



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> <u>The natural world</u> Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. (Year 1) - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. - distinguish between an object and the material from which it is made - describe the simple physical properties of a variety of everyday materials (hard/soft, stretchy/stiff, shiny/dull, waterproof/non-waterproof, opaque/see-through) - compare and group together a variety of everyday materials on the basis of their simple physical properties	N/A	<u>Early Learning Goal: Understanding the World:</u> <u>The natural world</u> Understand some important processes and changes in the natural world around them, including seasons <u>People and communities</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps (Year 1) – Explain the difference between a human and physical feature. (Year 2) – Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - Name and locate the world’s 7 continents and 5 oceans. (Year 3) - Use and interpret maps, globes and digital/computing maps to locate countries and key features. - Identify physical and human features of the locality. - Recognise there are similarities and differences between places. - Use basic geographical vocab.	N/A	Develop skills built up across previous years for ‘Design’, ‘Make’ and ‘Evaluate’.	(Year 1) - What a given command will do - How to plan and input a simple program - How to find more than one solution to a problem - How to choose a command for a given purpose - That a series of commands can be joined together - The effect of changing a value - How to use an algorithm to create a program (Year 2) – How to use logical reasoning to predict the outcome of a program - How to create and debug a program that we have written - That a sequence of commands has a start - That a sequence of commands has an outcome - How to create a program using a given design - How to change a given design (Year 3) - That commands have an outcome - That a program has a start - That a sequence of commands should have an order - How to identify and fix bugs in a program	See music curriculum map	(Year 1) – Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat) (Year 2) – Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) (Year 3) – 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) (Year 4) - Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live - Identify some Hindu deities and say how they help Hindus describe God - Make clear links between some stories (e.g. Svetaketu Ganesh, Diwali) and what Hindus believe about God	

			Understand and use a wide range of geographical and specific topic vocab.						
Knowledge	Key Question: What do you need to make a complete circuit? The children will know: How to identify common appliances that run on electricity - How to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - Whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - That a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Some common conductors and insulators, and associate metals with being good conductors		Key Question: The children will know: The structure of the Earth including tectonic plates. Name and label types of volcanoes. - Understand how different volcanoes are formed. Label the structure of a volcano. - Order the events of a volcanic eruption.		Key Question: The children will know: <u>Electrical circuits: Simple circuits</u> Potential project idea – Visual and auditory warning system for a volcano eruption or earthquake (Overlaps with science learning about circuits) - Pupils start to understand how simple electrical circuits work - Pupils understand that there are reasons why visual and auditory systems might be used	Key Question: The children will know: Repetition in shapes - That accuracy in programming is important - How to create a program in a text-based language What ‘repeat’ means - How to modify a count-controlled loop to produce a given outcome How to decompose a task into small steps How to create a program that uses count-controlled loops to produce a given outcome	See music curriculum map Key Question: The children will know:	Hinduism Key Question: L2.8 What does it mean to be Hindu in Britain today? The children will know: Understand the impact: - Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) - Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>; in festivals such as Diwali) - Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Make sense of belief: - Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean - Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (<i>dharma</i>) Make connections: - Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part	https://peplanning.org.uk/

								in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	
Skills	Children will be able to: • Ask relevant questions and use different types of scientific enquiries to answer them • Use straightforward scientific evidence to answer questions to support their findings • Set up simple practical enquiries, comparative and fair tests • Identify differences, similarities or changes related to simple scientific ideas and processes • Use results to draw simple conclusions, make predictions for new values, suggest improvement and raise further questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables		Children will be able to: • Use geographical terms e.g contour, height, volcanoes, earthquakes etc. • Ask questions such as ‘How does it compare to other places? What feature does it have?’ • Describe how people have been affected by changes in the environment. • Plan the steps and strategies for an enquiry.		The children will be able to: Design • Pupils use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. • Pupils start to generate ideas, considering the purposes for which they are designing. • Pupils confidently make labelled drawings from different views showing specific features. • Pupils develop a clear plan on the process and how to use materials, equipment and suggesting alternative methods if the first attempt fails. • When planning, pupils explain their choice of materials and components including function and aesthetics considering the views of others to improve their work. Make • Pupils select and wider range of tools and techniques for making their product safely. • Pupils know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. • Pupils begin to combine components and materials in different ways.	Children will be able to: • Create a code snippet for a given purpose • Explain the effect of changing a value of a command • Program a computer by typing commands • Test an algorithm in a text-based language • Use a template to create a design for a program • Write an algorithm to produce a given outcome • Identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves • Identify patterns in a sequence • Use a count-controlled loop to produce a given outcome • Choose which values to change in a loop	Children will be able to: •	Children will be able to: •	Children will be able to: •

					• Pupils use some finishing techniques to strengthen and improve the appearance of their product using a range of equipment. • Pupils strengthen, stiffen and reinforce more complex structures. Evaluate • Pupils evaluate their product throughout the process, making simple changes where necessary. • Pupils listen to other people’s views and adjust the finished product to reflect this input. • Pupils evaluate their products by carrying out simple tests to see if it meets the original criteria. • Pupils can evaluate their products, thinking of both appearance and function. • Pupils begin to learn how key events and individuals have helped shape the world through design.				
Components (teaching sequence)	• I can explain what electricity is and identify common sources of electricity in everyday life. • I can identify and describe the function of basic components of a circuit, including batteries, wires, bulbs, and switches.		• I can identify the key features of the Earth’s structure. • I understand how the movement of tectonic plates cause Earthquakes. • I can understand the structure of a composite volcano and describe how it is formed. • I can compare the formation of different types of volcanos. • I can describe and contrast different volcanic eruptions. • I can communicate the impact of a volcanic eruption. Topic outcome:		• 1. Introduction to Natural Disasters - Understand what volcanoes and earthquakes are. Discuss the causes and effects of volcanoes and earthquakes. Show videos or animations of eruptions and seismic activity. • 2. Importance of Warning Systems - Recognise the need for warning systems. Discuss	• I can Topic outcome:	• I can Topic outcome:	• I can Topic outcome:	• I can Topic outcome:

	• I can construct a simple circuit using a battery, wires, and a bulb, demonstrating an understanding of how to create a complete circuit. • I can differentiate between conductors and insulators and provide examples of materials that fall into each category. • Topic outcome:				past disasters and the impact of timely warnings. Present statistics on lives saved due to warning systems. • 3. Components of Warning Systems - Identify the elements of visual and auditory warning systems. Explain visual signals (e.g., coloured lights, sirens). Discuss auditory signals (e.g., alarms, announcements). • 4. Designing a Warning System - Group brainstorming sessions to create a conceptual design. Use diagrams to illustrate how the system would work. • 5. Implementation Strategies - Understand how to implement the warning system. Role-play scenarios to practice responding to warnings.				
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					6. Conclusion and Reflection - Reflect on the learning process and the importance of preparedness. Write a short essay on the importance of warning systems. - Topic outcome/product brief:				
Key Vocabulary			Volcano Earthquake Earth Core Mantle Crust Tectonic plates Magma Lava Ash cloud Shield volcano Composite (stratovolcano) Cone/cinder cone volcano Caldera						