	Class	: Lobsters (Year 3)		Term: Autumn Te	erm 1	Topic: Where	e In the world is A	rica?	
	М	otivator: African E	xplorer Day		Guide	ed Reading Book: Man	na Panya's Pancak	es	
	Visit(s): Elem	iental – water sports							
	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	Children will be	N/A	Children will be able	N/A	Children will be	Children will be able	Charanga – Year 2	Prior Knowledge can	See PEPro
	able to:		to:		able to:	to:	Hands, Feet,	be found in the	
						_	Heart	Religion and	
	Know the names		Use simple compass		Explore and use	<ul> <li>They recognise</li> </ul>		Worldviews Overview:	
	of the main parts		directions (north,		mechanisms e.g	that it may be	Children will be		
	of the body		south east west) and		levers, sliders	difficult to	able to:	EYFS – Summer 1:	
			directional and		wheels and axles,	distinguish		Creation – Why is the	
	Know that family		locational language		in a range of real	between	<ul> <li>To know that</li> </ul>	word 'God' so	
	and friends		to describe the		life contexts, and	someone who is	music has a	important to	
	should care for		location of features		in their own	real and	steady pulse, like	Christians?	
	each other		and routes on a		products.	someone who is	a heartbeat.		
			map.			not		Year 1 – Autumn 2:	
	<ul> <li>Identify and</li> </ul>					Pupils are	• To know that we	Creation – who made	
	respect the		Use aerial				can create	the world?	
	differences and		photographs and			introduced to	rhythms from		
	similarities		plan perspectives to			the basics of	words, our		
	between people		recognise landmarks			online searching	names, favourite		
			and basic human			<ul> <li>Pupils learn to</li> </ul>	food, colours and		
	Know that		and physical			explore websites	animals.		
	animals including		features; devise a			and to say			
	humans move,		simple map; and use			whether they	<ul> <li>Rhythms are</li> </ul>		
	feed, grow, use		and construct basic			like them or not	different from		
	their senses, and		symbols in a key			and why	the steady pulse.		
	reproduce.								
							• We add high and		
	<ul> <li>Recognise and</li> </ul>						low sounds,		
	compare the						pitch, when we		
	main external						sing and play our		
	parts of the						instruments.		
	bodies of humans								
	and of other								
	animals								
nowledge	Children will be		Children will be able		Children will be	Children will be able	Children will be	CREATION/ FALL: What	See PEPro
	able to:		to:		able to:	to:	able to:	do Christians learn	
	Describe that		<ul> <li>Use and interpret</li> </ul>		No to			from the creation	
	Recognise their		maps, globes and		Mechanisms -     Making a moving	Pupils learn that	• Know the name	story?	
	worth as		digital/computing		Making a moving	the Internet is a	for a range of	Children will be able	
	individuals.		maps to locate		African animal	great place to	African		
	December of		countries and key			develop	percussion	to:	
	Recognise and		features.		Understand how	rewarding	instruments.	Disco the set	
	challenge				mechanical	online	Lindorstand	Place the concepts	
	stereotypes,		<ul> <li>Identify physical and human factures of</li> </ul>		systems such as	relationships	<ul> <li>Understand</li> <li>whore this music</li> </ul>	of God and Creation	
			human features of		levers and	and learn to	where this music	on a timeline of the	
	Identify how the		the locality.		linkages or	recognise	and these	Bible's 'big story'	
	body changes as				pneumatic	websites that	drumming	<ul> <li>Make clear links</li> </ul>	
			<ul> <li>Recognise there are</li> </ul>			are good for	techniques	between Genesis 1	
									1

they approach	similarities and	systems create		them to visit;	originated
puberty.	differences between	movement.		but they also	and identif
	places.			learn to be	when this i
Be aware of				cautious and to	is tradition
different types of				check with a	played.
relationship,				trusted adult	
including marriage and those between				before sharing	
friends and families				private	
inenus anu families				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	

	-	
ed from	and what Christians	
ntify	believe about God	
is music	and Creation	
onally	<ul> <li>Recognise that the</li> </ul>	
	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.	
	living today.	

				protect their			
				privacy and			
				respect the			
				privacy of others			
				Complete in Autumn 2			
Skills Children	vill be	Children will be able	Children will be	Children will be able	Children will be	Children will be	See PEPro
able to:		to:	able to:	to:	able to:	able to:	
Express tl		Locate countries on	Use knowledge of	Complete in Autumn 1:	Handle a range of	<ul> <li>Ask relevant</li> </ul>	
thoughts	and ideas.	maps, globes and digital maps.	existing products to design his/her	Search for	African percussion	questions	
Ask quest	ions to	Compare human	own functional	appropriate key	instruments	Know how to	
deepen		and physical	product.	words	correctly.	use different	
understar	nding and	features.	Create designs	Identify a graphic		types of	
knowledg	-	Identify similarities	using annotated	file	Use simple	sources to	
		and differences	sketches, cross-	Access the image	techniques to	gather info <ul> <li>Reflect upon</li> </ul>	
Use new		between places.	sectional	• Save the image in a	change the	<ul> <li>Reflect upon beliefs and</li> </ul>	
in contex		Describe changes to	diagrams and	location they can	tempo, pitch and	practices	
appropria	te ways.	the landscape and wildlife.	simple computer	return to	timbre of the music.	Reflect upon	
Recognise	and	wildlife.	<ul><li>programmes.</li><li>Safely measure,</li></ul>	Edit the file	music.	feelings,	
appreciat			mark out, cut,	Save the changes	• To recognise and	relationships	
difference			assemble and join		respond to a	and	
similaritie	s.		with some		conductor.	experiences	
			accuracy.			<ul> <li>Explain</li> </ul>	
Challenge			Make suitable		To listen and	concepts and	
peoples' i			choices from a		respond using	practices	
appropria	te ways.		wider range of tools and		drums and voices.	• Draw	
			unfamiliar		voices.	meanings from	
			materials and		• To play and sing	artefacts and	
			plan out the main		as part of a group	symbols	
			stages using		and as	<ul> <li>Suggest</li> </ul>	
			them.		individuals.	meanings of	
			<ul> <li>Investigate and</li> </ul>			religious texts	
			analyse existing		To listen and	<ul> <li>Distinguish</li> </ul>	
			products and those he/she has		respond to music, giving feedback	between the	
			made,		and expressing	features of	
			considering a		views.	different	
			wide range of		-	religions	
			factors.			Interpret     religious	
						religious	
						language • Consider	
						• Consider thoughts,	
						feelings,	
		1		I		ieeiiiigs,	

		 	 	r		
						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 thoir
						including their own experience
Components (teaching sequence)	<ul> <li>I can understand that males and females can do the same tasks and enjoy the same things.</li> <li>I can understand that there are different stereotypes (fixed ideas) about what</li> </ul>	<ul> <li>I can locate and name the 7 continents.</li> <li>I can locate African countries on a world map.</li> <li>I can identify different physical features found in Africa.</li> <li>I can identify different human</li> </ul>	<ul> <li>I can compare and contrast the work of different automaton/ model makers.</li> <li>I can make observations, express my ideas and preferences.</li> </ul>	<ul> <li>I can save and edit a graphic file for future use</li> <li>Ch to locate and save a 'wow' photograph to use in their Religion and Worldviews. focus in Autumn 1</li> </ul>	<ul> <li>I can listen to a drumming performance.</li> <li>I can ask questions about instruments and sounds.</li> <li>I can begin to understand and use musical</li> </ul>	<ul> <li>I can find an image that shows a 'wow factor' in nature and explain why I chose it</li> <li>I can describe what the Creation story suggests is</li> </ul>

Instant thereins (in 50)       Instants bundlin (instants instants differences (instants instants differences (instants instants instants instants insta									
Vice identify methods and methods and interaction in the constrained of the interaction of the i		males and females			I can investigate a			wonderful	
• Lan identify the different:       • African countries are and different:       • African countries are and different:       • I can take part in movement:       • I can take part in movement:       • I can take part in can take part in movement:       • I can take part in can take part in movement:       • I can take part in can take part in movement:       • I can take part in can take part in movement:       • I can counting part in movement:       • I can take part in movement:		can do.			•			about the	
Vocabulary       Stereotype.			• I car	n explore how	mechanical		drumming.	world and	
offerences       similar and how they       resultin       resultin<		<ul> <li>I can identify the</li> </ul>	Afri	can countries are	systems that			compare this	
between makes and Immutes. <ul> <li>I can active make and female body parts using agreed words.</li> <li>I can calculate the explaint using agreed words.</li> <li>I can calculate the entertime at explaint using agreed words.</li> <li>I can calculate the entertime at explaint using agreed words.</li> <li>I can calculate the entertime at explaint using agreed words.</li> <li>I can calculate the entertime at expraint af the congo rainforest.</li> <li>I can calculate the entertime at expraint af the congo rainforest.</li> </ul> <ul> <li>I can perform words of stratege agreed parts agreed agreed parts agreed words.</li> <li>I can perform words of stratege agreed parts agreed words.</li> <li>I can perform words of stratege agreed parts.</li> <li>I can perform words of stratege agreed parts.</li></ul>		differences	simi	ilar and how they	result in		<ul> <li>I can take part in</li> </ul>		
Vestbulker <ul> <li>             Lan skatch hala             <ul> <li>                  Lan skatch hala                 <ul> <li>                  Lan skatch hala                 <ul> <li>                  Lan skatch hala                     <ul> <li>                  Lan skatch hala                     <ul> <li>                  Lan skatch hala                     <ul> <li>                  Lan skatch hala                     <ul> <li>                  Lan skatch hala                          <ul>                        Lan skatch hala                             <ul> <li>                        Lan skatch hala</li></ul></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul>		between males and	are	different.	movement.		call and response		
• Loan name male and the body port woing spred words.     • Loan name male port woing spred words.     • More a link under port woing spred words.     • More a link under port woing spred words.     • More a link port words.     • More a link p		females.	• I car	n describe the			activities using		
• I can interface and final body evolution words.       • Ander and substand and final body evolution words.       • Ander and substand explain how they evolution words.       • I can interface and final body evolution words.       • I can interface and final body evolution interface success criteria.       • I can create success criteria.       • I can success success criteria.       • I can success success criteria.       • I can create success crit			mai	n attributes of	<ul> <li>I can sketch initial</li> </ul>		my voice or a		
vocabulary       explain introl integer       explain introl integer       explain introl integer       explain introl integer         vocabulary       is an effection       explain introl integer       explain introl integer       explain introl integer       explain introl integer         vocabulary       is an effection       explain introl integer       explain intro		• I can name male	Afri	can animals and	ideas that include		percussion		
Vocabulary       Screetype, digrams <ul> <li>Lange the set by winding in the Congo reinforcest and guiden with the guident in the Congo reinforcest and guident with the guident in the Congo reinforcest and guident with the guident in the Congo reinforcest and guident with the guident with the congo reinforces. The congo reinforces with the congo reinforces with the congo reinforces. The constructions with the congo reinforces with the congo reinforces. The constructions with the congo reinforces with the congo reinforces. The constructions with the congo reinforces with the congo reinforces. The constructions with the congo reinforces with the congo reinforces. The constructions with the congo reinforces with the congo reinforces. The constructions with the congo reinforces with the congo reinforces. The constructions with the congo reinforces with the</li></ul>		and female body	expl	lain how they	a moving part.		instrument.		
• In the Component Analysis are different family members       • In the Component minimers       • In the Component minimers       • In the Component minimers       • In the Component minimers       • Intervalue asplan why they may be threatened.       • Inter		parts using agreed	link	to landscape.				-	
Vacabulary       Sterestype, index, start, and model       Geography, construct, and how word with the story of the store story of the sto		words.	• I car	n identify wildlife	<ul> <li>I can refine my</li> </ul>		<ul> <li>I can create</li> </ul>		
VocabularyStreactope. description. andie or cole. same a dorpine. same a dorpine. same a dorpine. same a dorpine. same a dorpine.Streactope. same a dorpine. same a dorpine. same a dorpine. same a dorpine.Streactope. same a dorpine. same a dorpine. same a dorpine.Streactope. same a dorpine. same a dorpine.Streactope. same a dorpine. dorpine. same a dorpine.Streactope. same a dorpine. dorpine.Streactope. construct a moving and a same a dorpine.Streactope. same a dorpine. dorpine.Streactope. construct a moving and a same a dorpine.Streactope. same a dorpine. same a dorpine.Streactope. same a dorpine. same a dorpine.Streactope. same a dorpine. same a dorpine.Streactope. same a dorpine. same a dorpine. same a dorpine.Streactope. same a dorpine. same a dorpine. same a dorpine. same a dorpine. same a dorpine.Streactope. same a dorpine. same a dorpine. same a dorpine.Streactope. same a dorpine. d			in th	he Congo	ideas using a		patterns of	how they	
Vocabulary       Stereotype: 5.       Geography Contrast, and south animals from take part in the similarities and difference, additional store, additadditional store, additadditional store, additadditional store, a		<ul> <li>I know that all</li> </ul>	rain	forest and	success criteria.		sounds in	should treat	
Vecabularydifferent tamiy members have streetype is.different tamiy members have streetype is.different tamiy moving animal base do na plan/design.moving animal base do na plan/design.i. Can follow the we do na plan/design.i. Can follow the we do na plan/design.we streetype streetypewe streetype streetype streetypewe streetype streetype streetypewe streetype streetype streetypewe streetype streetype streetype streetype streetypewe streetype streetype streetype streetypewe streetype streetype streetype streetype streetype streetype streetype streetype streetypewe streetype streetype streetype streetype streetype streetype streetypewe streetype streetype streetype streetype streetype streetype streetypewe streetype streetype streetype streetype streetype streetype streetype streetype streetype streetype streetype streetype streetype streetype streetype streetype streetype streetypewe streetype streetype streetype streetype stree		families are	exp	lain why they			response to	the world	
Vecabulary       Stereotype is.       Geography.       Constraint, that might be and moving animal based on a plan/design.       Mouse store types is.       Mouse store type is.       Mou		different and have	may	y be threatened.	<ul> <li>I can construct a</li> </ul>		words or images.	<ul> <li>I can suggest</li> </ul>	
VocabularyAnchor Outcome: To create a double page finded idea; about amilesAnchor Outcome: To create a double page spread of Africa. Identify countries and the Congo rainforest.Plan/design. the Create a double page of the Africa. Ministics from the Congo rainforest.Plan/design. the Create a double page of the Africa. Ministics from the Congo rainforest.Words or gestures to congo rainfores		different family			moving animal			what might be	
<ul> <li>             Understand that             people sometimes             have stereotypes             (field dies) about             stereotypes             field dies)             anchor Outcome: To             create a double page             spread of Africa.             I can evaluate the             spread of Africa.             I dentify countries and             the Congo rainforest.         </li> <li>             Can evaluate the             spread of Africa.             I dentify in the             similarities         </li> <li>             create a Uenn Diagram             identifying the             similarities and             differences             stereotype             is.         </li> <li>             create a female and             to             cognities             stereotype             is.         </li> <li>             cocabulary         </li> <li>             Stereotype,             discrimination,             gendprover,             startials,             continent,             stereotype,             discrimination,             gendprover,             continent,             control,             control,             control,             contro</li></ul>		members			based on a		<ul> <li>I can follow the</li> </ul>	important in	
People sometimes have street/pues (field ides) about families       Anchor Outcome: To create a double page spread of Africa. Identify countries and label with animals from the Congo rainforest.       - I can evaluate the effectiveness of make an owing Anchor Outcome: To create a double page spread of Africa. Identify outputs       - I can evaluate the effectiveness of make an owing Anchor Outcome: To make a moving affirements between males and female and to explain what a stereotype is.       - I can perform solo, or as part of a Africa of Cuttome: To perform a part of a Africa of Cutt		Understand that			plan/design.		-		
have stereotypes (fieded less) about families       create a double page spread of Africa. Identify countries and label with nimals from the Congo rainforest.       e I can evaluate the effectiveness of my final piece based on a success citeria.       is a construction a group.       Christians and for open- ochristians living today         Anchor Outcome: To create a dven Diagram Identifying the similarities and differences between males and female and to coeplian what a stereotype is.       Anchor Outcome: To a group.       I can perform a group.       I can be critical a group.       Anchor Outcome: To a save a 'woow' image for Religion and Worldviews, and add details such as your name to it.       Anchor Outcome: To a save a 'woow' image for Religion als your success citeria.       Anchor Outcome: To a save a 'woow' image for Religion als your ame to it.       Anchor Outcome: To a save a 'woow' image for Religion als your ame to it.       Anchor Outcome: To a save a 'woow' image for Religion als your ame to it.       Anchor Outcome: To a save a 'woow' image for Religion als your ame to it.       Anchor Outcome: To a save a 'woow' image for Religion als your ame to it.       Anchor Outcome: To a save a 'woow' image for Religion als your ame to it.       Anchor Outcome: To a save a 'woow' image for Religion als your ame to it.       Stereotype.       Christians learn to the things: Christians learn to the things: Christian searn for the Cereotion story.       Stelic balance, Or opaling all of the things continon, tory, Africa, Attarctia, Similar, (fifter, the part, penis, word, and south America, allas, globe, map, index, globe, map, index, globe, map, index, globe, map, index, globe, map, index, globe, map, index, globe, map, index, word       Muse, cursor, log and, perform,		people sometimes	Anchor	Outcome: To					
(fixed idea) about       spread of Africa.       effectiveness of my final jece based on a success of na       simple group performance.		have stereotypes	create a	a double page	<ul> <li>I can evaluate the</li> </ul>		take part in	,	
Tamilies       Identify courtines and labelit with animals from the Congo rainforest.       m, thin piece based on a success criteria.       performances.       Lean perform solo, or spart of a group.       Cristians living today         Anchor Outcome: To create a Venn Diagram identifying the similarities and differences between males and female and to explain what a stereotype is.       Anchor Outcome: To a stereotype is.       Christians living today       Christians living today         Vocabulary       Stereotype, discrimination, gender roles, similar, different, make, anity, gender roles, similar, different, make, female, body parts, penis, wagina, family, totserent, gender roles, similar, different, make, female, body parts, penis, wagina, family, totserent, gender roles, similar, different, make, female, body       Geography, continent, country, Antica, Antarclia, Anchor Outcome: To save a 'wow' image for Religion and Worldviews, and add details such as your name to it.       Anchor Outcome: To save a 'wow' image for Religion and Worldviews, and add details such as your name to it.       Anchor Outcome: To save a 'wow' image for Religion and Worldviews, and add details such as your name to it.       Anchor Outcome: To produce a poster explaining all or the thy thing Explain gender roles, similar, different, make, female, hoody parts, penis, wagina, family, tostering, adoption,       Genessis audence, words.       Christians christians team from the Creation tostering adoption.		(fixed ideas) about	spread	of Africa.	effectiveness of				
Anchor Outcome: To create a Ven Diagram identifying the similarities and differences between maless and female and to explain what a stereotype is.       Anchor Outcome: To make a moving African animal using mechanical systems       Anchor Outcome: To make a moving African animal using mechanical systems       Anchor Outcome: To make a moving African animal using mechanical systems       Image for a first and formule and formul		families			my final piece		performances.		
Anchor Outcome: To create a Venn Diagram identifying the similarities and differences between males and female and to explain what a stereotype is.       Anchor Outcome: To make a moving African animal using mechanical systems       Anchor Outcome: To make a moving African animal using mechanical systems       Anchor Outcome: To make a moving African animal using mechanical systems       Image Nomine To complexity of the Fall in Genesis 3 explains why things go wrong in the world         Vocabulary       Stereotype, discrimined, generation, gener			label wi	ith animals from	based on a				
VocabularyStereotype, discrimination, gener roles, similar, different, similar, diffe			the Con	go rainforest.	success criteria.			• .	
identifying the similarities and different, males and finale and to exception what a stereotype is.       Make a moving African animal using African animal using mechanical systems       Anchor Outcome: Display       Outcome: Anchor Outcome: To perform as part of an African drumming band       Genesis 3 explains why things go word         Vocabulary       Stereotype, discrimination, gender roles, similar, different, male, female, body parts, penis, vagina, family, fostering, adoption,       Geography, continent, country, Africa, atlas, globe, may, index,       Lever, silde, join, fixing, reinforce, strengthen, preumatic, syringe; tubing, explain materials, vagina, family, fostering, adoption,       Acchor Outcome: To save a 'wow' image for Religion and Word/evers, and add details such as your in, file, folder, name, preumatic, serengthen, gender roles, similar, different, male, female, body parts, penis, vagina, family, fostering, adoption,       Geography, continent, country, Africa, atlas, addition, gender roles, similar, different, male, female, body parts, penis, vagina, family, fostering, adoption,       Mouse, cursor, log similar, different, manterial, serch engine, key words       drums, bass, compose, perform, serch engine, key words       Christians perform, coordination, travel, foot work.							•		
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		relationship	refe	erence, feature,			answer, call,		

response, Pray melody, Forgiveness dynamics, tempo, talking drum, dundun	ert, ers,	ert ers
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	Class	s: Lobsters (Year 3)		Term	<b>1:</b> Autumn 2	Topic: What	was it like to be a
			and experience	e a range	of activities/ look a	t artefacts) (first week back)	
Book: A Christm	has Carol by Charles D		<b>C</b>	• •	<b>NT</b>	Commenting	NA
	Science	History	Geography	Art	DT	Computing	Music
Prior knowledge	Children will be able to: 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.	Children will be able to: <ul> <li>Recall dates and events beyond living memory that are significant nationally or globally.</li> <li>Explain how the lives of significant individuals have contributed to national and international achievements.</li> </ul>	N/A	N/A	Children will be able to: • Experiment with basic tools on rigid and flexible materials.	<ul> <li>See Yr 3 Aut T1 - <ul> <li>e-Safety – sharing information</li> <li>online as good digital citizens</li> </ul> </li> <li>Pupils learn that the <ul> <li>Internet is a great</li> <li>place to develop</li> <li>rewarding online</li> <li>relationships and learn</li> <li>to recognise websites</li> <li>that are good for them</li> <li>to visit; but they also</li> <li>learn to be cautious</li> <li>and to check with a</li> <li>trusted adult before</li> <li>sharing private</li> <li>information</li> </ul> </li> <li>Pupils learn to make</li> <li>good passwords for</li> <li>their accounts, learn</li> <li>about spam and how</li> <li>to deal with it. They</li> <li>begin to understand</li> <li>the implications for the</li> <li>information that they</li> <li>share online and how</li> <li>some websites might</li> <li>use that information</li> <li>without their</li> <li>knowledge</li> <li>Pupils are introduced</li> <li>to their roles as digital</li> <li>citizens in an online</li> <li>community, where</li> <li>they reflect on how</li> <li>they are responsible</li> <li>not only for</li> <li>themselves but for</li> <li>others, in order to</li> <li>create a safe and</li> <li>comfortable</li> <li>environment</li> <li>Pupils learn that the</li> <li>Internet is a public</li> <li>space and then</li> <li>develop the skills to</li> </ul>	Children will be ab to: • Learn and perform simple songs. • Sing as part of group in response to music.

## Victorian child?

# **Guided Reading**

	RE	PE
e	Prior Knowledge	See PEPro
	EYFS – Autumn 1: Being special – where do we belong?	
	Year 1 – Spring 2: Who is Jewish and how do they live? (part 1)	
a	Year 1 – Summer 1: Who is Jewish and how do they live? (part 2)	

Knowledge	Children will be	Children will be able to:	Children will be	and respect the privacy of others Children will be able to:	Children will be able to:
	able to: 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	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.	able to: Recognise how embroidery and textile design has been used and created in the past. Children can identify samplers and explain the reasons why they were created. Children know which tools to use for sewing and how these tool can be used safely.		<ul> <li>Learn a wide range of lyrics and songs that form part of a solo and group performance.</li> <li>Singing focus – Carol Concert</li> </ul>
Skills	<ul> <li>Children will be able to:</li> <li>Ask relevant questions and use different types of scientific enquiries to answer them</li> <li>gather, record, classify and</li> </ul>	<ul> <li>Children will be able to:</li> <li>Place dates in chronological order on a timeline.</li> <li>Use primary and secondary sources to extend their knowledge.</li> </ul>	<ul> <li>Children will be able to:</li> <li>Use knowledge of existing products to design his/her own functional product.</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to</li> </ul>	<ul> <li>Children will be able to:</li> <li>Recall lyrics</li> <li>Sing on their own and as part of a group.</li> <li>Apply lyrics to melody with an awareness of pitch, tempo and dynamics</li> </ul>

t	<ul> <li>Children will be able to:</li> <li>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</li> <li>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</li> <li>Offer informed suggestions about the meaning of the Exodus story for Jews today</li> <li>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)</li> <li>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</li> <li>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</li> <li>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</li> </ul>	See PEPro
9	ideas Children will be able to:	See PEPro
nd	<ul> <li>Ask relevant questions</li> <li>Know how to use different types of sources to gather info</li> <li>Reflect upon beliefs and practices</li> <li>Reflect upon feelings, relationships and experiences</li> </ul>	

<ul> <li>present data in a variety of ways to help with answering questions</li> <li>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>use straightforward scientific evidence to answer questions or to support his/her findings</li> </ul>	Use a range of key vocabulary such as century, decade and chronological.		<ul> <li>Create designs using annotate sketches, cross sectional diagrams and simple comput programmes.</li> <li>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages using them.</li> <li>Investigate and analyse existin products and those he/she h made, considering a wide range of factors.</li> <li>Safely measure mark out, cut, assemble and join with some accuracy.</li> <li>Strengthen frames using diagonal struts</li> </ul>	d content and contact er lg as	<ul> <li>Sing songs that require different children to sing in harmony, call and response, round and multiple parts.</li> <li>Respond to cues and direction to take part in group musical performance.</li> <li>Perform with an awareness of an audience.</li> </ul>
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	<ul> <li>Explain concepts and practices</li> </ul>	
	<ul> <li>Draw meanings from artefacts</li> </ul>	
1	and symbols	
1	<ul> <li>Suggest meanings of religious</li> </ul>	
and	texts	
and	<ul> <li>Distinguish between the</li> </ul>	
part	features of different religions	
pure	<ul> <li>Interpret religious language</li> </ul>	
	<ul> <li>Consider thoughts, feelings,</li> </ul>	
	experiences, attitudes, beliefs	
	and values of others	
	<ul> <li>Identify key religious values</li> </ul>	
	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	
	<ul> <li>Make links between religion</li> <li>and human experience</li> </ul>	
	and human experience, including their own experience	
	meldung then own experience	

Components (teaching					
Iteaching	I can identify types	I can describe what it	I can create a		I can listen to music
	of nutrition and	was like to live in the	sampler using		with focus.
sequence)	their purpose.	Victorian era.	appropriate tools		
					I can read, recall and
	I can research the	I can explain who	I can evaluate		apply lyrics to songs.
	amounts of a food	Queen Victoria was and	existing products		
	group that are	identify important	and use this in my		I can follow music
	needed.	elements of her reign.	own design		direction.
	I know what makes	I can identify what life	• I can plan the main		I can change and
	up a balanced diet.	was life like for a	stages of making		control my voice wit
		Victorian child.	my product		an awareness of
	• I can explain why a				pitch, tempo and
	balanced diet is	• I can identify features	I can produce a		dynamics.
	important.	of a Victorian school.	working product		,
			using my plan to		• I can sing in front of
	I can label	I can identify some	guide me		an audience.
	important bones in	Victorian inventions	guide me		
	the human body.	and explain how they	I can evaluate my		Anchor Outcome:
	the number body.	changed people's lives.	product for		To perform and sing as
	I can locate key	changed people's lives.	strengths and		part of a Christmas
	muscles in the	Anchor Outcome:	areas to improve		performance.
		What was it like to be a	aleas to improve		Children to perform in
	human body.	Victorian child?	Anchor Outcome:	Anchor Outcome:	'Bah-Humbug' (a moderr
	An chan Outcome.				version of A Christmas
	Anchor Outcome:	Write a diary entry for the life as a Victorian child –	To create a pasty bag, with initial stitched if		Carol – Out of the Ark
	To create a Thinglink				
	to label key bones and	children to choose whether	possible, for a		Music).
	muscles on a picture	they are rich or poor and	Victorian miner		
	of a child	describe accordingly.			
Vocabulary	Nutrition, vitamins,	Century, decade,	Sampler,		Carol, pitch, tempo,
	minerals, fat,	chronological, Queen	embroidery,		dynamics, loud, soft,
	protein,	Victoria, Prince Albert,	textile, thread,		together, solo, echo,
	carbohydrates,	industrial, workhouse,	needle,		call and response.
	fibre, dairy, fruit	reign, era, invention,	needlework,		
	and vegetables,	monarch	design,		
	water, skeletons –		embellishment,		
	support,		motif, thread,		
	protection,		binca canvas.		
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	movement,				
	movement,				
	movement, skull/cranium,				
	movement, skull/cranium, ribs/thoracic cage,				
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	movement, skull/cranium, ribs/thoracic cage, joint, muscles- movement, pull, contract, relax,				
	movement, skull/cranium, ribs/thoracic cage, joint, muscles- movement, pull, contract, relax,				

d n	<ul> <li>I can describe how Jews show their beliefs about the importance of family and rest through Shabbat</li> <li>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</li> <li>I can explain how elements of Rosh Hashanah and Yom Kippur link to forgiveness and repentance</li> <li>I can suggest what the story of Exodus means for Jews today</li> <li>I can give examples of how Jewish people show the importance of the words of the Torah and follow the 10 commandments</li> <li>Anchor Outcome:</li> <li>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.</li> </ul>	See PEPro
	Jews God Shabbat Celebration Festival Jonah Sin Forgiveness Repentance Rosh Hashanah Yom Kippur Grateful Exodus Pesach Freedom Past/Future	Dynamic balance, agility, personal best, control, landing, send, receive.

	Class:	(Lobsters) Year 3	Ter	m: Spring 1		Topic: How is climate	attecting our weat	her?	
		Motivator: Trip to	lifeboat station	Guided Rea	ding Book: Cloudy	with a chance of meat	balls-Judi Barrett		
	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	Children will be able to: • 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> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	Children will be able to: 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	N/A	Children will be able to: <ul> <li>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</li> <li>Pupils learn to use a simple graphical programming language such as Logo, Scratch or Turtle to navigate around the screen</li> </ul>	Children will be able to:	PEOPLE OF GOD: What is it like to follow God?	See PEPro
(nowledge	Children will be able to:	N/A	Children will be able to:	own work. Children will be able to:	N/A	Building repeated patterns and 2d shapes	Children will be able to:	Children will be able to:	See PEPro
	<ul> <li>recognise that they need light in order to see things and that dark is the absence of light</li> </ul>		<ul> <li>Explain about weather conditions/ patterns around the UK and parts of Europe.</li> </ul>	<ul> <li>To produce a mixed media collage/painting</li> </ul>		using coding Children will be able to:	Charanga - Dragon Song	Make clear links     between the story	

	<ul> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>notice that light is reflected from surfaces</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change</li> </ul>	<ul> <li>Communicate findings in ways appropriate to the task or for the audience.</li> <li>Develop an awareness of how places relate to each other.</li> <li>Analyse evidence and draw conclusions.</li> <li>Recognise that different people hold different views about an issue and begin to understand some of the reasons why.</li> </ul>	<ul> <li>interpreting extreme weather.</li> <li>Children know about other artists who have depicted extreme weather conditions.</li> <li>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').</li> <li>Use sketchbooks to develop ideas from other artists' work, Use observational drawings from still lives.</li> <li>Use studies of other artists' work to inform designs.</li> <li>Be able to use tools to include a texture design on surface of the pot.</li> </ul>	<ul> <li>Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes.</li> <li>Pupils add loops or procedures to create a repeating pattern</li> </ul>
Skills	<ul> <li>Children will be able to:</li> <li>ask relevant questions and use different types of scientific enquiries to answer them</li> <li>set up simple practical enquiries, comparative and fair tests</li> <li>gather, record, classify and present data in a variety of ways to help with answering questions</li> </ul>	<ul> <li>Children will be able to:</li> <li>Use field work instruments e.g camera, rain gauge.</li> <li>Make more detailed field work sketches/diagrams.</li> <li>Compare weather conditions and patterns in the UK and some parts of Europe.</li> <li>Use a range of ways to present and record findings.</li> </ul>	<ul> <li>Children will be able to:</li> <li>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</li> <li>Experiment with different materials to create a range of effects and use these techniques</li> </ul>	

of Noah and the	
idea of	
covenant	
<ul> <li>Make simple links</li> </ul>	
between promises	
in the story of	
, Noah and	
promises that	
Christians make at	
a wedding	
ceremony	
<ul> <li>Make links</li> </ul>	
between the story	
of Noah and how	
we live in	
1 1 1.0	
school and the	
wider world.	
Children will be able	See PEPro
to:	
A Alexal	
Ask relevant	
questions	
<ul> <li>Know how to</li> </ul>	
use different	
types of	
sources to	
gather info	
<ul> <li>Reflect upon</li> </ul>	
beliefs and	
practices	
-	
<ul> <li>Reflect upon</li> </ul>	
feelings,	
relationships	

<ul> <li>make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>use straightforward scientific evidence to answer questions or to support his/her findings</li> </ul>	<ul> <li>Make comparisons between locations using aerials photos and pictures e.g population, temperatures, rainfall.</li> <li>Identify the different countries views about climate change.</li> </ul>	<ul> <li>in the completed piece of work.</li> <li>Know about some of the great artists in History and describe their work:</li> <li>Compare and recreate form of natural and manmade objects.</li> </ul>		

	and	
	experiences	
•	Explain	
	concepts and	
	practices	
•	Draw	
	meanings from	
	artefacts and	
	symbols	
•	Suggest	
	meanings of	
	religious texts	
٠	Distinguish	
	between the	
	features of	
	different	
	religions	
•	Interpret	
	religious	
	language	
•	Consider	
	thoughts,	
	feelings,	
	experiences,	
	attitudes,	
	beliefs and	
	values of	
	others	
٠	Identify key	
	religious	
	values and	
	their	
	connections	
	with secular	
	views	
٠	Relate learning	
	to life	
٠	Draw	
	conclusions	
	which are	
	balanced and	
	related to	
	evidence &	
	experience	
•	Make	
	thoughtful	
	judgements	
	about the	
	personal value	
	of religious	
	beliefs and	
	practices	
	1	

	- 1		1		1
Components (teaching sequence)	<ul> <li>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.)</li> <li>I can investigate how to reflect the most light from a single torch beam. (Link this to a lighthouse light</li> </ul>	<ul> <li>I know what weather is and how it is measured. (Include in this lesson the difference between normal weather and extreme weather).</li> <li>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</li> </ul>		<ul> <li>I can program using logo.</li> <li>I can draw 2d rectilinear shapes using logo.</li> <li>I can draw diagonal lines using turtles.</li> <li>I can draw 2d shapes with different angles using logo.</li> <li>I can repeat logo commands.</li> <li>I can repeat shapes and patterns to complete repeated images.</li> </ul>	
	<ul> <li>is made using scientific vocabulary.</li> <li>I can investigate which factors change the size of a shadow and draw conclusions from my findings.</li> <li>I can observe how shadows change throughout the day, and identify any patterns.</li> </ul>	<ul> <li>etc)</li> <li>I can compare the weather in Falmouth to the weather in Spain.</li> <li>I can use a range of sources to investigate the extreme weather in Spain in 2019.</li> <li>I know that there has been an increase in extreme weather around the world</li> </ul>			

•	Make links	
	between	
	religion and	
	human	
	experience,	
	including their	
	own	
	experience	
•	I can explain	See PEPro
	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	
•	l can explain	
	how promises Christians	
	make during a	
	wedding	
	ceremony	
	many link to	
	the story of	
	Noah	
Anchor	Outcome:	

	<ul> <li>I know how to</li> </ul>	(children could			
	stay safe in the	plot different			
	sun.	events with			
		dates on a world			
		map to show			
	Anchor Outcome:	locations –			
	Children to carry out	perhaps they			
	investigation into	could work in			
	shadow formation and	small groups to	Anchor Outcome:		Anchor Outco
	length of shadows.	investigate	Children to paint own		Children to pe
		different	version of 'The Great		own version u
		incidents of	Wave off Kanagawa'		instruments.
		extreme	by Hokusai.		
		weather and			
		present their			
		findings for the			
		rest of the class			
		in a weather			
		report from the			
		time of the			
		incident!)			
		I know that			
		climate change			
		increases the			
		amount of			
		extreme			
		weather.			
		weather.			
		I understand			
		why different			
		countries			
		approach			
		climate change			
		in different ways			
		(debate with			
		children in role			
		as different			
		characters from			
		around the			
		world.)			
		Anchor Outcome:			
		Children to create			
		presentations of climate			
		change-incidents and			
		impacts.			
Key vocabulary	Angle	Climate	Material		
	Bright	Climate change	Abstract		
	Dark	Weather	Collage		
	Chemical reaction	Pressure	Form		
		Rain			
	Dark		Observe		
	Dim	Precipitation			
	Mirror	Arid			
	Opaque	Temperate			
	Reflects	Thermometer			

Outcome: to perform ion using ents.		:
	Christians Jews Bible Old Testament New Testament Book/Chapter/ Verse Jesus Noah	

Shadows			
Source			
Surface			
Translucent			
Transparent			

Covenant	
Commands	
Rules	
Agreement/pact	
Wedding	
Promise	

	Class	: Lobsters (Year 3)		Term: Sprin	g 2	I opic: How di	d Stone Age people	live?	
	Motivator:	Truro – Truro Cathedr	al & Cornwall Mus	seum Visit – Rock Collec	ction workshop	Guided Reading Book: Stig of the Dump			
	Science	History	Geography	Art	DT	Computing	Music	RE	PE
rior knowledge	<ul> <li>Children will be able to:</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>Distinguish between an object and the material from which it is made</li> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Children will be able to:</li> </ul>	<ul> <li>Children will be able to:</li> <li>Show an awareness of the past and use common words and phrases relating to the passing of time.</li> <li>Identify the similarities and differences of life in the past compared with their own lives.</li> <li>Ask and answer questions relating to the passing of time.</li> <li>Begin to recognise that books, the internet, objects and other sources teach us about the past.</li> <li>Speak about how they found out about the past.</li> <li>Children will be able to:</li> </ul>	N/A	Children will be able to: <ul> <li>Represent things observed, remembered or imagined using colour /tools in 2 and 3 dimensions.</li> <li>Experiment with basic tools on rigid and flexible materials</li> </ul>	N/A	See Spring T1 for Prior Knowledge: Building repeated patterns and 2d shapes using coding Children will be able to: • 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	<ul> <li>Children will be able to:</li> <li>Learn basic instrumental skills by playing tunes in varying styles.</li> <li>Begin to use the language of music, theory and composition.</li> <li>(Glockenspiel 1)</li> <li>Children will be able</li> </ul>	How do festivals and worship show what matters to a Muslim?	See PEPro
	<ul> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>recognise that soils are made from rocks and organic matter</li> <li>describe in simple terms how fossils are formed when</li> </ul>	<ul> <li>Explain that life in the Stone Age was mainly nomadic.</li> <li>Know how Stone age people survived in harsh conditions</li> <li>That the stone age people used natural resources to make weapons, clothes etc.</li> </ul>		<ul> <li>to:</li> <li>Create a Stone Age inspired, textured pinch pot.</li> <li>Know about artists who paint pots, and about ceramicists: look at Paul Cezanne (Still life with Blue Pot) and Fransisco de Zurbaran (Still</li> </ul>		• See Spring 1	<ul> <li>to:</li> <li>(Glockenspiel Stage 2)</li> <li>Identify and name a range of tuned and untuned instruments.</li> <li>Develop and use the language of music, theory and composition to</li> </ul>	to: • 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)	

	lived are trapped	Recognise how	Also look at	work and the	• Give examples of
	within rock	Britain changed	examples of work	music of others.	<i>ibadah</i> (worship) in
		from the Stone age	by contemporary		Islam (e.g. prayer,
		to the Bronze age.	ceramicists, for		fasting, celebrating)
		E determine	example Lucie		and describe what
		Explain the	Rie, Hans Cooper, James Tower,		they involve.
		meaning of the	Gordon Baldwin		<ul> <li>Make links between</li> </ul>
		words, Palaeolithic, Mesolithic and	and Ewen		Muslim beliefs
		Neolithic.	Henderson.		about God and a
		Neonthic.	Use observational		range of ways in
			drawings from		which Muslims
			still lives.		worship (e.g. in
			Use studies of		prayer and fasting,
			other artists'		as a family and as a
			work to inform		community, at
			designs.		home and in the
			Be able to use		mosque)
			tools to include a		
			texture design on		Raise questions and
			surface of the		suggest answers
			pot.		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 •	Children will be	Children will be	Children will be able	Children will be able to:   Children will be able to:	Children will be See PEPro
	able to:	able to:	to:	able to:	able to:
				design write and	Ask relevant
.	<ul> <li>Ask relevant</li> </ul>	Discuss the validity	Use a sketchbook	debug programs • Listen and	questions
	questions and use	of historical	for recording	that accomplish respond to	Know how to
	different types of	sources.	observations, for	specific goals, instructions	use different
	scientific enquiries	Use an increasing	experimenting	solve problems involving the	types of
	to answer them	range of historical	with techniques	by decomposing language of	sources to
		vocabulary.	or planning out	them in smaller music, theory and	gather info
	<ul> <li>Set up simple</li> </ul>	Use primary and	ideas.	composition	-
	practical enquiries,	secondary sources	Experiment with	parts converse	Reflect upon
	comparative and	to find out about	different	use sequence,     Build on basic	beliefs and
	fair tests	the past.	materials to	selection and instrumental	practices
			create a range of	skills by playing	

<ul> <li>identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>Use straightforward scientific evidence to answer questions or to support his/her findings</li> </ul>	<ul> <li>Ask and answer historical questions.</li> <li>Present what they know in a variety of ways.</li> </ul>	effects and use these techniques in the completed piece of work. • Know about some of the great artists in History and describe their work: • Compare and recreate form of natural and man- made objects.	repetition in programs	<ul> <li>Perform sin rhythmic a musical pa beginning the pitch w small range notes.</li> </ul>

n varying	•	Reflect upon	
		feelings,	
		relationships	
n simple		and	
ic and		experiences	
parts, ng to vary	•	Explain	
h with a		concepts and	
nge of		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	
	1	-	

				of religious beliefs and practices • Make links between religion and human experience, including their own experience
Components (teaching sequence)• I can name different types of	I can identify when     the Stone Age took	I can identify     Stone Age	I can program     using logo.     See Char     Glockens	
rock.	place.	pottery.	I can draw 2d	things Muslims
I know the	I know why it is	I can identify the	rectilinear shapes using	do to worship God
difference between		uses of pottery at	logo.	I can give three
natural and man- made rocks.		this time.	I can draw     Anchor Outc	ome: examples of
I can use scientific	I can identify how	I can study the	diagonal lines Children to p	how Muslims
vocabulary to describe the	SA settlements	work of	<ul> <li>using turtles.</li> <li>I can draw 2d</li> <li>instruments</li> </ul>	
properties of rocks.	were designed and constructed.	contemporary ceramicists and	shapes with rhythm.	I can suggest
		compare to Stone	different angles	at least one
I can identify the different properties	I can explain how     SA houses were	Age vessels.	using logo.	reason why prayer is
of rocks.	built.	I can make	I can repeat logo     commands.	important to
		observations and	I can repeat	Muslims
I know how fossils     are formed.	I know how Stone     Age people lived	create a design for a vessel for a	shapes and	I can explain
are formed.	and the roles they	Stone Age home.	patterns to	why the mosque is a
I can identify what	played in		complete repeated	special place
soil contains.	communities.	I can use different ceramic	images.	for Muslims
I can identify the		techniques to		I can describe
four layers of soil.	I can identify what     food SA people ate	create a vessel.	Anchor Outcome:	how and why Muslims fast at
I can plan and carry		I can use tools		Ramadan
out simple scientific enquiry	it.	and collected natural objects to		
and present	Anchor Outcome:	create a planned		Anchor Outcome:
results.	Children to write a	texture or design.		
Anchor Outcome:	diary entry for a day in the life of the stone	Anchor Outcome:		
Children to carry out	age.	Children to create a		
investigation to		stone age style pinch		
classify rocks.		pot from clay.		

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

	Class: Lo	bsters (Year 3)	T	erm: Summer 1		<b>Topic:</b> Why is the	e Falmouth coast sp	pecial?	
		Motivator: Trip	o on the ferry to St Mawes	5	Guided Reading Book: The Song of the Dolphin Boy				
	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	Children will be able to: • 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	Children will be able to: <ul> <li>name and locate the world's seven continents and five oceans</li> <li>I name, locate and identify characteristics of the four countries and capital cities of the</li> <li>United Kingdom and its surrounding seas</li> <li>I understand geographical similarities and differences through studying the human and</li> <li>physical geography of a small area of the United Kingdom, and of a small area in a contrasting non- European country</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries,</li> <li>as well as the countries, continents and oceans studied at this key stage</li> <li>I use simple compass directions (North, South, East and West) and locational and</li> <li>directional language [for example, near and far; left and right], to describe the location</li> <li>of features and routes on a map</li> </ul>	Children will be able to: • 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	Children will be able to: Presentation: Pupils learn to make simple presentations	Children will be able to:	GOSPEL: What kind of world did Jesus want?	See PEPro

Knowledge	Children will be able to:	Children will be able to: Children will be able	Presentation using	Children will be able	Children will be able	See PEPro
Knowledge	<ul> <li>identify and</li> </ul>	Identify where counties to:	graphics and text	to:	to:	See PEPIO
	describe the	are within the UK and		Bringing Us Together	10.	
	functions of	the key topographical Create a print of a	(Sway)	- Charanga		
	different parts of	knowledge. sea-creature.		-	Identify texts that	
	flowering plants:	Name and locate some	Children will be able to		come from a	
	roots, stem/trunk,	of the cities of the UK • Children know	• Digital		Gospel, which tells	
	leaves and flowers		Publishing:		the story of	
			Pupils learn			
	explore the part		how to use		the life and	
	that flowers play in	maps and plans. produced work o	software to		teaching of Jesus	
	the life cycle of	Know how Falmouth is     sea-life. Look at	create an e-		<ul> <li>Make clear links</li> </ul>	
	flowering plants,	similar to and different 'Sea Turtle' by	healt break.	<u>.</u>	between the	
	including	from other coastal Andy Warhol, sea		-	calling of the first	
	pollination, seed	towns. creature works by			disciples and	
	formation and seed	Know how the Falmouth Henri Matisse,	given subject			
	dispersal	coast influences local and Ernst Haecke	· · · ·	S	how Christians	
	explore the	industries. a marine biologis			today try to follow	
	requirements of	Understand and use a who produced	take, adapt or		Jesus and be	
	plants for life and	wide range of detailed studies of	f create images		'fishers of people'	
	growth (air, light,	geographical and sea-life. Children	to enhance or		<ul> <li>Suggest ideas and</li> </ul>	
	water, nutrients	specific topic vocab. can describe thei	further develo	p		
	from soil, and room	work.	their work		then find out	
	to grow) and how	Children can use			about what Jesus'	
	they vary from	other artists'			actions towards	
	plant to plant	work, and			outcasts mean for	
	<ul> <li>investigate the way</li> </ul>	photographs, to			a Christian	
	in which water is	produce their ow	1		Give examples of	
	transported within	detailed drawings			how Christians try	
	plants	and paintings.			to show love for	
		Children can			all, including how	
		develop their			Christian leaders	
		sketchbook ideas				
		into a design for a			try to follow Jesus'	
		print, and make			teaching in	
		prints from this.			different ways	
					<ul> <li>Make links</li> </ul>	
					between the	
					importance of	
					love in the Bible	
					stories studied	
					and life in the	
					world today,	
					giving a good	
					reason for their	
					ideas	
Skills	Children will be able to:	Children will be able to: Children will be able	Children will be able to	: Children will be able	Children will be able	See PEPro
	ask relevant	use fieldwork to     to:		to:	to:	
	questions and use	observe, measure, • Use a sketchbook			<ul> <li>Ask relevant</li> </ul>	
	different types of	record and present for recording			questions	
	scientific enquiries	the human and observations, for			Know how to	
	to answer them	physical features in experimenting			use different	
	make systematic	the local area using with techniques				
	and careful	a range of methods, or planning out			types of	
	observations and,	including sketch ideas.			sources to	
	where appropriate,				gather info	

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 use straightforward scientific evidence to answer questions or to support his/her findings	<ul> <li>maps, plans and graphs.</li> <li>Make plans and maps using symbols and keys.</li> <li>Use the 8 point of a compass.</li> <li>Use 4 figure grid references.</li> <li>Use vocab including meander, floodplain, location, industry, settlement, water cycle.</li> </ul>	<ul> <li>effects and use these techniques in the completed piece of work.</li> <li>Know about some of the great artists, architects</li> </ul>	

•	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	
1	0	

						judgements	
						about the	
						personal value	
						of religious	
						beliefs and	
						practices	
						Make links	
						between	
						religion and	
						human	
						experience,	
						including their	
						own experience	
						experience	
omponents	I can identify the	I can identify	I can describe the	I can collect		1. I can explain	See PEPro
eaching sequence)	different parts of a	coastal and	work of famous	information on		what the	:
	plant and explain their	landlocked	artists	a subject.		disciples had	
	function.	counties. (Include 4	Look at work on			to leave	
	I can investigate what	figure grid	sea-life. Look at	I can collect		behind to	
	plants need to grow.	references here too	'Sea Turtle' by	images and		follow Jesus	
	I know how water is	– could be a game	Andy Warhol, sea	design graphics		and compare	
	transported in plants.	in the plenary	creature works by	in an art		this with how I	
	I can explain the life	locating	Henri Matisse,			would feel if I	
	cycle of a plant. (Use	coastal/landlocked	and Ernst Haeckel,	program.		had to give up	
	an example of a local	places.)	a marine biologist	e Loop yoo flip		something in	
	coastal plant)	I can identify key	who produced	I can use flip		my life	
	I can make careful observations to collect	features of the	detailed studies of	book to create		2. I can explain	
	and present data	Falmouth coastline.		a digital		2. I can explain what the story	
	relating to plant life	I can compare the     Salmouth assetting	sea-life. Children	template.			
	cycles (ch to use	Falmouth coastline	to describe their			of calling the	
	quadrats to investigate	to the coastline of Hull using a range	work.	<ul> <li>I can add my</li> </ul>		first disciples	
	if all plants are at the	of sources.	I can sketch	images and text		teaches	
	same stage of their life	<ul> <li>I know how the</li> </ul>	ideas based	to create my		Christians	
	cycle at the same time	Falmouth coast	on the work of others.	digital		today and	
	– some of the data	influences local	<ul> <li>I can create</li> </ul>	brochure.		how they try	
	presentation could link	industries.				to follow	
	to maths eg tally, bar	I can draw a sketch	printing blocks using	<ul> <li>I can add my</li> </ul>		Jesus'	
	graph etc.)	map of the	relief or	images and text		example	
		Falmouth coast	impressed	to create my		3. I can explain	
	Anchor Outcome:	(children to take	techniques.	digital		what Jesus'	
	Children to carry out	the ferry to St	I can make	brochure.		actions	
	water transportation	Mawes and use the	prints from			towards	
	investigation. Children	view from here to	sketchbook	Anchor Outcome:		outcasts mean	
	also to carry out	draw their sketch	ideas using			for Christians	
	investigation into	maps. Ch to use the	techniques			and suggest	
	growing conditions for	8 compass	learnt.			how they try	
	plants.	directions to write			Anchor Outcome:	to follow his	
		facts about	Anchor Outcome:			example	
		Falmouth eg.	Children to create a			4. I can explain	
		Pendennis Castle is	repeating print			how a church	
		north of).	pattern of a sea			leader follows	
		I can explain how	creature.			Jesus'	
		the Falmouth coast					
		is under threat.					

		<ul> <li>I know how the Falmouth coast is supporting green energy.</li> <li>Anchor Outcome: Children to design a device for the FAB test site.</li> </ul>			
Key Vocabulary	Fertilisation Petal	Country	Print Repeat		
	Stem	Topography Physical feature	Block		
	Leaves	City	Form		
	Flowers	Compass	Material		
	Nutrients	Meander	Detail		
	Evaporation	Floodplain			
	Stamen	Location			
	Carpel	Industry			
	Sepal	Settlement			
	Pollination	water cycle.			
	Pollinator				
	Germination				
	Seed dispersal				

teaching in different ways5.I can describe the type of world thatJesus wanted and compare this with the world I would like.Anchor Outcome:ChristiansJesusLinkGodDisciplesGospelHealed Leper OutcastsFishers of peopleFishers of people		
ChristiansSequenceJesusLinkGodBalanceDisciplesHoldGospelMovementHealedFlowLeperStrengthOutcastsImage: Strength	different ways 5. I can describe the type of world that Jesus wanted and compare this with the world I would like.	
Jesus Link God Balance Disciples Hold Gospel Movement Healed Flow Leper Outcasts		
	Jesus God Disciples Gospel Healed Leper Outcasts	Link Balance Hold Movement Flow

	Class: Lobster	,		Term: Summer 2		<b>Topic:</b> Why were Fal	I I-		
Motiva	tor: Trip to Pendennis C	Castle or Workshop	at maritime mus	eum about packet	ships and Fal history.	Guided Reading Boo	ok: Why the Whal	es Came- Michael Mo	orpurgo
	Science	History	Geography	Art	DT	Computing	Music	RE	PE
rior knowledge	<ul> <li>Children should be able to carry out simple observations and record results.</li> <li>Children should be able to explain findings.</li> <li>Children should be able to describe different materials and their properties.</li> </ul>	<ul> <li>Children should be able to sequence events on a time line.</li> <li>Children should be able to use everyday words relating to the passing of time.</li> <li>Children should know how to use pictures to find out about the past</li> </ul>	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: • 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
nowledge	<ul> <li>Children should be able to notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>Children should be able to observe how magnets attract or repel each other and attract some materials and not others.</li> <li>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.</li> <li>Children should be able to describe</li> </ul>	<ul> <li>Children should know that Henry VIII built Pendennis castle and St Mawes castle.</li> <li>Children should know the reasons behind the building of both St Mawes and Pendennis castle.</li> <li>Children should know the uses of Packet ships and why they were so crucial to Falmouth's industry.</li> <li>Children should know when the Falmouth railway was set</li> </ul>			<ul> <li>Food Making scones</li> <li>Children should be able to talk about the different food groups and name food from each group.</li> <li>Children should be able to understand that food has to be grown, farmed or caught in Europe and the wider world.</li> </ul>	Presentation using graphics and text (Sway) See Summer 1	Charanga-Reflect, Rewind and Replay	<ul> <li>Children will be able to:</li> <li>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</li> <li>Make links between religious beliefs and teachings and why people try to live and make the world a better place</li> <li>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)</li> <li>Describe some</li> </ul>	See PEPro Swimming

	<ul> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>Compare how things move on different surfaces</li> </ul>	<ul> <li>impacted Falmouth.</li> <li>Children should know the year of the Falmouth bombings and how it changed the town.</li> <li>What made Falmouth special?</li> <li>Children should know why Henry VIII build Pendennis castle.</li> <li>Children should know how Packet ships changed Falmouth and the world.</li> <li>Children should know how the people of Falmouth made a living in 18<sup>th</sup> and 19<sup>th</sup> centuries.</li> <li>Children should know the impact of the railway on Falmouth an a c</li> </ul>				
		<ul> <li>Falmouth as a town.</li> <li>Children should know what part Falmouth played during WWII.</li> </ul>				
Skills	<ul> <li>Children should be able to ask relevant questions and use different types of scientific enquiries to answer them</li> <li>Children should be able to set up</li> </ul>	<ul> <li>Children should be able to use a variety of local sources to find out about the past.</li> <li>Children should be able to place key dates in</li> </ul>		<ul> <li>Children should be able to use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</li> </ul>	Pupils should be able to: • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given	

people try to live (e.g.	
<ul> <li>(e.g. individuals and organisations)</li> <li>Identify some differences in how people put their beliefs into action</li> <li>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</li> <li>Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</li> <li>Express their own ideas about the best ways to make the world a better place, making links with religious ideas</li> </ul>	
 Ask relevant	See PEPro
<ul> <li>questions</li> <li>Know how to use different types of sources to gather info</li> <li>Reflect upon beliefs and practices</li> </ul>	

simple practical	chronological		•	Children	goals, including	
enquiries,	order			should be	collecting, analysing,	
comparative	Children			able to use	evaluating and	
and fair tests	should be able			knowledge of	presenting data and	
Children should	to use a range			existing	information	
be able to	of historical			products to	Information	
gather, record,	vocabulary			design		
-	vocabulary			his/her own		
classify and						
present data in				functional		
a variety of ways				product.		
to help with			•	Children		
answering				should be		
questions				able to create		
Children should				designs using		
be able to make				annotated		
systematic and				sketches,		
careful				cross-		
observations				sectional		
and, where				diagrams and		
appropriate,				simple		
take accurate				computer		
measurements				programmes.		
using standard			•	Children		
			•	should be		
units, using a						
range of				able to make		
equipment,				suitable		
including				choices from		
thermometers				a wider range		
and data loggers				of tools and		
Children should				unfamiliar		
be able to				materials and		
identify				plan out the		
differences,				main stages		
similarities or				using them.		
changes related			•	Children		
to simple				should be		
scientific ideas				able to		
and processes				investigate		
Children should				and analyse		
be able to				existing		
record findings				products and		
using simple				those he/she		
scientific				has made,		
language,				considering a		
drawings,				wide range of		
labelled				factors.		
diagrams, keys,						
bar charts, and						
tables						
Children should						
be able to						
report on						
findings from						
enquiries,						
including oral						
and written						
explanations,						
capianacions,	I					

•	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	

displays presenta results a conclusio • Children be able t straightf scientific evidence answer question support findings	ations of and ons a should to use forward c e to ns or to his/her		of religious beliefs and practices • Make links between religion and human experience, including their own experience
Components (teaching sequence)Pushes a Pulls To that som forces no contact betweer objects I identifyid different of forces a obiects.Faster a Slower I compare things m different surfaces investiga speed of car over different surfaces investiga speed of car over different surfacesSower I compare things m different surfacesSower I compare things m different surfacesSover I compare things m different surfacesSover I compare things m different surfacesSover II compare things m different surfacesSover II compare things m different surfacesSover II compare things m different surfacesSover II compare things m different surfacesSover II compare things m different surfacesSover II compare group m accordin	notice he he he he he built Pendennis and St Mawes castles. ht two by he built Pendennis and St Mawes castles. ht importance of packet ships to the world and how sacting Falmouth was important to this. ht types sacting on rand fo how how on to how how on to how how how how how how how ho	<ul> <li>I can investigate scones- ingredients and where they are sourced.</li> <li>I can design a scone and plan recipe.</li> <li>I can make a scone.</li> <li>I can evaluate my product.</li> <li>I can add my images and text to create a digital template.</li> <li>I can add my images and text to create my digital brochure.</li> <li>I can add my images and text to create my digital brochure.</li> <li>Anchor Outcome: To make a Consish cream tea.</li> <li>I can add my images and text to create my digital brochure.</li> </ul>	Anchor Outcome:       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         Anchor Outcome:       I can explain how Jewish texts link with Jewish ways of repairing the world         I can identify the start sink 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 and why Muslims give to people in need

whether they are magnetic by sorting materials. 1 materials. 1 materials magnetic materials magnetic strength s							
sorting materials: 1 can sort magnetic and manufagemetic materials strength To observe how magnets attract or regel each other and attract some materials and not others by investigating the affects by investigating the affect by investigating the aff		whether they					
sorting materials: 1 can sort magnetic and manufagemetic materials strength To observe how magnets attract or regel each other and attract some materials and not others by investigating the affects by investigating the affect by investigating the aff		are magnetic by					
materials - 1 Call and magnetic and magnetic and materials materials materials materials strength of others we attract some materials and mot others by investigating the strength of different magnets - 1 <u>can</u> magnets - 1 <u>can</u> ma							
Can conf       maxemple         materials       materials         materials       materials         Strength To       observe how         or repel each       materials         others by       materials         others by       materials         investigating the       materials         strength of       different         magnetic belos       magnetic		materials. • <u>I</u>					
materials         non-materials         magnet         Strength To         observe how         magnets strength         orbiter and         attact some         materials and         not others by         investigating the         strength of         different         magnets strength         magnets - 1_Am         magnets - 1_Am      <							
non-marenic materialis         Magnet           Strength To observe how magnets attract or repel each other and attract some motion to there by investigating the strength of different         Image: Im							
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observe how       Imagents attract of repel each         of the and       Imagents of the and         attract some       Imagents of the and         mattract some       Imagents of the and         in ot others by       Imagents of the and         interstate the       Imagents of the and         strength of       Imagents of the and         strength of       Imagents of the and         attract some       Imagents of the and         attract of the and       Imagents of the and	•						
mignets attract         or repil each         other and         attract some         materials and         net others by         investigating the         strength of         different         magnets.tim         investigating the         strength of         different         magnets.tim         investigating the         magnets.tim         tim         magnets.tim         tim         tim         attract or         repel each         other,         depending on         which poles are         magnets.tim							
or repel each other and altract some materials and not others by investigating the strength of different magnets							
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materials and       moto thers by         investigating the       investigating the         strength of       different         magnets - Lian       investigate the         atrength of       magnets.         •       Magnetic Poles         To describe       magnets as         magnets as       having two         poles and to       poles and to         cherch       depending on         will attract or       repel each         other,       depending on         which poles are       facing by making         acompass to       hunt for         magnets coles       magnets coles         magnets object       other,         depending on       which poles are         facing by making       acompass to         hunt for       magnets coles         magnets coles       magnets coles							
not others by investigating the strength of different magnets. <u>Lan</u> investigate the strength of magnets. <b>Magnetic Poles</b> To describe magnets as having two poles and to predict Whether two magnets will attract or repel each obfer, depending on which poles are facing by making a compass to hunt for treasure. <u>Lan</u> <u>explore</u> magnets not by making, lapsing and evaluating a magnets and the streasure. <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Marvellous</b> <b>Mar</b>							
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people try to	
make the	
world a better	
place	
<ul> <li>I can compare</li> </ul>	
religious	
values with my	
own values	
about how we	
can make the	
world a better	
place	
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Anchor Outcome:	
Anchor Outcome.	

	<u>attract some</u> <u>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	