

Motivator: African Explorer Day
Visit(s): Elemental – water sports

Guided Reading Book: Mama Panya’s Pancakes

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<p>Children will be able to:</p> <ul style="list-style-type: none"> Know the names of the main parts of the body Know that family and friends should care for each other Identify and respect the differences and similarities between people Know that animals including humans move, feed, grow, use their senses, and reproduce. Recognise and compare the main external parts of the bodies of humans and of other animals 	N/A	<p>Children will be able to:</p> <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 	N/A	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explore and use mechanisms e.g levers, sliders wheels and axles, in a range of real life contexts, and in their own products. 	<p>Children will be able to:</p> <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 Pupils learn to explore websites and to say whether they like them or not and why 	<p>Charanga – Year 2 Hands, Feet, Heart</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. 	<p>Prior Knowledge can be found in the Religion and Worldviews Overview:</p> <p>EYFS – Summer 1: Creation – Why is the word ‘God’ so important to Christians?</p> <p>Year 1 – Autumn 2: Creation – who made the world?</p>	See PEPro
Knowledge	<p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise their worth as individuals. Recognise and challenge stereotypes, Identify how the body changes as 		<p>Children will be able to:</p> <ul style="list-style-type: none"> Use and interpret maps, globes and digital/computing maps to locate countries and key features. Identify physical and human features of the locality. Recognise there are 		<p>Children will be able to:</p> <ul style="list-style-type: none"> Mechanisms - Making a moving African animal Understand how mechanical systems such as levers and linkages or pneumatic 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Know the name for a range of African percussion instruments. Understand where this music and these drumming techniques 	<p>CREATION/ FALL: What do Christians learn from the creation story?</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’ Make clear links between Genesis 1 	See PEPro

	<p>they approach puberty.</p> <ul style="list-style-type: none"> • Be aware of different types of relationship, including marriage and those between friends and families 		<p>similarities and differences between places.</p>		<p>systems create movement.</p>	<p>them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information</p> <ul style="list-style-type: none"> • Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge • Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment • Pupils learn that the Internet is a public space and then develop the skills to 	<p>originated from and identify when this music is traditionally played.</p>	<p>and what Christians believe about God and Creation</p> <ul style="list-style-type: none"> • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non- Christians living today. 	
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						<p>protect their privacy and respect the privacy of others</p> <p>Complete in Autumn 2</p>			
Skills	<p>Children will be able to:</p> <ul style="list-style-type: none"> Express their thoughts and ideas. Ask questions to deepen understanding and knowledge. Use new language in context and in appropriate ways. Recognise and appreciate differences and similarities. Challenge other peoples' ideas in appropriate ways. 		<p>Children will be able to:</p> <ul style="list-style-type: none"> Locate countries on maps, globes and digital maps. Compare human and physical features. Identify similarities and differences between places. Describe changes to the landscape and wildlife. 		<p>Children will be able to:</p> <ul style="list-style-type: none"> Use knowledge of existing products to design his/her own functional product. Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. Safely measure, mark out, cut, assemble and join with some accuracy. Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages using them. Investigate and analyse existing products and those he/she has made, considering a wide range of factors. 	<p>Children will be able to:</p> <p>Complete in Autumn 1:</p> <ul style="list-style-type: none"> Search for appropriate key words Identify a graphic file Access the image Save the image in a location they can return to Edit the file Save the changes 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Handle a range of African percussion instruments correctly. Use simple techniques to change the tempo, pitch and timbre of the music. To recognise and respond to a conductor. To listen and respond using drums and voices. To play and sing as part of a group and as individuals. To listen and respond to music, giving feedback and expressing views. 	<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, 	See PEPro

								<p>experiences, attitudes, beliefs and values of others</p> <ul style="list-style-type: none"> • Identify key religious values and their connections with secular views • Relate learning to life • Draw conclusions which are balanced and related to evidence & experience • Make thoughtful judgements about the personal value of religious beliefs and practices • Make links between religion and human experience, including their own experience 	
Components (teaching sequence)	<ul style="list-style-type: none"> • I can understand that males and females can do the same tasks and enjoy the same things. • I can understand that there are different stereotypes (fixed ideas) about what 		<ul style="list-style-type: none"> • I can locate and name the 7 continents. • I can locate African countries on a world map. • I can identify different physical features found in Africa. • I can identify different human 		<ul style="list-style-type: none"> • I can compare and contrast the work of different automaton/ model makers. • I can make observations, express my ideas and preferences. 	<ul style="list-style-type: none"> • I can save and edit a graphic file for future use <p>Ch to locate and save a 'wow' photograph to use in their Religion and Worldviews. focus in Autumn 1</p>	<ul style="list-style-type: none"> • I can listen to a drumming performance. • I can ask questions about instruments and sounds. • I can begin to understand and use musical 	<ul style="list-style-type: none"> • I can find an image that shows a 'wow factor' in nature and explain why I chose it • I can describe what the Creation story suggests is 	See PEPro

	<p>males and females can do.</p> <ul style="list-style-type: none"> I can identify the differences between males and females. I can name male and female body parts using agreed words. I know that all families are different and have different family members Understand that people sometimes have stereotypes (fixed ideas) about families <p>Anchor Outcome: To create a Venn Diagram identifying the similarities and differences between males and female and to explain what a stereotype is.</p>		<p>features found in Africa.</p> <ul style="list-style-type: none"> I can explore how African countries are similar and how they are different. I can describe the main attributes of African animals and explain how they link to landscape. I can identify wildlife in the Congo rainforest and explain why they may be threatened. <p>Anchor Outcome: To create a double page spread of Africa. Identify countries and label with animals from the Congo rainforest.</p>		<ul style="list-style-type: none"> I can investigate a range of simple mechanical systems that result in movement. I can sketch initial ideas that include a moving part. I can refine my ideas using a success criteria. I can construct a moving animal based on a plan/design. I can evaluate the effectiveness of my final piece based on a success criteria. <p>Anchor Outcome: To make a moving African animal using mechanical systems</p>	<p>Anchor Outcome: To save a 'wow' image for Religion and Worldviews, and add details such as your name to it.</p>	<p>vocabulary related to African drumming.</p> <ul style="list-style-type: none"> I can take part in call and response activities using my voice or a percussion instrument. I can create patterns of sounds in response to words or images. I can follow the words or gestures of a conductor to take part in simple group performances. I can perform solo, or as part of a group. <p>Anchor Outcome: To perform as part of an African drumming band</p>	<p>wonderful about the world and compare this with what I think</p> <ul style="list-style-type: none"> I can explain what instructions God gives to humans for how they should treat the world I can suggest what might be important in the Creation story for Christians and for non-Christians living today I can describe how the story of the Fall in Genesis 3 explains why things go wrong in the world <p>Anchor Outcome: To produce a poster explaining all of the things Christians learn from the Creation story.</p>	
<p>Vocabulary</p>	<p>Stereotype, discrimination, gender roles, similar, different, male, female, body parts, penis, vagina, family, fostering, adoption, relationship</p>		<p>Geography, continent, country, Africa, Antarctica, Asia, Australia, Europe, North America and South America, atlas, globe, map, index, reference, feature,</p>		<p>Lever, slide, join, fixing, reinforce, strengthen, pneumatic, syringe, tubing, expand, contract, tools, materials, evaluate.</p>	<p>Mouse, cursor, log in, file, folder, name, PowerPoint, Word, document, click, select, copy, paste, control, Google, search engine, key words.</p>	<p>drums, bass, djembe, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, call,</p>	<p>Christians Jews God Creation Bible Genesis The Fall Creator</p>	<p>Static balance, movement, pattern, coordination, travel, foot work.</p>

			physical, human, savannah, desert, rainforest, endangered, landscape, environment, climate poachers, deforestation.				response, melody, dynamics, tempo, talking drum, dundun	Pray Forgiveness	
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Motivator: Victorian Era – History day (dress up as Victorians and experience a range of activities/ look at artefacts) (first week back).

Guided Reading

Book: A Christmas Carol by Charles Dickens

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<p>Children will be able to:</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) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> 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. 	N/A	N/A	<p>Children will be able to:</p> <ul style="list-style-type: none"> Experiment with basic tools on rigid and flexible materials. 	<p>See Yr 3 Aut T1 - e-Safety – sharing information online as good digital citizens</p> <ul style="list-style-type: none"> Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment Pupils learn that the Internet is a public space and then develop the skills to protect their privacy 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Learn and perform simple songs. Sing as part of a group in response to music. 	<p>Prior Knowledge</p> <p>EYFS – Autumn 1: Being special – where do we belong?</p> <p>Year 1 – Spring 2: Who is Jewish and how do they live? (part 1)</p> <p>Year 1 – Summer 1: Who is Jewish and how do they live? (part 2)</p>	See PEPro

						and respect the privacy of others			
Knowledge	<p>Children will be able to:</p> <p>Recognise that animals cannot make their own food and they get nutrition from what they eat and that this comes in different types (protein, fat, carbohydrates, vitamins and minerals) identify that animals, including humans, need the right types and amount of nutrition identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Children will be able to:</p> <p>Know the conditions experiences by children in the work-houses. The differences between the lives' of the rich and the poor. The Queen of England was Queen Victoria. Queen Victoria reigned from 1819-1901. Identifies the similarities and difference between schools now and then.</p>			<p>Children will be able to:</p> <p>Recognise how embroidery and textile design has been used and created in the past.</p> <p>Children can identify samplers and explain the reasons why they were created.</p> <p>Children know which tools to use for sewing and how these tool can be used safely.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> Learn a wide range of lyrics and songs that form part of a solo and group performance. Singing focus – Carol Concert 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas 	See PEPro	
Skills	<p>Children will be able to:</p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them gather, record, classify and 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Place dates in chronological order on a timeline. Use primary and secondary sources to extend their knowledge. 			<p>Children will be able to:</p> <ul style="list-style-type: none"> Use knowledge of existing products to design his/her own functional product. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Recall lyrics Sing on their own and as part of a group. Apply lyrics to melody with an awareness of pitch, tempo and dynamics. 	<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 	See PEPro

	<p>present data in a variety of ways to help with answering questions</p> <ul style="list-style-type: none"> record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions use straightforward scientific evidence to answer questions or to support his/her findings 	<ul style="list-style-type: none"> Use a range of key vocabulary such as century, decade and chronological. 			<ul style="list-style-type: none"> Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages using them. Investigate and analyse existing products and those he/she has made, considering a wide range of factors. Safely measure, mark out, cut, assemble and join with some accuracy. Strengthen frames using diagonal struts 	<p>report concerns about content and contact</p>	<ul style="list-style-type: none"> Sing songs that require different children to sing in harmony, call and response, round and multiple parts. Respond to cues and direction to take part in group musical performance. Perform with an awareness of an audience. 	<ul style="list-style-type: none"> Explain concepts and practices Draw meanings from artefacts and symbols Suggest meanings of religious texts Distinguish between the features of different religions Interpret religious language Consider thoughts, feelings, experiences, attitudes, beliefs and values of others Identify key religious values and their connections with secular views Relate learning to life Draw conclusions which are balanced and related to evidence & experience Make thoughtful judgements about the personal value of religious beliefs and practices Make links between religion and human experience, including their own experience 	
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<p>Components (teaching sequence)</p>	<ul style="list-style-type: none"> I can identify types of nutrition and their purpose. I can research the amounts of a food group that are needed. I know what makes up a balanced diet. I can explain why a balanced diet is important. I can label important bones in the human body. I can locate key muscles in the human body. <p>Anchor Outcome: To create a Thinglink to label key bones and muscles on a picture of a child</p>	<ul style="list-style-type: none"> I can describe what it was like to live in the Victorian era. I can explain who Queen Victoria was and identify important elements of her reign. I can identify what life was like for a Victorian child. I can identify features of a Victorian school. I can identify some Victorian inventions and explain how they changed people's lives. <p>Anchor Outcome: What was it like to be a Victorian child? Write a diary entry for the life as a Victorian child – children to choose whether they are rich or poor and describe accordingly.</p>			<ul style="list-style-type: none"> I can create a sampler using appropriate tools I can evaluate existing products and use this in my own design I can plan the main stages of making my product I can produce a working product using my plan to guide me I can evaluate my product for strengths and areas to improve <p>Anchor Outcome: To create a pasty bag, with initial stitched if possible, for a Victorian miner</p>	<p>Anchor Outcome:</p>	<ul style="list-style-type: none"> I can listen to music with focus. I can read, recall and apply lyrics to songs. I can follow music direction. I can change and control my voice with an awareness of pitch, tempo and dynamics. I can sing in front of an audience. <p>Anchor Outcome: To perform and sing as part of a Christmas performance. Children to perform in 'Bah-Humbug' (a modern version of A Christmas Carol – Out of the Ark Music).</p>	<ul style="list-style-type: none"> I can describe how Jews show their beliefs about the importance of family and rest through Shabbat I can list at least 4 things that Jewish people do when marking Rosh Hashannah and Yom Kippur, and explain how it shows their beliefs I can explain how elements of Rosh Hashanah and Yom Kippur link to forgiveness and repentance I can suggest what the story of Exodus means for Jews today I can give examples of how Jewish people show the importance of the words of the Torah and follow the 10 commandments <p>Anchor Outcome: How do festivals and family life show what matters to Jewish people? Create a class broadcast about different aspects of Jewish life and how this shows what is important to Jewish people.</p>	<p>See PEPro</p>
<p>Vocabulary</p>	<p>Nutrition, vitamins, minerals, fat, protein, carbohydrates, fibre, dairy, fruit and vegetables, water, skeletons – support, protection, movement, skull/cranium, ribs/thoracic cage, joint, muscles-movement, pull, contract, relax, bicep, tricep</p>	<p>Century, decade, chronological, Queen Victoria, Prince Albert, industrial, workhouse, reign, era, invention, monarch</p>			<p>Sampler, embroidery, textile, thread, needle, needlework, design, embellishment, motif, thread, binca canvas.</p>		<p>Carol, pitch, tempo, dynamics, loud, soft, together, solo, echo, call and response.</p>	<p>Jews God Shabbat Celebration Festival Jonah Sin Forgiveness Repentance</p> <p>Rosh Hashanah</p> <p>Yom Kippur Grateful Exodus Pesach Freedom Past/Future</p>	<p>Dynamic balance, agility, personal best, control, landing, send, receive.</p>

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	Children will be able to: <ul style="list-style-type: none"> • Ask simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests 	N/A	Children will be able to: <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. 	Children will be able to: <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	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:	PEOPLE OF GOD: What is it like to follow God?	See PEPro
Knowledge	Children will be able to: <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light 	N/A	Children will be able to: <ul style="list-style-type: none"> • Explain about weather conditions/ patterns around the UK and parts of Europe. 	Children will be able to: <ul style="list-style-type: none"> • To produce a mixed media collage/painting 	N/A	Building repeated patterns and 2d shapes using coding Children will be able to:	Children will be able to: Charanga - Dragon Song	Children will be able to: <ul style="list-style-type: none"> • Make clear links between the story 	See PEPro

	<ul style="list-style-type: none"> recognise that light from the sun can be dangerous and that there are ways to protect their eyes notice that light is reflected from surfaces recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change 		<ul style="list-style-type: none"> Communicate findings in ways appropriate to the task or for the audience. Develop an awareness of how places relate to each other. Analyse evidence and draw conclusions. Recognise that different people hold different views about an issue and begin to understand some of the reasons why. 	<p>interpreting extreme weather.</p> <ul style="list-style-type: none"> Children know about other artists who have depicted extreme weather conditions. Look at work by Turner (for example 'Storm at Sea'), Monet ('Waves Breaking'), Winslow Homer (for example 'Northeaster'), Hokusai (The Great Wave), Constable (e.g. 'Rainstorm over Sea'). Use sketchbooks to develop ideas from other artists' work, Use observational drawings from still lives. Use studies of other artists' work to inform designs. Be able to use tools to include a texture design on surface of the pot. 		<ul style="list-style-type: none"> Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Pupils add loops or procedures to create a repeating pattern 		<p>of Noah and the idea of covenant</p> <ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make links between the story of Noah and how we live in school and the wider world. 	
Skills	<p>Children will be able to:</p> <ul style="list-style-type: none"> ask relevant questions and use different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests gather, record, classify and present data in a variety of ways to help with answering questions 		<p>Children will be able to:</p> <ul style="list-style-type: none"> Use field work instruments e.g camera, rain gauge. Make more detailed field work sketches/diagrams. Compare weather conditions and patterns in the UK and some parts of Europe. Use a range of ways to present and record findings. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Experiment with different materials to create a range of effects and use these techniques 				<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 	See PEPro

	<ul style="list-style-type: none"> • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • identify differences, similarities or changes related to simple scientific ideas and processes • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use straightforward scientific evidence to answer questions or to support his/her findings 		<ul style="list-style-type: none"> • Make comparisons between locations using aerials photos and pictures e.g population, temperatures, rainfall. • Identify the different countries views about climate change. 	<p>in the completed piece of work.</p> <ul style="list-style-type: none"> • Know about some of the great artists in History and describe their work: • Compare and recreate form of natural and man-made objects. 				<p>and experiences</p> <ul style="list-style-type: none"> • Explain concepts and practices • Draw meanings from artefacts and symbols • Suggest meanings of religious texts • Distinguish between the features of different religions • Interpret religious language • Consider thoughts, feelings, experiences, attitudes, beliefs and values of others • Identify key religious values and their connections with secular views • Relate learning to life • Draw conclusions which are balanced and related to evidence & experience • Make thoughtful judgements about the personal value of religious beliefs and practices 	
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								<ul style="list-style-type: none"> • Make links between religion and human experience, including their own experience 	
Components (teaching sequence)	<ul style="list-style-type: none"> • I know that we need light to see things and can identify different light sources. (this could be linked to a description of lightning and the world suddenly being illuminated before returning to darkness.) • I can investigate how to reflect the most light from a single torch beam. (Link this to a lighthouse light to guide the way in a storm) • I can explain how a shadow is made using scientific vocabulary. • I can investigate which factors change the size of a shadow and draw conclusions from my findings. • I can observe how shadows change throughout the day, and identify any patterns. 		<ul style="list-style-type: none"> • I know what weather is and how it is measured. (Include in this lesson the difference between normal weather and extreme weather). • I can collect weather data for Falmouth and present my findings clearly. (ch to work in groups to monitor a different element of weather eg precipitation, wind speed, wind direction, temperature etc) • I can compare the weather in Falmouth to the weather in Spain. • I can use a range of sources to investigate the extreme weather in Spain in 2019. • I know that there has been an increase in extreme weather around the world 			<ul style="list-style-type: none"> • I can program using logo. • I can draw 2d rectilinear shapes using logo. • I can draw diagonal lines using turtles. • I can draw 2d shapes with different angles using logo. • I can repeat logo commands. • I can repeat shapes and patterns to complete repeated images. <p>Anchor Outcome:</p>		<ul style="list-style-type: none"> • I can explain the difference between the stories in the Old Testaments and New Testament with regards to Jesus • I can list the qualities that Noah had that made God choose him • I can explain what God’s covenant with Noah was and describe what it might have been like for him and his family to follow God • I can describe how the story of Noah could be linked to how we live in school and the wider world • I can explain how promises Christians make during a wedding ceremony many link to the story of Noah <p>Anchor Outcome:</p>	See PEPro

	<ul style="list-style-type: none"> I know how to stay safe in the sun. <p>Anchor Outcome: Children to carry out investigation into shadow formation and length of shadows.</p>		<p>(children could plot different events with dates on a world map to show locations – perhaps they could work in small groups to investigate different incidents of extreme weather and present their findings for the rest of the class in a weather report from the time of the incident!)</p> <ul style="list-style-type: none"> I know that climate change increases the amount of extreme weather. I understand why different countries approach climate change in different ways (debate with children in role as different characters from around the world.) <p>Anchor Outcome: Children to create presentations of climate change-incidents and impacts.</p>	<p>Anchor Outcome: Children to paint own version of ‘The Great Wave off Kanagawa’ by Hokusai.</p>			<p>Anchor Outcome: Children to perform own version using instruments.</p>	<p>:</p>
<p>Key vocabulary</p>	<p>Angle Bright Dark Chemical reaction Dark Dim Mirror Opaque Reflects</p>		<p>Climate Climate change Weather Pressure Rain Precipitation Arid Temperate Thermometer</p>	<p>Material Abstract Collage Form Observe</p>			<p>Christians Jews Bible Old Testament New Testament Book/Chapter/ Verse Jesus Noah</p>	

	Shadows Source Surface Translucent Transparent							Covenant Commands Rules Agreement/pact Wedding Promise	
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	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Distinguish between an object and the material from which it is made explore and compare the differences between things that are living, dead, and things that have never been alive 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Show an awareness of the past and use common words and phrases relating to the passing of time. Identify the similarities and differences of life in the past compared with their own lives. Ask and answer questions relating to the passing of time. Begin to recognise that books, the internet, objects and other sources teach us about the past. Speak about how they found out about the past. 	N/A	<p>Children will be able to:</p> <ul style="list-style-type: none"> Represent things observed, remembered or imagined using colour /tools in 2 and 3 dimensions. Experiment with basic tools on rigid and flexible materials 	N/A	<p>See Spring T1 for Prior Knowledge:</p> <p><u>Building repeated patterns and 2d shapes using coding</u></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Pupils add loops or procedures to create a repeating pattern 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Learn basic instrumental skills by playing tunes in varying styles. Begin to use the language of music, theory and composition. (Glockenspiel 1) 	How do festivals and worship show what matters to a Muslim?	See PEPro
Knowledge	<p>Children will be able to:</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties recognise that soils are made from rocks and organic matter describe in simple terms how fossils are formed when things that have 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain that life in the Stone Age was mainly nomadic. Know how Stone age people survived in harsh conditions That the stone age people used natural resources to make weapons, clothes etc. 		<p>Children will be able to:</p> <ul style="list-style-type: none"> Create a Stone Age inspired, textured pinch pot. Know about artists who paint pots, and about ceramicists: look at Paul Cezanne (Still life with Blue Pot) and Fransisco de Zurbaran (Still Life with Pots) 		<p>Children will be able to:</p> <ul style="list-style-type: none"> See Spring 1 	<p>Children will be able to:</p> <ul style="list-style-type: none"> (Glockenspiel Stage 2) Identify and name a range of tuned and untuned instruments. Develop and use the language of music, theory and composition to talk about their 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God) 	See PEPro

	lived are trapped within rock	<ul style="list-style-type: none"> Recognise how Britain changed from the Stone age to the Bronze age. Explain the meaning of the words, Palaeolithic, Mesolithic and Neolithic. 		<p>Also look at examples of work by contemporary ceramicists, for example Lucie Rie, Hans Cooper, James Tower, Gordon Baldwin and Ewen Henderson.</p> <ul style="list-style-type: none"> Use observational drawings from still lives. Use studies of other artists' work to inform designs. Be able to use tools to include a texture design on surface of the pot. 			work and the music of others.	<ul style="list-style-type: none"> Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	
Skills	<ul style="list-style-type: none"> Children will be able to: Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests 	<ul style="list-style-type: none"> Children will be able to: Discuss the validity of historical sources. Use an increasing range of historical vocabulary. Use primary and secondary sources to find out about the past. 		<p>Children will be able to:</p> <ul style="list-style-type: none"> Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Experiment with different materials to create a range of 		<p>Children will be able to:</p> <ul style="list-style-type: none"> design write and debug programs that accomplish specific goals, solve problems by decomposing them in smaller parts use sequence, selection and 	<ul style="list-style-type: none"> Children will be able to: Listen and respond to instructions involving the language of music, theory and composition. Build on basic instrumental skills by playing 	<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 	See PEPro

	<ul style="list-style-type: none"> • identify differences, similarities or changes related to simple scientific ideas and processes • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Use straightforward scientific evidence to answer questions or to support his/her findings 	<ul style="list-style-type: none"> • Ask and answer historical questions. • Present what they know in a variety of ways. 		<p>effects and use these techniques in the completed piece of work.</p> <ul style="list-style-type: none"> • Know about some of the great artists in History and describe their work: • Compare and recreate form of natural and man-made objects. 		<p>repetition in programs</p>	<p>tunes in varying styles.</p> <ul style="list-style-type: none"> • Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. 	<ul style="list-style-type: none"> • Reflect upon feelings, relationships and experiences • Explain concepts and practices • Draw meanings from artefacts and symbols • Suggest meanings of religious texts • Distinguish between the features of different religions • Interpret religious language • Consider thoughts, feelings, experiences, attitudes, beliefs and values of others • Identify key religious values and their connections with secular views • Relate learning to life • Draw conclusions which are balanced and related to evidence & experience • Make thoughtful judgements about the personal value 	
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								<p>of religious beliefs and practices</p> <ul style="list-style-type: none"> • Make links between religion and human experience, including their own experience 	
<p>Components (teaching sequence)</p>	<ul style="list-style-type: none"> • I can name different types of rock. • I know the difference between natural and man-made rocks. • I can use scientific vocabulary to describe the properties of rocks. • I can identify the different properties of rocks. • I know how fossils are formed. • I can identify what soil contains. • I can identify the four layers of soil. • I can plan and carry out simple scientific enquiry and present results. <p>Anchor Outcome: Children to carry out investigation to classify rocks.</p>	<ul style="list-style-type: none"> • I can identify when the Stone Age took place. • I know why it is called Stone Age • I can identify how SA settlements were designed and constructed. • I can explain how SA houses were built. • I know how Stone Age people lived and the roles they played in communities. • I can identify what food SA people ate and how they got it. <p>Anchor Outcome: Children to write a diary entry for a day in the life of the stone age.</p>		<ul style="list-style-type: none"> • I can identify Stone Age pottery. • I can identify the uses of pottery at this time. • I can study the work of contemporary ceramicists and compare to Stone Age vessels. • I can make observations and create a design for a vessel for a Stone Age home. • I can use different ceramic techniques to create a vessel. • I can use tools and collected natural objects to create a planned texture or design. <p>Anchor Outcome: Children to create a stone age style pinch pot from clay.</p>		<ul style="list-style-type: none"> • I can program using logo. • I can draw 2d rectilinear shapes using logo. • I can draw diagonal lines using turtles. • I can draw 2d shapes with different angles using logo. • I can repeat logo commands. • I can repeat shapes and patterns to complete repeated images. <p>Anchor Outcome:</p>	<ul style="list-style-type: none"> • See Charanga – Glockenspiel 2 <p>Anchor Outcome: Children to play some basic instruments in a rhythm.</p>	<ul style="list-style-type: none"> • I can give two examples of things Muslims do to worship God • I can give three examples of how Muslims show that God has no equals • I can suggest at least one reason why prayer is important to Muslims • I can explain why the mosque is a special place for Muslims • I can describe how and why Muslims fast at Ramadan <p>Anchor Outcome:</p>	<p>See PEPro</p>

<p>Vocabulary</p>	<p>Rocks, igneous, sedimentary, metamorphic, formation, volcano, sea, seabed, natural, man-made, anthropic, properties, permeable, impermeable, hard, soft, durable, buoyancy, split. Fossil, sedimentary, fossilisation, soil, formation, organic matter, top soil, sub soil, base rock</p>	<p>Ancient, archaeologist, artefact, century, circa, civilisation, climate, era, discovery. Extinct, farming, flint, gather, hearths, island, Mesolithic, migration, Paleolithic, Neolithic, Neanderthal, nomad, settler, settlement, Skara Brae.</p>		<p>Pottery Clay Vessel Pinch pot Coil pot Wedge Tools Mold and shape Roll Dry Join Ceramics Ceramicist</p>			<p>Tuned, untuned, percussion, glockenspiel, rhythm, beat, pulse, repeated pattern, rest.</p>	<p>Muslim Islam God ibadah tawhid Worship Allah Shahadah Qur'an Submission Prayer (salah) Mosque Ramadan Celebrate Symbolise Recite Ritual Fasting Eid-ul-Fitr</p>	<p>Coordination, counter balance, focus, centre, pair, pass, receive, invade.</p>
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Motivator: Trip on the ferry to St Mawes

Guided Reading Book: The Song of the Dolphin Boy

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<p>Children will be able to:</p> <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. 	N/A	<p>Children will be able to:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Represent things observed, remembered or imagined using colour/tools in 2 and 3 dimensions. Use a variety of techniques including carbon printing, relief, press, and fabric printing and rubbings. 	N/A	<p>Children will be able to:</p> <p>Presentation: Pupils learn to make simple presentations</p>	<p>Children will be able to:</p>	GOSPEL: What kind of world did Jesus want?	See PEPro

Knowledge	Children will be able to: <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants 		Children will be able to: <ul style="list-style-type: none"> • Identify where counties are within the UK and the key topographical knowledge. • Name and locate some of the cities of the UK • Know the difference between maps, sketch maps and plans. • Know how Falmouth is similar to and different from other coastal towns. • Know how the Falmouth coast influences local industries. • Understand and use a wide range of geographical and specific topic vocab. 	Children will be able to: <p>Create a print of a sea-creature.</p> <ul style="list-style-type: none"> • Children know about other artists who have produced work on sea-life. Look at 'Sea Turtle' by Andy Warhol, sea creature works by Henri Matisse, and Ernst Haeckel, a marine biologist who produced detailed studies of sea-life. Children can describe their work. • Children can use other artists' work, and photographs, to produce their own detailed drawings and paintings. • Children can develop their sketchbook ideas into a design for a print, and make prints from this. 		<u>Presentation using graphics and text (Sway)</u> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject • Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work 	Children will be able to: <p>Bringing Us Together - Charanga</p>	Children will be able to: <ul style="list-style-type: none"> • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas 	See PEPro
Skills	Children will be able to: <ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them • make systematic and careful observations and, where appropriate, 		Children will be able to: <ul style="list-style-type: none"> • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch 	Children will be able to: <ul style="list-style-type: none"> • Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. 		Children will be able to:	Children will be able to:	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 	See PEPro

	<p>take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <ul style="list-style-type: none"> • identify differences, similarities or changes related to simple scientific ideas and processes • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • use straightforward scientific evidence to answer questions or to support his/her findings 		<p>maps, plans and graphs.</p> <ul style="list-style-type: none"> • Make plans and maps using symbols and keys. • Use the 8 point of a compass. • Use 4 figure grid references. • Use vocab including meander, floodplain, location, industry, settlement, water cycle. 	<ul style="list-style-type: none"> • Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. • Know about some of the great artists, architects and designers in history and describe their work. • Compare and recreate form of natural and man-made objects. • Create printing blocks using relief or impressed techniques. 				<ul style="list-style-type: none"> • Reflect upon beliefs and practices • Reflect upon feelings, relationships and experiences • Explain concepts and practices • Draw meanings from artefacts and symbols • Suggest meanings of religious texts • Distinguish between the features of different religions • Interpret religious language • Consider thoughts, feelings, experiences, attitudes, beliefs and values of others • Identify key religious values and their connections with secular views • Relate learning to life • Draw conclusions which are balanced and related to evidence & experience • Make thoughtful 	
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								<p>judgements about the personal value of religious beliefs and practices</p> <ul style="list-style-type: none"> • Make links between religion and human experience, including their own experience 	
<p>Components (teaching sequence)</p>	<p>I can identify the different parts of a plant and explain their function. I can investigate what plants need to grow. I know how water is transported in plants. I can explain the life cycle of a plant. (Use an example of a local coastal plant) I can make careful observations to collect and present data relating to plant life cycles (ch to use quadrats to investigate if all plants are at the same stage of their life cycle at the same time – some of the data presentation could link to maths eg tally, bar graph etc.)</p> <p>Anchor Outcome: Children to carry out water transportation investigation. Children also to carry out investigation into growing conditions for plants.</p>		<ul style="list-style-type: none"> • I can identify coastal and landlocked counties. (Include 4 figure grid references here too – could be a game in the plenary locating coastal/landlocked places.) • I can identify key features of the Falmouth coastline. • I can compare the Falmouth coastline to the coastline of Hull using a range of sources. • I know how the Falmouth coast influences local industries. • I can draw a sketch map of the Falmouth coast (children to take the ferry to St Mawes and use the view from here to draw their sketch maps. Ch to use the 8 compass directions to write facts about Falmouth eg. Pendennis Castle is north of ...). • I can explain how the Falmouth coast is under threat. 	<ul style="list-style-type: none"> • I can describe the work of famous artists.- Look at work on sea-life. Look at ‘Sea Turtle’ by Andy Warhol, sea creature works by Henri Matisse, and Ernst Haeckel, a marine biologist who produced detailed studies of sea-life. Children to describe their work. <ul style="list-style-type: none"> • I can sketch ideas based on the work of others. • I can create printing blocks using relief or impressed techniques. • I can make prints from sketchbook ideas using techniques learnt. <p>Anchor Outcome: Children to create a repeating print pattern of a sea creature.</p>		<ul style="list-style-type: none"> • I can collect information on a subject. • I can collect images and design graphics in an art program. • I can use flip book to create a digital template. • I can add my images and text to create my digital brochure. • I can add my images and text to create my digital brochure. <p>Anchor Outcome:</p>		<ol style="list-style-type: none"> 1. I can explain what the disciples had to leave behind to follow Jesus and compare this with how I would feel if I had to give up something in my life 2. I can explain what the story of calling the first disciples teaches Christians today and how they try to follow Jesus’ example 3. I can explain what Jesus’ actions towards outcasts mean for Christians and suggest how they try to follow his example 4. I can explain how a church leader follows Jesus’ 	<p>See PEPro :</p>

			<ul style="list-style-type: none"> I know how the Falmouth coast is supporting green energy. <p>Anchor Outcome: Children to design a device for the FAB test site.</p>					<p>teaching in different ways</p> <p>5. I can describe the type of world that Jesus wanted and compare this with the world I would like.</p> <p>Anchor Outcome:</p>	
Key Vocabulary	<p>Fertilisation Petal Stem Leaves Flowers Nutrients Evaporation Stamen Carpel Sepal Pollination Pollinator Germination Seed dispersal</p>		<p>Country Topography Physical feature City Compass Meander Floodplain Location Industry Settlement water cycle.</p>	<p>Print Repeat Block Form Material Detail</p>				<p>Christians Jesus God Disciples Gospel Healed Leper Outcasts</p> <p>Fishers of people</p>	<p>Sequence Link Balance Hold Movement Flow Strength</p>

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<ul style="list-style-type: none"> Children should be able to carry out simple observations and record results. Children should be able to explain findings. Children should be able to describe different materials and their properties. 	<ul style="list-style-type: none"> Children should be able to sequence events on a time line. Children should be able to use everyday words relating to the passing of time. Children should know how to use pictures to find out about the past 	N/A	N/A	ould know the 5 food group Children should be able to design a product and explain their reasoning.	Prior knowledge from Summer 1 Children should be able to: <ul style="list-style-type: none"> Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work 		How and why do religious and non-religious people try to make the world a better place?	See PEPro
Knowledge	<ul style="list-style-type: none"> Children should be able to notice that some forces need contact between two objects, but magnetic forces can act at a distance. Children should be able to observe how magnets attract or repel each other and attract some materials and not others. Children should be able to 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. Children should be able to describe magnets as having two poles. 	<ul style="list-style-type: none"> Children should know that Henry VIII built Pendennis castle and St Mawes castle. Children should know the reasons behind the building of both St Mawes and Pendennis castle. Children should know the uses of Packet ships and why they were so crucial to Falmouth's industry. Children should know when the Falmouth railway was set up and how it 			Food Making scones <ul style="list-style-type: none"> Children should be able to talk about the different food groups and name food from each group. Children should be able to understand that food has to be grown, farmed or caught in Europe and the wider world. 	Presentation using <u>graphics and text (Sway)</u> See Summer 1	Charanga-Reflect, Rewind and Replay	Children will be able to: <ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) Describe some examples of how 	See PEPro Swimming

	<ul style="list-style-type: none"> Predict whether two magnets will attract or repel each other, depending on which poles are facing. Compare how things move on different surfaces 	<p>impacted Falmouth.</p> <ul style="list-style-type: none"> Children should know the year of the Falmouth bombings and how it changed the town. <p>What made Falmouth special?</p> <ul style="list-style-type: none"> Children should know why Henry VIII build Pendennis castle. Children should know how Packet ships changed Falmouth and the world. Children should know how the people of Falmouth made a living in 18th and 19th centuries. Children should know the impact of the railway on Falmouth as a town. Children should know what part Falmouth played during WWII. 						<p>people try to live (e.g. individuals and organisations)</p> <ul style="list-style-type: none"> Identify some differences in how people put their beliefs into action Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas 	
Skills	<ul style="list-style-type: none"> Children should be able to ask relevant questions and use different types of scientific enquiries to answer them Children should be able to set up 	<ul style="list-style-type: none"> Children should be able to use a variety of local sources to find out about the past. Children should be able to place key dates in 			<ul style="list-style-type: none"> Children should be able to use a wider variety of ingredients and techniques to prepare and combine ingredients safely. 	<p>Pupils should 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 		<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 	See PEPro

	<p>simple practical enquiries, comparative and fair tests</p> <ul style="list-style-type: none"> • Children should be able to gather, record, classify and present data in a variety of ways to help with answering questions • Children should be able to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Children should be able to identify differences, similarities or changes related to simple scientific ideas and processes • Children should be able to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Children should be able to report on findings from enquiries, including oral and written explanations, 	<p>chronological order</p> <ul style="list-style-type: none"> • Children should be able to use a range of historical vocabulary 			<ul style="list-style-type: none"> • Children should be able to use knowledge of existing products to design his/her own functional product. • Children should be able to create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. • Children should be able to make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages using them. • Children should be able to investigate and analyse existing products and those he/she has made, considering a wide range of factors. 	<p>goals, including collecting, analysing, evaluating and presenting data and information</p>		<ul style="list-style-type: none"> • Reflect upon feelings, relationships and experiences • Explain concepts and practices • Draw meanings from artefacts and symbols • Suggest meanings of religious texts • Distinguish between the features of different religions • Interpret religious language • Consider thoughts, feelings, experiences, attitudes, beliefs and values of others • Identify key religious values and their connections with secular views • Relate learning to life • Draw conclusions which are balanced and related to evidence & experience • Make thoughtful judgements about the personal value 	
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	<p>displays or presentations of results and conclusions</p> <ul style="list-style-type: none"> Children should be able to use straightforward scientific evidence to answer questions or to support his/her findings 							<p>of religious beliefs and practices</p> <ul style="list-style-type: none"> Make links between religion and human experience, including their own experience 	
<p>Components (teaching sequence)</p>	<ul style="list-style-type: none"> Pushes and Pulls To notice that some forces need contact between two objects by identifying the different types of forces acting on objects. • <u>I can identify the forces acting on objects.</u> Faster and Slower To compare how things move on different surfaces by investigating the speed of a toy car over different surfaces. • <u>I can investigate how a toy car moves over different surfaces.</u> Scrapyard Challenge To notice that magnetic forces can act at a distance and attract some materials and not others by sorting materials. To compare and group materials according to 	<ul style="list-style-type: none"> I know who Henry VIII was and why he built Pendennis and St Mawes castles. I know the importance of packet ships to the world and how Falmouth was important to this. I know how the people of Falmouth made a living in 18th and 19th century. I know what impact the railway had on Falmouth as a town I know what part Falmouth played in the Second World War. <p>Anchor Outcome: To create an informative video/non-chronological report for the importance of packet ships and the impact this had on Falmouth.</p>			<ul style="list-style-type: none"> I can investigate scones-ingredients and where they are sourced. I can design a scone and plan recipe. I can make a scone. I can evaluate my product. <p>Anchor Outcome: To make a Cornish cream tea.</p>	<ul style="list-style-type: none"> I can collect information on a subject. I can collect images and design graphics in an art program. I can use flip book to create a digital template. I can add my images and text to create my digital brochure. I can add my images and text to create my digital brochure. <p>Anchor Outcome:</p>	<ul style="list-style-type: none"> I can write my own list of what I think are problems in the world and connect these to religious ideas. I can identify the ways in which following the Golden Rule can make a difference in different communities I can explain how Jewish texts link with Jewish ways of repairing the world I can connect the story of an inspirational Christian to the teaching of Jesus I can identify some examples of how and why Muslims give to people in need I can give some examples of how non-religious 	<p>See PEPro</p>	

whether they are magnetic by sorting materials. • I can sort magnetic and non-magnetic materials

- **Magnet Strength** To observe how magnets attract or repel each other and attract some materials and not others by investigating the strength of different magnets. • I can investigate the strength of magnets.

- **Magnetic Poles** To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing by making a compass to hunt for treasure. • I can explore magnetic poles.

- **Marvellous Magnets** To observe how magnets attract or repel each other and attract some materials and not others by making, playing and evaluating a magnetic game. • I can observe how magnets

people try to make the world a better place

- I can compare religious values with my own values about how we can make the world a better place

Anchor Outcome:

	<u>attract some materials.</u> Anchor Outcome: To create a video explaining how forces work.							
Key Vocabulary	Forces Friction Surface Magnet Pole Magnetic Magnetic field Repel Attract	Packet ship Tudor Harbour Killigrew Industry Nelson U-boat St Nazaire D-Day			Recipe Scone Evaluate Originate Combine			Christians Jews Muslims Worldviews 'Golden Rule' Tikkun olam Inspirational Jesus Zakah Guidelines Values