		<p>I can describe the human and physical geography features of California. I can use geographical knowledge to compare and contrast UK and California.</p> <p>Anchor Outcome: Weather report videos on California and UK.</p>		<ul style="list-style-type: none"> I can use a range of mechanical and electrical tools to make a product. I can evaluate a product. <p>Anchor Outcome: Creating automatons that go up and down based on Hugo Cabret.</p>	<ul style="list-style-type: none"> I can apply an image to a green screen presentation <p>Anchor Outcome: Interviewing George Melies.</p>	<p>awareness of my audience.</p> <p>Anchor Outcome: Write and perform their own piece of music.</p>	<ul style="list-style-type: none"> I can explain what different people say about Science and believing in God I can explain what impact believing in God has on how people think and live <p>Anchor Outcome: Class display.</p>	
Vocabulary	Gravity, Earth, air resistance, water resistance, friction, surfaces, mechanism, lever, pulley, gear, ramp, effort, Newton meter, load		Compass points, climate, North America, South America, California, , continent, country, city, state, Human features, Natural features, tourist and trade.		Evaluate, mechanical, electrical, automaton, structure, specification, design, process.		Pulse, dynamics, tune, tempo, musical notation	Theist Atheist Agnostic God Christian Persuade Scientist Connections Impact Theism Atheism Agnosticism	alternate, accuracy, balanced, position, opposite,
Next steps			Describe the climate of an area and how it can effect tourism and trade.		Create more complex mechanical designs and items.		Perform a song using sheet music.		