



	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.	N/A	<u>Early Learning Goal: Understanding the world: People, Culture and Communities:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.		<u>Early Learning Goal: Expressive arts and design:</u> Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. <u>Physical Development:</u> Fine motor skills: Use a range of small tools, including scissors, paintbrushes and cutlery.	EYFS focuses on computational skills	See music curriculum map	• (EYFS) Say how and when Christians like to thank their Creator • Recall simply what happens at a traditional Christian festival (Christmas) • Retell religious stories, making connections with personal experiences. • Say why Easter is a special time for Christians • Talk about some ways Christians remember these stories at Easter.	
Knowledge	Key Question: How can we describe and group animals? The children will know: • How to identify and name a variety of common animals (including fish, amphibians, reptiles, birds and mammals) • What common animals eat and classify them as carnivores, herbivores and omnivores • The body covering (fur, skin, feathers) and significant body parts (fins, scales) of different animal groups (fish, amphibians, reptiles, birds and mammals, including pets) • Which animals are hot or cold-blooded		Key Question: The children will know: • Know where Truro e is located on a map of the UK. • Use a simple map to locate their home and school. • Recall where they live (Postal address) • Link their homes with other places in the community.		Key Question: The children will know: <u>Cooking and nutrition:</u> <u>Preparing a healthy drink</u> Potential project idea – Make a fruit smoothie using locally grown fruit. • Pupils understand that food found locally is dependent on seasonality and choose accordingly • Pupils understand that food is sourced from different countries when it can't be found locally • Pupils use the basic principles of a healthy and varied diet • Pupils know that the Sun and rain is needed for growing food • Pupils recognise the importance of using clean tools, work areas and keeping themselves clean while cooking	Key Question: The children will know: • Data and information – Grouping data • How to label objects • That objects can be counted • How to describe objects in different ways • How to count objects with the same properties • How to compare groups of objects • How to answer questions about groups of objects	See music curriculum map Key Question: The children will know: •	Christianity - God Key Question: 1.7 Who is Jewish and how do they live? This unit is split across the Spring term. The children will know: Make sense of belief: • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Understand the impact: • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God	https://peplanning.org.uk/

								found in the stories and how people live - Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat) Make connections: - Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas - Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	
Skills	Children will be able to: - Ask simple questions and recognising that they can be answered in different ways - Identify and classify - Use their observations and ideas to suggest answers to questions - Gather and record data to help in answering questions		Children will be able to: - Locate Constantine on a map of the UK. - Ask simple geographical questions; what is it like to live in this place? - Use simple locational and directional language (near, far, left, right) to describe position of homes in relation to local landmarks. - Use aerial photographs.		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 ingredients 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	Children will be able to: - Identify similarities between groups of objects - Count groups of similar objects accurately - Select labels that appropriately label a group of objects	Children will be able to:	Children will be able to: - I can recognise the Shema as a special Jewish prayer. - I can retell a simple story from a Jewish celebration (e.g. Chanukah). - I can give an example of how Jewish people celebrate special times like Shabbat. - I can say one way Jewish people remember God in daily life (e.g. mezuzah). - I can talk about why remembering, thanking or praising is important for Jewish people and for me.	Children will be able to:

					• Pupils select ingredients that are good quality • Pupils begin to make their design using appropriate techniques. • Pupils explore using different cooking tools to prepare dishes • With help, pupils measure out ingredients 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 identify and sort different types of animals. • I can label and talk about the different body parts of animals. • I can talk about what different animals eat. • I can define the terms carnivore, herbivore and omnivore. • I can understand what warm and cold-blooded means. • I can sort animals according to certain characteristics. Topic outcome: Children will create a short fact file about an animal of their choice (using the information they have learnt in science).		• I can name and label the 4 countries in the United Kingdom (UK) • I know that I live in the country England in the UK • I can find the county Cornwall on a map • I can find the village Constantine on a map • I can use a simple map to locate my home and school • I understand how to write my address and what its parts mean • I can create a simple map of our village • I can use simple locational and directional language (near, far, left, right) to describe position of local landmarks Topic outcome: Children will write a postcard home, including a postal address and discuss something they have seen in Truro.		• I can research where food comes from and give examples of food that is grown. • I can research healthy foods and healthy smoothies. • I can design a healthy smoothie. • I can write a list of ingredients and equipment that I need. • I can cut, grate, thread and peel safely with adult support. • I can measure and spoon with increasing accuracy. • I can evaluate my smoothie and suggest improvements. Topic outcome/product brief: • To design a healthy smoothie that could be given to children at breaktimes.	• I can Topic outcome:	• I can Topic outcome:	• I can Topic outcome:	•

			Children will build a simple map including photos of key features in Truro.						
Key Vocabulary	common animals and fish amphibians reptiles birds mammals pets carnivores herbivores omnivores meat neck arms elbows legs knees face ears eyes hair mouth teeth fur wings scales cold blooded warm blooded		Near, far, left, right, countries, Scotland, Wales, England, Northern Ireland, village, Truro, postal address, landmarks, location,		Healthy Design Evaluate Chop Slice Peel Blend				