

Motivator: A trip to the woods/beach to use map skills

Guided Reading Book: Island by Mark Janssen

| | Science | History | Geography | Art | DT | Computing | Music | RE | PE |
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| Prior knowledge | <ul style="list-style-type: none"> 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 | | <ul style="list-style-type: none"> Devise a simple map; and use and construct basic symbols in a key. Understand how some places are linked to other places. E.g roads, trains. Make simple maps and plans e.g pictorial place in a story. Use simple locational and directional language (near, far, left, right) to describe location of features and routes. Describe the position of places on a map using north, west, south and east. Understand the difference between a human and physical feature. ; | | <ul style="list-style-type: none"> Create simple designs for a product. Use pictures and words to describe what he/she wants to do. Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. Ask simple questions about existing products and those he/she has made. Build structures, exploring how they can be made stronger, stiffer and more stable. | <ul style="list-style-type: none"> Understand that the internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information | <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. | Prior Knowledge: EYFS – Autumn 1: Being Special – where do we belong? EYFS – Spring 1: Which stories are special and why? EYFS – Summer 2: Which places are special and why? | See PEPro |
| Knowledge | Children will be able to: <ul style="list-style-type: none"> 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. | | Children will be able to: <ul style="list-style-type: none"> Use simple compass directions (north, south east west) and directional and locational language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | | Children will be able to: <ul style="list-style-type: none"> Understand what different tools are used for and choose appropriate tools, equipment, techniques and materials from a wide range. | e-Safety - searching and interacting with online "friends" Children will be able to: <ul style="list-style-type: none"> They recognise that it may be difficult to distinguish between someone who is real and someone who is not Pupils are introduced to the basics of online searching | Children will be able to: <ul style="list-style-type: none"> Understand musical vocabulary (see below). Describe the musical properties in a piece of music. Identify sounds and instruments. | Children will be able to: <ul style="list-style-type: none"> Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of | See PEPro |

- Pupils learn to explore websites and to say whether they like them or not and why

Allah, and give a simple description of what some of them mean

- Give examples of how stories about the Prophet show what Muslims believe about Muhammad
- Give examples of how Muslims use the *Shahadah* to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action
- Think, talk about and ask questions about Muslim beliefs and ways of living

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| | | | | | | | | <ul style="list-style-type: none"> • Talk about what they think is good for Muslims about prayer, • respect, celebration and self-control, giving a good reason for their ideas. • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. | |
| Skills | <p>Children will learn to:</p> <ul style="list-style-type: none"> • ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum • perform simple comparative tests • identify, group and classify • use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns | | <p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe the location of a feature on a map using compass directions. • Create and follow a given route using directional language and compass skills. • Locate physical and human features on aerial photographs. | | <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. • Safely measure, mark out, cut and shape materials and components using a range of tools. | <p>Children will be able to:</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies | <p>Children will be able to:</p> <ul style="list-style-type: none"> • play tuned and untuned instruments musically and selecting appropriate notes. • listen with concentration and understanding to a range of high-quality live and identify instruments used. • experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p>Children will be able to:</p> <ul style="list-style-type: none"> • Ask relevant questions • Know how to use different types of sources to gather info • Reflect upon beliefs and practices • Reflect upon feelings, relationships and experiences • Explain concepts and practices • Draw meanings from artefacts and symbols • Suggest meanings of | See PEPro |

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

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| <p>Components (teaching sequence)</p> | <p>Which material is most suitable to make a toy boat?</p> <ul style="list-style-type: none"> Lesson 1- I can explain the suitability of different materials. (general – what is this made of, why do we make different objects out of this material?) What is the room is made of wood and why? Lesson 2- I can investigate how shapes of solid objects can be changed. Lesson 3- I can carry out an investigation to compare the suitability of materials. Lesson 4- I can use my observation to suggest answers to questions. <p>Anchor Outcome: Reply to a letter from a person stranded on an island explaining what suitable materials they need to make a boat. (L4)</p> | | <ul style="list-style-type: none"> Lesson 1- I can identify physical and human features. Lesson 2- I can use a key to locate landmarks on a map. Lesson 3- I can describe the location of human and physical features on a map using compass directions. Lesson 4- I can devise a simple map and construct basic symbols in a key. Lesson 5- I can follow a given route using directional language and compass skills. Lesson 6 – I can create a set of instructions using directional language and compass skills. <p>Anchor Outcome: Create your own treasure hunt using directional language and compass skills.</p> | | <p>Can you design a toy boat?</p> <ul style="list-style-type: none"> Lesson 1- I can safely measure, mark out using pencil, cut using scissors and join using hot glue. Lesson 2- I can carry out research on suitable materials. Lesson 3- I can design a purposeful and appealing product Lesson 4- I can create a product I have designed. Lesson 5- I can evaluate a product <p>Anchor Outcome: To create a waterproof and buoyant boat.</p> | <p>I understand I leave a digital footprint</p> <p>I can identify cyberbullying</p> <p>I can talk about sites I do and do not like</p> <p>I can identify when a site or person is not safe</p> <p>I can stay safe online</p> <p>Anchor Outcome: Children to be able to explain how to stay safe online.</p> | <p>Can you create a soundscape of a deserted island?</p> <ul style="list-style-type: none"> Lesson 1- I can listen to music and identify different sounds. Lesson 2- I can describe the musical properties in a piece of music. Lesson 3- I can select appropriate instruments and perform a soundscape Lesson 4- I can adapt my soundscape by changing one property <p>Anchor Outcome: Children will be able to create a soundscape of a deserted island.</p> | <ul style="list-style-type: none"> I can explain who Muslims believe in and whose example they follow I can explain why the Shahadah is important to Muslims I can describe the 3 important things Muslims believe about God/Allah I can explain why Muslims believe the Prophet Muhammad is so important I can give at least one example of how a story of the Prophet shows a Muslim how to behave. <p>Anchor Outcome: Children will be able to give examples of how the Muslims believe they should behave.</p> | <p>See PEPro</p> |
| <p>Vocabulary</p> | <p>Materials, wood, metal, plastic, glass, brick, rock, paper, cardboard, squashing, bending, twisting, stretching, coins, rubber, waterproof fabric, ice, fabric, leather, wool, ceramic</p> | | <p>Navigate, compass, direction, location, key, symbols, physical features, human features, aerial map, north, east, south, west</p> | | <p>Correx, audience, purposeful, appealing, measure, evaluate, develop, suggestions, cutting, joining, tools</p> | | <p>Pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations, musical properties</p> | <p>Muslim God – Allah Shahadah Prophet Muhammad Example Message</p> | |

Motivator: Visit to a supermarket to learn about the different foods / Visit from a nutritionist

Guided Reading Book: TBC

| | Science | History | Geography | Art | DT | Computing | Music | RE | PE |
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| Prior knowledge | <ul style="list-style-type: none"> Identify the 5 senses and say which part of the body is associated with each sense. Identify and draw the basic parts of the human body. | <ul style="list-style-type: none"> Similarities and differences between the past and the present. | N/A | N/A | <p>Children will be able to say where some food comes from and give examples of which foods can be grown.</p> <p>Discuss which foods are healthy.</p> | <p>e-Safety - searching and interacting with online "friends"</p> <p>Prior Knowledge from Autumn Term 1</p> | <ul style="list-style-type: none"> Copy a basic beat. Create their own rhythm. Listen and copy back a pitch | <p>Prior Knowledge: EYFS – Autumn 2: Incarnation – why do Christians perform Nativity plays at Christmas?</p> | See PEPro |
| Knowledge | <p>Children will be able to:</p> <p>What do we need to stay alive and healthy?</p> <ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Understand why it is important to keep fit and healthy. How exercise can have a positive effect on the body. Which foods and food groups make up a healthy diet. | <p>Children will be able to:</p> <ul style="list-style-type: none"> Sequence the key dates in the life of Florence Nightingale. Discuss the life of Rosa Parks and explain how she changed the nation. Compare the lives of Rosa Parks and Florence Nightingale. <p>How did Florence Nightingale and Rosa Parks change the world?</p> <p>Who is Florence Nightingale? How did Florence Nightingale change the world of Nursing? How did Rosa Parks challenge the world's opinions? What were the similarities and differences between Florence Nightingale and Rosa Parks?</p> | | | <p>Children will be able to:</p> <p>Food A healthy snack fit for a hero.</p> <ul style="list-style-type: none"> Understand the need for a variety of food in a diet. Understand that food has to be farmed, grown or caught. | <p>Children will be able to:</p> <p>See Aut T1</p> | <p>Children will be able to:</p> <ul style="list-style-type: none"> Know how different instruments make different sounds. Know how to use their voices expressively and creatively. | <p>Children will be able to:</p> <p>Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas.</p> | See PEPro |

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| Skills | Children will be able to: <ul style="list-style-type: none"> ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum perform simple comparative tests use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns gather and record data to help in answering questions including from secondary sources of information. | Children will be able to: <ul style="list-style-type: none"> Place key dates in chronological order. Recall dates and events beyond living memory that are significant nationally or globally. Explain how the lives of significant individuals have contributed to national and international achievements. | | <ul style="list-style-type: none"> | Children will be able to: <ul style="list-style-type: none"> 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. Generate, develop, model and communicate his/her ideas through talking, drawing, templates mock-ups and, where possible information and communication technology. 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. | Children will be able to: <ul style="list-style-type: none"> Create at least 1 digital piece of written work using font s and changing sizes, colours and fonts styles. Children to save and reopen At least 1 digital image using paint and a photograph or another imaging app. | Children will be able to: <ul style="list-style-type: none"> Play turned and untuned instruments musically. Experiment with, create, select and combine sounds. Perform a piece of music. | Children will be able to: <ul style="list-style-type: none"> Ask relevant questions Know how to use different types of sources to gather info Reflect upon beliefs and practices Reflect upon feelings, relationships and experiences Explain concepts and practices Draw meanings from artefacts and symbols Suggest meanings of religious texts Distinguish between the features of different religions Interpret religious language Consider thoughts, feelings, experiences, attitudes, beliefs and values of others Identify key religious values and their connections with secular views Relate learning to life | See PEPro |
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| | | | | | | | | <ul style="list-style-type: none"> • Draw conclusions which are balanced and related to evidence & experience | |
| Components (teaching sequence) | <ul style="list-style-type: none"> • Lesson 1: I can identify what the basic needs are for animals and humans. • Lesson 2: I know the importance of eating a healthy and balanced diet. • Lesson 3: I understand the importance of exercise on the body. <p>Anchor Outcome: Use chatterpix to explain what we need to stay fit and healthy.</p> | <ul style="list-style-type: none"> • Lesson 1: I understand why Florence Nightingale was called ‘the lady of the lamp’. • Lesson 2: I know how Florence Nightingale changed the world of nursing. • Lesson 3: I know who Rosa Parks is and how she challenged the world’s opinions. • Lesson 4: I can recognise similarities and difference between Florence Nightingale and Rosa Parks. <p>Anchor Outcome: Create a wordless book to show the comparison between Rosa and Florence.</p> | | | <ul style="list-style-type: none"> • Lesson 1: I can research existing products. • Lesson 2: I can design a healthy snack. • Lesson 3: I can make a healthy snack bar. • Lesson 4: I can evaluate my product. <p>Anchor Outcome: Children to make a healthy snack.</p> | To be taught within other topic subjects. | <ul style="list-style-type: none"> • Stage 1: I can listen with concentration and identify different sounds. • Stage 2: I know how instruments can make different sounds. • Stage 3: I can create a superhero theme tune. • Stage 4: I can perform a superhero theme tune. <p>Anchor Outcome: Children to be able to create and perform a superhero theme tune.</p> | <ul style="list-style-type: none"> • I can retell the Christmas story • I can explain why Christmas is important for Christians • I can give examples of where I might see elements of the Christmas story in the preparations for Christmas in my local area • I can identify signs of the Christmas story in a church during Advent • I can give examples of how Christians show they are thankful at Christmas and link this to events in the Christmas story. <p>Anchor Outcome: Children will be able to explain how Christians celebrate Christmas and how they show they are thankful at Christmas.</p> | See PEPro |

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| Key Vocabulary | energy hydration survival oxygen shelter vitamins carbohydrates protein muscle growth fibre BPM | Human rights Wealthy Hygiene Inequality Similarities Differences Segregation | | | appealing attractive healthy hygiene safety weighing mixing stirring | | pitch duration dynamics tempo timbre texture structure appropriate musical notations | Christians God Jesus Gospels Nativity Beliefs Actions Christmas Thankful Gratitude Incarnation Advent Vestments Vicar Church Traditions | |
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Motivator: A trip to Falmouth Fire Station

Guided Reading Book: The Great Fire of London by Susanna Davidson

| | Science | History | Geography | Art | DT | Computing | Music | RE | PE |
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| Prior knowledge | Year 1 <ul style="list-style-type: none"> Understand hygiene principles Understand the concept of growing and changing Explore different types of families | Year 1 <ul style="list-style-type: none"> Talk, draw and write about the past. Identify similarities and differences between artefacts. Find and ask simple questions about the past. Use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago. | | Year 1 <ul style="list-style-type: none"> Use a variety of tools including pencils, crayons, rubbers, pastels and other dry media. Explore mark making using a variety of tools. Make marks in print using found objects and basic tools and use these to create repeating patterns. | | Year 1 <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices | Year 1: <ul style="list-style-type: none"> Understand the importance of and know how to warm up their voices. Know how to project their voice whilst singing. Understand what good posture looks like when performing. | Who is Muslim and how do they live? (PART 2) Prior Knowledge: EYFS –Autumn 1: Being Special - Where do we belong? EYFS – Spring 1: Which stories are special and why? EYFS - Summer 2: Which places are special and why? | See P.E Pro |
| Knowledge | Children will be able to: SRE | Children will be able to: <ul style="list-style-type: none"> Explain when and where the Great of London occurred and what London was like in 1666. Know when and where the fire began and how it spread and how the people tried to fight it. Know about the role played by individuals during and after the Great Fire of London. Know that some people kept diaries and this is how we know 17th Century London and the Great Fire of London. | N/A | Children will be able to: <ul style="list-style-type: none"> Create collages depicting a scene from the Great Fire of London. Look at Jan Griffier’s painting ‘The Great Fire of London, and Lieve Verschuijer’s painting ‘The Great Fire of London’ and Great Fire of London’ by unknown artist. Discuss how different artists depicted the scene. Study and make drawings from the types of buildings in London at that time. Create collages using a range of materials. | N/A | Children will be able to: <ul style="list-style-type: none"> Pupils use a more complex turtle with standard units to navigate increasingly complex routes, and are able to debug their instructions when the turtle does not reach the intended destination Pupils learn to use a simple graphical programming language such as Logo, Scratch or Turtle to navigate around the screen | Children will be able to: <ul style="list-style-type: none"> Learn the words to a well-known song. | Children will be able to: <ul style="list-style-type: none"> Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Give examples of how Muslims use | See P.E Pro |

the *Shahadah* to show what matters to them

- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action
- Think, talk about and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer,
- respect, celebration and self-control, giving a good reason for
- their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

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| <p>Skills</p> | <p>Children will learn to:</p> <ul style="list-style-type: none"> ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum | <p>Children will be able to:</p> <ul style="list-style-type: none"> Children will be able to: Describe 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. | | <p>Children will be able to:</p> <ul style="list-style-type: none"> 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. Know that different artistic works are made by craftspeople from different cultures and times. Experiment with tones using pencils, chalk or charcoal. Represent things observed, remembered or imagined using colour /tools in 2 and 3 dimensions. Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines. | | <p>Children will be able to:</p> <ul style="list-style-type: none"> use logical reasoning to predict the behaviour of simple programs. recognise common uses of information technology beyond school. | <p>Children will be able to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes | <p>Children will be able to:</p> <ul style="list-style-type: none"> Ask relevant questions Know how to use different types of sources to gather info Reflect upon beliefs and practices Reflect upon feelings, relationships and experiences Explain concepts and practices Draw meanings from artefacts and symbols Suggest meanings of religious texts Distinguish between the features of different religions Interpret religious language Consider thoughts, feelings, experiences, attitudes, beliefs and values of others Identify key religious values and their connections with secular views | <p>See P.E Pro</p> |
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| | | | | | | | | <ul style="list-style-type: none"> • Relate learning to life • Draw conclusions which are balanced and related to evidence & experience | |
| Components (teaching sequence) | <ul style="list-style-type: none"> • Lesson 1- I can identify differences between males and females. • Lesson 2- I can identify the differences between male and female animals and how this is a part of the life cycle. • Lesson 3- I can recognise the different female and male body parts <p>Anchor Outcome: Children to be able to label the different body parts of a female and male.</p> | <ul style="list-style-type: none"> • Lesson 1- I can use a range of sources to find out about The Great Fire of London. • Lesson 2- I can identify what London was like in 1666. • Lesson 3- I understand why the fire of 1666 spread so rapidly. • Lesson 4- I can explain how people tried to fight The Great Fire of 1666. • Lesson 5- I recognise Sir Christopher Wren as a key figure in The Great Fire of London <p>Anchor Outcome: Children to create a video report explaining what happened during the Great Fire of 1666.</p> | N/A | <ul style="list-style-type: none"> • Lesson 1 – I can analyse existing artists’ work. • Lesson 2 – I can experiment with different tones and dimensions • Lesson 3- I can create a collage depicting a scene from the Great Fire of London. • Lesson 4- I can evaluate my art work. <p>Anchor Outcome: Children to create a collage depicting a scene from the Great Fire of London.</p> | N/A | <ul style="list-style-type: none"> • I understand algorithm input needs to be specific. • I can explain how programs respond to different sorts of inputs. • I can create sequences with conditional events. • I can use variables and repetition to sequence events. • I can talk about random selection and numerical simulation. • I can manipulate my algorithms for specific outcomes <p>Anchor Outcome: Children will be able to coding to manipulate different objects.</p> | <ul style="list-style-type: none"> • Lesson 1- I can use my voice to experiment with sounds. • Lesson 2- I can learn the words to a well known • Lesson 3- I can create music using my voice and instruments. <p>Anchor Outcome: Children to be able to perform the song ‘London’s Burning’.</p> | <ul style="list-style-type: none"> • I can retell the story of the giving of the Holy Qur’an to Muhammad • I can give examples of how, where, when and why Muslims read the Qur’an • I can recognise and name the Five Pillars • I can describe some simple examples of how Muslims pray • I can explain what I think is good about the example of how Muslims live <p>Anchor Outcome: Children will be able to explain and give examples about what they believe to good about the ways Muslims live.</p> | See P.E Pro |

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| Vocabulary | Female male different similar biological stereotype teats udders penis vagina nipples testicles | Architect Bakery Breeze Capital Cathedral Century Diary Flammable Inferno Hand pump Plague Prince Thatch Timber | | Collage Tones Dimension Technique Artist | | Algorithm Instructions Variables Sequence Conditions Events Outcome Manipulate | Tune Beat Instruments Vocals | Muslims Muhammad God/Allah Holy Qur'an Respect Holy book Obey Teaching Five Pillars Pray Faith Respect Gratitude Worship Holy words | |
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| Prior knowledge | <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants identify and describe the basic structure of a variety of common flowering plants | N/A | <ul style="list-style-type: none"> Know where Falmouth is located on a map of the UK. Use a simple map to locate their home and school. Devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds. | <ul style="list-style-type: none"> Use close observational skills to make detailed drawings of subject. | N/A | From Spring 1 Knowledge: <ul style="list-style-type: none"> learn to use a simple graphical programming language such as Logo, Scratch or Turtle to navigate around the screen | <ul style="list-style-type: none"> Copy a basic beat. Create their own rhythm. Listen and copy back a pitch | EYFS – Spring 2: Incarnation – why do Christians put a cross inn an Easter garden? | See PEPro |
| Knowledge | Children will be able to: <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | | Children will be able to: <ul style="list-style-type: none"> Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Name, locate and identify the characteristics of the seas surrounding the UK. 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, <u>river</u>, vegetation season and weather. Name, locate and identify the characteristics of the | Children will be able to: <p>To produce a painting or drawing of a Falmouth sea-scape.</p> <ul style="list-style-type: none"> Know about the work of historical Falmouth-based marine artists William Ingram (1855-1913 e.g. The Fal Estuary with Pendennis Castle in the Distance), and Charles Napier Hemy (e.g. ‘Falmouth Regatta’, 1885). Compare their work with the sea-scapes of John Dyer, know that these artists were working in very different times, and talk about their preferences and why. (John Dyer has painted many scenes based in Falmouth, for example ‘Looking Back to Fowey,’ | | Children will be able to: <p>See Spring 1</p> | Children will be able to: <p>Charanga – Spring 2 – Zootime</p> <p>Reggae focus</p> <p>Children will be able to:</p> | Children will be able to: <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter Think, talk and ask questions about whether | |

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| | | | four countries and capital cities of the UK. | 'Relaxing in the Sun, Falmouth,' 'Springtime Dip, Castle Beach,' 'Bobbing Boats on the River.' • Be able to use photographs or first-hand observations of the local beaches to create drawings and paintings. | | | | the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. | |
| Skills | Children will be able to: • ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum • use simple equipment to observe closely including changes over time • perform simple comparative tests • use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns • gather and record data to help in answering questions including from secondary sources of information | | Children will be able to: • Use digital media to record key geographical features of the school grounds. • Locate key physical and human features in and around the school grounds. • Locate Falmouth and Truro on a map of the UK. • Label the four countries and seas in and surrounding the UK. • Identify the different characteristics of the seas surrounding the UK. • Describe Falmouth and the surrounding area using aerial maps using geographical vocabulary. | Children will be able to: • 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. • Know that different artistic works are made by craftspeople from different cultures and times. • Experiment with tones using pencils, chalk or charcoal. | | Children will be able to: • Create at least 1 digital piece of written work using font s and changing sizes, colours and fonts styles. Children to learn to save and reopen • At least 1 digital image using paint and a photograph or another imaging app. | Children will be able to: | 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 PEPro |

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| | | | | | | | | connections with secular views | |
| | | | | | | | | <ul style="list-style-type: none"> Relate learning to life Draw conclusions which are balanced and related to evidence & experience | |
| Components (teaching sequence) | <ul style="list-style-type: none"> Lesson 1: I can identify the basic needs of a plant. Lesson 2: I can set up a fair test using simple equipment and predict what will happen. (include warm to record what questions they have) Ongoing lesson: I can gather and record information to help in answering questions. Lesson 3: I can use my observations to answer questions. Lesson 4: I can understand how a climate affects the growth of a plant. <p>Anchor Outcome: Create to an information video on how to look a plant.</p> | | <ul style="list-style-type: none"> Lesson 1: I can use digital media to organise human and physical features found on the school grounds. Lesson 2: I can describe Falmouth and the surrounding area using aerial maps and geographical vocabulary. Lesson 3: I can identify towns and cities on a map of the UK. Lesson 4: I can identify the different counties and seas that surround that UK. <p>Anchor Outcome: Children will be able to create a video showing where Falmouth is in the UK as well as the countries that make up the UK and its surrounding seas.</p> | <ul style="list-style-type: none"> Lesson 1: I can analyse different artists work and give my preference. Lesson 2: I can sketch a local seascape from my observation (visit location) Lesson 3: I can experiment mixing colours and creating different tones. Lesson 4: I can use watercolour to create a seascape of Falmouth. <p>Anchor Outcome: Children will be able to create a seascape of Falmouth.</p> | | Cross curricular links. | <ul style="list-style-type: none"> I can listen and appraise a Reggae song. I can copy back the pulse, rhythm and singing in a piece of music. I can play an instrument in time with the music. <p>Anchor Outcome:</p> | <ul style="list-style-type: none"> I can order events from the Easter story I can describe how different characters might have felt (and why) at different points during the Easter story I can explain how the symbols of Easter are connected to the Easter story I can describe how Christians celebrate the different parts of Holy Week in church I can explain why Christians believe Jesus brings 'good news' <p>Anchor Outcome: Children will be able explain the different ways that Christians celebrate Easter.</p> | See PEPro |

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| Key Vocabulary | climate growth predict bulb temperature water sunlight germinating | | human features physical features digital media Ariel maps key Europe UK towns cities seas country ocean | artists tones watercolour techniques seascape tools | | | Pulse Rhythm Instruments Reggae Introduction Verse Outro Keyboard Drums Bass Electric guitar Singers | Christians God Jesus Incarnation Salvation Bible Holy Week Easter Beliefs Resurrection Worship Hope Heaven | Counter balance Coordination Ball skills Balance Different direction Alternate legs |
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| | Science | History | Geography | Art | DT | Computing | Music | RE | PE |
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| Prior knowledge | <ul style="list-style-type: none"> Classify themselves as a mammal. Identify and name a variety of common animals. Describe the body coverings of different animals. | <ul style="list-style-type: none"> Understand how their childhood is different and similar to their grandparents. | N/A | N/A SEE ABOUT MOVING SUMER 2 HERE! | | <ul style="list-style-type: none"> Digital Publishing: Pupils learn to use basic word processing package and to write and illustrate a short story Presentation: Pupils learn to make simple presentations Graphics: Pupils learn to create a simple digital painting | <ul style="list-style-type: none"> Copy a basic beat. Create their own rhythm. Listen and copy back a pitch | EYFS – Spring 1: Which stories are special and why? Year 1 – Spring 1 (God): What do Christians believe God is like? Year 1 – Summer 2 – How should we care for the world and for others, and why does it matter? | See PEPro |

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| <p>Knowledge</p> | <p>Children will be able to:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults explore and compare the differences between things that are living, dead, and things that have never been alive | <p>Children will know:</p> <ul style="list-style-type: none"> The mining was one of Cornwall's main sources of income during the 19th Century. The names of some famous Cornish mines- Geevor, Crofty and King Edward. The role of women and children in a mine. What it was like to work in a Cornish mine. What was the role of women and children in the tin mining industry? What is a mine where to find them? Where the most famous Cornish mines? What was it like to work in a Cornish mine? What was the role of the Bal maidens? How is my life similar or different to the lives of a child in the mines? | <p>N/a</p> | <p>N/a</p> | | <p>See Summer Term 2.</p> | <p>Children will be able to:</p> <ul style="list-style-type: none"> Clap along to a beat. Keep in time to a beat. Know how to project their voices whilst singing a chant. | <p>Children will be able to:</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) Think, talk and ask questions about whether Jesus' 'good news' is only good news for | <p>See PEPro</p> |
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| | | | | | | | | | Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. | |
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| <p>Skills</p> | <p>Children will be able to:</p> <ul style="list-style-type: none"> ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns gather and record data to help in answering questions including from secondary sources of information | <p>Skills</p> <ul style="list-style-type: none"> Show an awareness of the past and use common words and phrases. Identify the similarities and differences with their own lives. Ask and answer questions relating to the passing of time. Speak about how they found out about the past. | | | | <ul style="list-style-type: none"> Create at least 1 digital piece of written work using font s and changing sizes, colours and fonts styles. Children to learn to save and reopen At least 1 digital image using paint and a photograph or another imaging app. Working with data: Pupils learn to create and use a pictogram | <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes | <p>Children will be able to:</p> <ul style="list-style-type: none"> Ask relevant questions Know how to use different types of sources to gather info Reflect upon beliefs and practices Reflect upon feelings, relationships and experiences Explain concepts and practices Draw meanings from artefacts and symbols Suggest meanings of religious texts Distinguish between the features of different religions Interpret religious language Consider thoughts, feelings, experiences, attitudes, beliefs and values of others Identify key religious values and their connections with secular views | <p>See PEPro</p> |
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| | | | | | | | | <ul style="list-style-type: none"> Relate learning to life Draw conclusions which are balanced and related to evidence & experience | |
| Components (teaching sequence) | <ul style="list-style-type: none"> Lesson 1 I can explain the life processes of living things. Lesson 2- I can classify objects as those that are living, dead and those that have never been alive. Lesson 3- I can compare the differences between things that are living, dead and have never been alive. Lesson 4- I can match animals and their offspring. Lesson 5- I can describe how animals change as they grow. <p>Anchor Outcome: Children will be able to explain which animal matches which offspring and explain how the animal changes as it grows.</p> | <ul style="list-style-type: none"> Lesson 1 – I know what a mine is and where I can find one. Lesson 2 – I know where the most famous Cornish mines are. Lesson 3 – I can explain what it was like to work in a Cornish mine. Lesson 4 – I understand the roles of Bel maidens and children in the tin mining industry. Lesson 5 – I compare my life to the lives of children working in the tin mine. <p>Anchor Outcome: Children will be able to compare their lives to those of children working in a tin mine. Children will be drawing everything they have learnt together to help with their explanation.</p> | | SEE ABOUT MOVING THIS | | To be taught within other lessons (cross curricular links). | <ul style="list-style-type: none"> Lesson 1- I can listen and appraise music. Lesson 2- I can use my voice to experiment with sound. Lesson 3- I can learn and perform a song. <p>Anchor Outcome: I can perform a chant.</p> | <p>I can explain how Jesus was a friend to the friendless</p> <p>I can explain how forgiveness from God is 'good news' for Christians</p> <p>I can explain how Christians receive peace from Jesus and why this is considered 'good news'</p> <p>I can explain how Christians put Jesus' teaching about friendship and sharing good news into practise in their own lives</p> <p>I can describe where Christians feel part of a community and experience peace.</p> <p>Anchor Outcome:</p> | See PEPro |
| Key Vocabulary | Adult develop life cycle offspring excretion sensitivity respiration nutrition reproduce young live young | Mining Tin mines Bal Maidens Income Ore Oppressive Dynamite Gigs Man engine Arsenic | | | | | Rhythm Beat Pulse Improvise Compose Appraise | Christians God Jesus Bible Gospel – Good news Teachings Forgiveness Peace Friendless Belief Community | |

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Motivator: A trip to the zoo

Guided Reading Book: Dr Seuss If I ran the rainforest

| | Science | History | Geography | Art | DT | Computing | Music | RE | PE |
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| Prior knowledge | <ul style="list-style-type: none"> • identify and name a variety of common animals (including fish, amphibians, reptiles, birds and mammals) • describe what common animals eat and classify them as carnivores, herbivores and omnivores • describe the body covering (fur, skin, feathers) and significant body parts (fins, scales) of different animal groups (fish, amphibians, reptiles, birds and mammals, including pets) • identify which animals are hot or cold-blooded | N/A | <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK and its countries. • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | <ul style="list-style-type: none"> • Use a variety of tools including pencils, crayons, rubbers, pastels and other dry media. • Explore mark making using a variety of tools. • Make marks in print using found objects and basic tools and use these to create repeating patterns. | <ul style="list-style-type: none"> • Children will be able to create simple designs for a product. • Use a range of tools to cut, join and combine materials and components safely. • Explore the use of mechanisms. | <ul style="list-style-type: none"> • Digital Publishing: Pupils learn to use basic word processing package and to write and illustrate a short story • Presentation: Pupils learn to make simple presentations • Graphics: Pupils learn to create a simple digital painting | <ul style="list-style-type: none"> • Music has a steady pulse • We can create rhythms from words, our names, favourite food etc • Rhythms are different from the pulse. • * We can add high and low sounds when we sing and play our instruments | <p>EYFS – Autumn 1: Being Special: where do we belong?</p> <p>EYFS – Summer 2: Which places are special and why?</p> <p>Year 1 – Autumn 1 What does it mean to belong to a faith community?</p> | See PEPro |
| Knowledge | <p>Children will be able to:</p> <ul style="list-style-type: none"> • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • 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. | N/A | <p>Children will be able to:</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK and its countries as well as the 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. | <p>Children will be able to:</p> <ul style="list-style-type: none"> • Know about the work of Oenone Hammersley, John Dyer and Henri Rousseau, who have painted scenes from the rainforest. • Be able to study and make drawings from a range of rainforest animals and plants. • Know how to make symmetry prints, for example of butterflies or symmetrical tiger’s faces and incorporate | <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand how different mechanisms work. • Create a moving product using a mechanism of their choice. | <p>Simple animations using cameras and mics</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Animations: Pupils learn to make a simple animation - Puppet Pals • Media: Pupils learn to use digital cameras and microphones for a purpose | <p>Children will be able to:</p> <ul style="list-style-type: none"> • ☒ listen with concentration and understanding to a range of high-quality live and recorded music | <p>Children will be able to:</p> <ul style="list-style-type: none"> •Recognise that there are special people and places in Cornwall that are sacred to believers •Identify at least three sacred/holy places in Cornwall and give a simple account of how they are used, why they are important and what people do there •Re-tell a story about a Cornish Saint and connect this story to the local area •Give examples of stories, objects and symbols used in churches, which show what people believe •Talk about why some people and places | See PEPro |

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| | | | | these into a rainforest scene. | | | | are considered to be sacred in Cornwall and how communities celebrate this <ul style="list-style-type: none"> ● Think, talk and ask good questions about what happens at a sacred place saying what they think about these questions, giving good reasons for their ideas ● Talk about what makes some places special to people in Cornwall and what the difference is between some sacred places | |
| Skills | <p>Children will learn to:</p> <ul style="list-style-type: none"> • ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum • identify, group and classify • use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns gather and record data to help in answering questions including from secondary sources of information | N/A | <p>Children will be able to:</p> <ul style="list-style-type: none"> • Locate UK on world map and globe. • Locate 7 continents and 5 oceans on a world map and globe. • Locate rainforests on a world map and globe. • Locate the equator on a world map and globe. • Identify hot and cold areas of the world, in relation to the equator and north and south poles. • Compare daily weather and seasonal weather in Falmouth and a rainforest. | <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. • Know that different artistic works are made by craftspeople from different cultures and times. • Experiment with tones using pencils, chalk or charcoal. • Represent things observed, remembered or imagined using colour /tools in 2 and 3 dimensions. | <ul style="list-style-type: none"> • 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. • Choose appropriate tools, equipment, techniques and materials from a wide range. • Safely measure, mark out, cut and shape materials and components using a range of tools. • Evaluate and assess existing products and those that he/she has made using a design criterion. | <p>Children will be able to:</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content. | <p>Children will be able to:</p> <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music. • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically | <p>Children will be able to:</p> <ul style="list-style-type: none"> • Ask relevant questions • Know how to use different types of sources to gather info • Reflect upon beliefs and practices • Reflect upon feelings, relationships and experiences • Explain concepts and practices • Draw meanings from artefacts and symbols • Suggest meanings of religious texts • Distinguish between the features of | See PEPro |

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| | | | | <ul style="list-style-type: none"> Use a variety of techniques including carbon printing, relief, press, and fabric printing and rubbings | <ul style="list-style-type: none"> Explore and use mechanisms e.g levers, sliders wheels and axles, in his/her products. | | | <ul style="list-style-type: none"> 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 | |
| Components (teaching sequence) | <ul style="list-style-type: none"> Lesson 1- I can identify and describe local habitats. Lesson 2- I can identify minibeasts in their microhabitat Lesson 3- I can identify different world habitats and the animals that live in them. Lesson 4- I can explain how animals get their food. <p>Anchor Outcome: Children to pick an</p> | | <ul style="list-style-type: none"> Lesson 1-I can name and locate the worlds 7 continents and 5 oceans. Lesson 2-I can locate hot and cold areas of the world in relation to the equator and north and south poles. Lesson 3- I can locate rainforests on a world map and globe. Lesson 4- I can compare seasonal weather in Falmouth and a rainforest. <p>Anchor Outcome: Children to create a</p> | <p>SEE ABOUT MOVING THIS.</p> <p>Anchor Outcome:</p> | <ul style="list-style-type: none"> Lesson 1- I can evaluate existing products. Lesson 2- I can design a moving picture. Lesson 3- I can make a moving picture. Lesson 4- I can evaluate and make adaptations to my product. | <ul style="list-style-type: none"> I can use a search engine to find more information about a topic. I can use a camera and microphone to record myself. I can edit my video. | <ul style="list-style-type: none"> I can learn the words to our class song. I can change the words to our class song. I can use different instruments to create sounds of different animals. I can perform our class song. | <ul style="list-style-type: none"> I can retell the story of St Piran I can explain who St Piran was and why he is important to Cornwall I can describe way that St Piran is celebrated in Cornwall I can explain why some places are special to people in Cornwall I can describe how Cornish Saints are | See PEPro |

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| | animal from the rainforest and describe its habitat and how it relies on the rainforest to get its food. | | weather forecast from one of the rainforests comparing the weather in the rainforest to that in Falmouth. | | Anchor Outcome: Children will be able to create a moving rainforest scene. | Anchor Outcome: Children to use flipgrid to create a sequence of videos about what we have learnt during this topic. | Anchor Outcome: Children to perform their own version of 'Walking in the jungle'. | shown in my local church <ul style="list-style-type: none"> I can describe similarities and differences between sacred places in Cornwall Anchor Outcome: Children will be able to give examples of different sacred places in Cornwall and compare them. | |
| Vocabulary | Habitat microhabitat food chain food sources producer survive consumer predator world habitats minibeast | | Atlas globe country continents north pole south pole equator climate rainforest | | Mechanisms Design Label Levers Sliders Wheels Axles | Search engine Microphone Record Edit Filter Insert | Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo | Cornwall Cornish Saint St Piran St Petroc Sacred Holy Church Symbols Community Celebrate | |