



Launch Day: Trips/Visitors: Trip to Wadebridge to follow the river Literacy topics/Guided Reading Book/Texts: The City of Secret Rivers.

	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 (Year 2) – find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Year 3) - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	N/A	<u>Early Learning Goal: Understanding the World:</u> <u>The natural world</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 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) – Know where Constantine is located on a map of the UK. - Use a simple map to locate their home and school. - Use world maps, atlases and globes to identify the UK and its countries. (Year 2) – Use world maps, atlases and globes to identify the UK and its countries as well as the countries continents and oceans studied at this key stage. (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. - Use basic geographical vocab. - Understand and use a wide range of geographical and specific topic vocab.	N/A	(Year 1) - 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 (Year 2) - 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 (Year 3) - Pupils understand that food found locally is dependent on seasonality and this differs from country to country	(Year 1) – Different types of technology What a computer is and its main parts - How to compare groups of objects - How to answer questions about groups of objects (Year 2) – That we can present information using a computer (Year 3) - How digital devices function How to identify input and output devices Digital devices can change the way we work - A computer network can be used to share information - Digital devices can be connected - The physical components of a network	See music curriculum map	(EYFS) – Talk about somewhere that is special to themselves, saying why Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship (Year 2) - Recognise that there are special people and places in Cornwall that are sacred to believers Identify at least three sacred/holy places in Cornwall and give a simple account of how they are used, why they are important and what people do there Talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this Think, talk and ask good questions about what happens at a sacred place saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people in Cornwall and what the difference is between some sacred places	Athletics and cricket.

			- Understand how erosion is impacting our coasts. (Year 4) - Identify physical and human features of the locality.		- Pupils understand that food could not be sourced from different countries in the past - Pupils use the basic principles of a healthy and varied diet - Pupils understand the importance of cooking hygienically including the use of a heat source				
Knowledge	Key Question: What are the states of matter and how can they change? The children will know: How to compare and group materials together, according to whether they are solids, liquids or gases That some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - The part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature		Key Question: <i>How does the river get to the sea?</i> The children will know: - Describe human and physical features of UK cities and counties. Explore features on an OS map using 4 figure grid references Locate physical features such as rivers on an OS map. Recognise the features of the water cycle and rivers - Understand how erosion changes rivers over time		Key Question: The children will know: <u>Cooking and nutrition:</u> <u>Savoury main dish</u> Potential project idea – Making pizza and suggesting accompanying sides - Pupils recognise ingredients that can be sourced locally and are not seasonal - Pupils begin to identify foods that complement each other	Key Question: The children will know: Data and information – Data logging - That data gathered over time can be used to answer questions - To use a digital device to collect data automatically - That a data logger collects ‘data points’ from sensors over time How a computer can help us analyse data How to identify the data needed to answer questions - How to use data from sensors to answer questions	See music curriculum map Key Question: The children will know:	Key Question: L2.11 (Curriculum Kerwenek) How and why do people mark the significant events in community life? The children will know: Make sense of belief: - Identify festivals that are unique to Cornwall and explain how they started - Offer informed suggestions about the meaning and importance of ceremonies/festivals for religious and non-religious people today in Cornwall Understand the impact: - Describe special times in the Cornish year. - Make simple links between beliefs and importance of these special events to the people of Cornwall - Identify some differences in how people celebrate community life e.g. different practices in local festivals and traditions Make connections: - Raise questions and suggest answers about why it is important for everyone to feel part of a community - Make links behind festivals that mark	https://peplanning.org.uk/

								different times of the year in Cornwall Give good reasons why they think ceremonies of commitment are or are not valuable today	
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 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: - Recognise and label the water cycle - Identify physical features of cities, counties and regions in the UK. - Plan the steps and strategies for an enquiry. - Draw complex, accurate maps with complex keys.		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 ingredients, equipment and suggesting alternative methods if the first attempt fails. - When planning, pupils explain their choice of ingredients and components including function and aesthetics considering the views of others to improve their work. Make - Pupils select suitable cooking equipment for making their product - Pupils can explain their choice of equipment in relation to the skills and techniques they will be using. - Pupils select the most appropriate	Children will be able to: - Choose a data set to answer a given question - Identify data that can be gathered over time - Suggest questions that can be answered using a given data set - Explain what data can be collected using sensors - Use data from a sensor to answer a given question - Identify the intervals used to collect data - Talk about the data that has been captured Sort data to find information - Use a data logger to collect data - Draw conclusions from the data that has been collected	Children will be able to:	Children will be able to: - Name several festivals/ celebrations that take place in Cornwall and the reasons behind them. - Make and explain links between beliefs and special events - Formulate and express ideas about the importance of community.	Children will be able to:

					equipment and techniques for the given task. • Pupils understand how to use a range of techniques such as peeling, chopping, slicing, grating and mixing • Pupils weigh out appropriate amounts of ingredients to complete their recipe • Pupils can cook for an appropriate amount of time, checking their product regularly to ensure it is safe to eat 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 identify the properties of solids and liquids • I can identify the properties of gases • I can group materials into solids, liquids and gases • I can explain that some materials change state when heated or cooled		• I can recognise and label the water cycle • I can recognise the features of a river • I can locate rivers on an OS map • I can use four-figure grid references • I can describe the human and physical features of UK cities, regions and counties		• I can discuss products similar to that which I intend to make • I can plan which ingredients to use • I can design my pizza (and draw it from two different perspectives)	• I can use a data logger to collect information • I can analyse information collected by a data logger over time • I can draw conclusions from the data I have collected and analysed	• Topic outcome:	• I can identify festivals that are unique to Cornwall • I can make links between beliefs and special events • I can suggest why it is important to be part of a community Topic outcome: Create a poster/leaflet explaining	• Topic outcome:

