



Launch Day:

Trips/Visitors: London residential

Literacy topics/Guided Reading Book/Texts:

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	(Year 1) – identify, name, draw and label the basic parts of the human body (Year 3) – identify that humans and some other animals have skeletons and muscles for support, protection and movement (Year 5) - describe the changes as humans develop to old age (RSHE)	N/A	<u>Early Learning Goal:</u> <u>Understanding the World:</u> <u>People and communities</u> Children talk about past and present events in their own lives and in the lives of family members. (Year 1) - Explain the difference between a human and physical feature. - Explain the geography of green spaces. (Year 2) - Name, locate the seas surrounding the UK. - Name and locate the four countries and capital cities of the UK. - 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) - Identify where counties are within the UK and the key topographical knowledge. - Name and locate the cities of the UK - Understand how erosion is impacting our coasts. (Year 4) - Use and interpret maps, globes and digital/computing maps to locate countries and key features. - Recognise the features of the water cycle and rivers - Understand how erosion changes rivers over time	(Year 5) - That sometimes art is used to communicate a particular message	N/A	(Year 2) – Computing systems and networks – IT around us The uses and features of information technology - The uses of information technology in the school (Year 3) – A computer network can be used to share information (Year 4) - Computing systems and networks – The Internet - Networks physically connect to other networks Networked devices make up the internet - How websites can be shared via the World Wide Web (WWW) How content can be added and accessed on the World Wide Web (WWW) (Year 5) - Computing systems and networks - Systems and searching - That computers can be connected together to form systems - The role of computer systems in our lives	See music curriculum map	(Year 1) – Retell the story of creation from Genesis 1:1–2:3 simply Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible Say what the story tells Christians about God, Creation and the world (Year 3) – Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’ Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world (Year 5) - Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)	

			(Year 5) - Know about changes to world environments over time.						
Knowledge	Key Question: What are the main functions of the human circulatory system? The children will know: - The main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood The impact of diet, exercise, drugs and lifestyle on the way their bodies function - The ways in which nutrients and water are transported within animals, including humans		Key Question: The children will know: The location of capital cities of countries of the British Isles and the UK, seas around the UK, European countries with high populations and large areas and the largest cities in each continent - How rivers erode, transport and deposit materials The significance of the prime/ Greenwich Mean Time and times zones including day and night	Key Question: The children will know: Potential project idea – Digital art media to create a graphic art poster, which may attract people to London - That art can be created in a variety of ways, including digital - That some artists choose to produce artwork digitally		Key Question: The children will know: Computing systems and networks - Communication and collaboration - The importance of internet addresses - How data is transferred across the internet - How sharing information online can help people to work together - Different ways of working together online How to communicate using technology	See music curriculum map Key Question: The children will know:	Christianity - God Key Question: U2.2 Creation and Science: conflicting or complementary? The children will know: Make sense of belief: - Identify what type of text some Christians say Genesis 1 is, and its purpose - Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations Understand the impact: - Make clear connections between Genesis 1 and Christian belief about God as Creator - Show understanding of why many Christians find science and faith go together Make connections: - Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses - Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary,	https://peplanning.org.uk/

								with a scientific account, giving good reasons for their views.	
Skills	Children will be able to: - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - Report and present findings from enquiries, including conclusions. In oral and written forms, such as displays and other presentations		Children will be able to: - Locate capital cities of countries of the British Isles and the UK and seas around the UK - Compare London with European countries with high populations and large areas and the largest cities - Locate the River Thames on a map - Identify how rivers erode, transport and deposit materials	Children will be able to: - Appraise a piece of artwork and predict how it was created - Identify common elements between artwork and use appropriate vocabulary to discuss it - Explore a digital tool to make artwork - Use layering to create artistic effects digitally - Use zoom to focus on particular areas of a piece of digital artwork and add detail - Add and modify text - Appraise a piece of artwork against set criteria - Collate digital images that achieve an outcome		Children will be able to: - Describe how computers use addresses to access websites - Explain that internet devices have addresses - Explain that all data transferred over the internet is in packets - Identify and explain the main parts of a data packet - Explain that the internet allows different media to be shared Recognise how to access shared files stored online - Send information over the internet in different ways - Identify different ways of working together online - Compare different methods of communicating on the internet Decide when we should and should not share information online - Explain that communication on the internet may not be private	Children will be able to:	Children will be able to:	Children will be able to: - I can effectively transfer skills and movements across a range of activities and sports. - I can perform a variety of skills consistently and effectively in challenging or competitive situations.
Components (teaching sequence)	- I can describe the heart’s location and function. - I can summarise and compare the functions of different blood cells. - I know what a heart rate is and what factors affect it. (investigation) - I know how nutrients and water are transported around the body. - I can explore scientific research		- I can locate London and other European cities. - I can locate the river Thames and other famous landmarks on a map. - I can recognise how the River Thames has developed London. - I can compare London with a highly populated European city. Topic outcome:	I can Topic outcome:		I can Topic outcome:	I can Topic outcome:	- I can suggest what genre of writing Genesis 1 is and explain what evidence there is to support this - I can give a simple scientific account of cosmology (the beginning of the universe) and evolution (the development of living beings) - I can explain what different people	I can Topic outcome:

	about the relationship between diet, exercise, drugs and health. I can explain how to keep my heart and body healthy. Topic outcome: Presentation on how to stay fit and healthy, as well as how you would know		Create a 3D map of London.					think about the story in Genesis (1:1-2:3) - I can explain why Genesis 1 might have been written - I can explain how Christians celebrate God as the creator - I can explain why many Christians find that faith and science go together - I can explain if I think Creation and Science conflict or are complimentary Topic outcome: Debate over whether science and religion can coexist.	
Key Vocabulary	aorta arteries atrium/atria blood vessels chambers capillaries carbon dioxide circulatory system deoxygenated/oxygenated diffusion heart lungs nutrients organ osmosis oxygen pulse/heart rate respiration veins ventilation ventricle		Erosion, city, population, landmarks, man-made, natural, River Thames, developed, dense, meanders					Creation God Christians Science Cosmology Evolution Genesis Conflict Complimentary Genre Author Audience Purpose Interpretations	
Resources	Tubing and syringes for replicating blood flow.								