



Launch Day: Trips/Visitors: Literacy topics/Guided Reading Book/Texts:									
	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<u>Early Learning Goal: Understanding the World:</u> The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants.	<u>Early Learning Goal: Understanding the World:</u> Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling	N/A	N/A		(Year 1) - How to use a mouse in different ways	See music curriculum map	(EYFS) – Retell religious stories, making connections with personal experiences. - Retell religious stories making connections with personal experiences - Recognise and retell stories connected with celebration of Easter (Year 1) - Recognise that loving others is important in lots of communities - Say simply what Jesus and one other religious leader taught about loving other people	
Knowledge	Key Question: What materials are different objects made from? The children will know: How to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - The difference between an object and the material from which it is made	Key Question: The children will know: - How their toys are different to that of their grandparents. The similarities and differences between toys then and now.			Key Question: The children will know: <u>Mechanisms: Wheels and axles</u> Potential project idea - Wheeled vehicle toy	Key Question: The children will know: Creating media – Digital painting - What different freehand computing tools do - What the shape tool and the line tools do - How to alter colour choices - How to make careful choices when painting a digital picture	See music curriculum map Key Question: The children will know:	Christianity - God Key Question: 1.1 What do Christians believe God is like? The children will know: Make sense of belief: - Identify what a parable is - Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father - Give clear, simple accounts of what the story means to Christians Understand the impact: - Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) - Give an example of how Christians put their beliefs into practice in worship	https://peplanning.org.uk/

								(e.g. by saying sorry to God) Make connections: - Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas - Give a reason for the ideas they have and the connections they make.	
Skills	Children will be able to: - Ask simple questions and recognise that they can be answered in different ways Observe closely using different equipment - Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions	Children will be able to: - Talk, draw and write about the past. - Identify similarities and differences between artefacts. - Find and ask simple questions about the past. - Use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago.			Children will be able to: Design - Pupils begin to draw on their own experience to help generate ideas and conduct research based on criteria. - Pupils begin to understand the development of existing products: explain what they are for, how they work, what materials have been used. - Pupils start to suggest ideas and explain what they are going to do. - Pupils understand how to identify a target group for what they intend to design and make based on a design criteria. - Pupils begin to develop their ideas through talk and simple drawings. - Pupils consider how to make products functional and appealing, using existing products for inspiration. - Pupils communicate with others about how they want to construct their product. Make - Pupils begin to make their design using appropriate techniques. - With help pupils measure, mark out,	Children will be able to: Move a mouse to a specific point - Select appropriate tools for the task required - Choose colours to match a computer image to the actual object	Children will be able to:	Children will be able to:	Children will be able to:

					cut and shape a range of materials. • Pupils explore using tools safely e.g. a hacksaw. • Pupils explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. • Pupils begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. • Pupils begin to use simple finishing techniques to improve the appearance of their product. Evaluate • When looking at existing products, pupils explain what they like and dislike about existing products and why. • Pupils begin to evaluate their products as they are developed, identifying strengths and possible changes they might make next time. • Pupils start to evaluate their product by discussing how well it works in relation to the purpose and against a given criteria.				
Components (teaching sequence)	• I can Topic outcome:	• I can Topic outcome:			• I can Topic outcome/product brief:	• I can Topic outcome:	• I can Topic outcome:	• I can Topic outcome:	Gymnastics 1 Golf Topic outcome:

