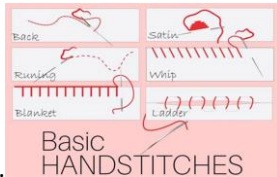




Launch Day: Trips/Visitors: Literacy topics/Guided Reading Book/Texts:									
	Science	History	Geograp hy	Art	DT	Computing	Music	RE	PE
Prior knowledge	<u>Early Learning Goal:</u> <u>Understanding the World:</u> <u>The natural world</u> (Year 1) – classify themselves as a mammal - identify, name, draw and label the basic parts of the human body - identify and name a variety of common wild and garden plants - identify and describe the basic structure of a variety of common flowering plants - identify different types of trees, including whether they are deciduous or evergreen trees - identify and name a variety of common animals (including fish, amphibians, reptiles, birds and mammals) - describe what common animals eat and classify them as carnivores, herbivores and omnivores - describe the body covering (fur, skin, feathers) and significant body parts (fins, scales) of different animal groups (fish, amphibians, reptiles, birds and mammals, including pets) - identify which animals are hot or cold-blooded (Year 2) – identify and name a variety of plants and animals in their habitats, including micro-habitats (Year 4) - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Year 5) - recognise that living things can be	Key focus is chronology: (Year 3) – Use the terms AD and BC - Recognise how Britain changed from the Stone age to the Bronze age. - The meaning behind the words, Palaeolithic, Mesolithic and Neolithic. - The Victorian era started in 1819. (Year 4) – The impact of the Roman Empire on British history. - That the ancient Kingdom of Benin began in 900CE. - When the Tudor period began and ended. (Year 5) - Recall keys dates from the past century and place in Chronological order. (Year 6) - Recall chronological dates from Viking Britain.	N/A	N/A	(Year 2) - Textiles: Basic stitching with fabric (Year 3) - Pupils know how to choose different stitch types for different effects - Pupils understand how to combine different materials e.g. textile and card	(Year 1) – 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 (Year 3) – Creating media – Desktop publishing - How text and images convey information - That text and layout can be edited - How to choose appropriate page settings How to add content to a desktop publishing publication - How different layouts can suit different purposes - The benefits of desktop publishing (Year 5) – Creating media – Introduction to vector graphics - That drawing tools can be used to produce different outcomes - How to create a vector drawing by combining shapes - How to use tools to achieve a desired effect - That vector drawings consist of layers - How to group objects to make them easier to work with	See music curriculum map	(Year 4) - <i>Offer informed suggestions about what Hindu murtis express about God</i> <i>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)</i> <i>Identify some different ways in which Hindus worship</i> <i>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</i> <i>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</i> <i>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</i> <i>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</i> <i>Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma)</i> <i>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</i>	

	grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment								
Knowledge	Key Question: How do we classify different living things? The children will know: • How living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • Reasons for classifying plants and animals based on specific characteristics	Key Question: The children will know: • Where the Celts settled in Cornwall • How the Celtic people lived and organised their lives • What happened when Celtic tribes clashed and compare the Celtic times and the Stone Age			Key Question: The children will know: Textiles: Combining different fabric shapes Potential project idea – Making a shawl with a button and buttonhole  attached. • Pupils can identify styles of clothing appropriate to a period of time • Pupils recall different stitching styles and can select appropriate ones for a task • Pupils can justify selecting materials for particular requirements	Key Question: The children will know: • Creating media – 3D Modelling • That you can work in three dimensions on a computer • That digital 3D objects can be modified • That objects can be combined in a 3D model • How to create a 3D model for a given purpose	See music curriculum map Key Question: The children will know: •	Hinduism Key Question: U2.7 Why do Hindus want to be good? The children will know: Make sense of belief: • Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc. Understand the impact: • Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections: • Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.	https://peplanning.org.uk/

Skills	Children will be able to: - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs - Report and present findings from enquiries, including conclusions. In oral and written forms, such as displays and other presentations	Children will be able to: - Order dates in chronologically order - Describe periods of British history - Construct informed responses that involve a thoughtful selection of evidence - Use historical evidence to support their arguments			The children will be able to: Design - Pupils confidently use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. - Pupils generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and Computer-Aided Design (CAD). - Pupils accurately apply a range of finishing techniques, including those from art and design. - Pupils confidently draw up a specification for their design-link with Mathematics and Science. - Plan the order of their work, choosing appropriate materials, tools and techniques. - Pupils suggest alternative methods of making if the first attempts fail. - Identify the strengths and areas for development in their ideas and products. - Pupils know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. - Pupils use market research to inform plans. - Pupils suggest ideas about how their product could be sold and work within a given budget. Make - Pupils confidently select appropriate tools, materials, components and techniques and use them with accuracy. - Pupils aim to make and to achieve a quality product. - Pupils demonstrate when to make modifications as they go along.. - Pupils use finishing techniques to strengthen and improve the appearance of their product using a range of equipment. Evaluate - Pupils evaluate their products, identifying strengths and areas for development, and carry out appropriate tests.	Children will be able to: - Add 3D shapes to a project - Move 3D shapes relative to one another - View 3D shapes from different perspectives - Lift/lower 3D objects - Recolour a 3D object - Resize an object in three dimensions - Duplicate 3D objects - Group 3D objects - Rotate objects in three dimensions - Accurately size 3D objects - Combine several 3D objects - Show that placeholders can create holes in 3D objects - Analyse a 3D model - Combine objects in a design - Construct a 3D model based on a design - Modify a 3D model to improve it	Children will be able to: - Identify features of timbre, instrumentation, and expression in an extract of recorded music. - Discuss similarities and differences in pieces of music.	Children will be able to: - identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. - Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. - Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. - Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. - Give evidence and examples to show how Hindus put their beliefs into practice in different ways.	Children will be able to: - I can plan and follow my own basic fitness programme. - I can self-select and perform appropriate warm up and cool down activities. - I can identify possible dangers when planning an activity.
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					• Pupils evaluate their work continuously both during and at the end of the assignment and frequently seek evaluation from others. • Pupils record their evaluations using drawings with labels. • Pupils discuss how key events and individuals have helped shape the world through design.				
Components (teaching sequence)	• I can recognise that light appears to travel in straight lines • I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Topic outcome: Children to create a shadow puppet show to understand light and shadow.	• I know who the Celts were, and when they settled in Cornwall. • I know how the use of iron revolutionised life. (stone age/iron age comparisons) • I know how Celtic settlements designed were designed. • I know what a Celtic tribe was like and why they chose this way of life. • I know what happened when tribes clashed. • I know that there are some historically significant Iron Age settlements in Cornwall. Topic outcome: Children to create a Celtic roundhouse and re-create other Cornish places of Celtic interest in outdoor learning.			• I can generate, develop, model and communicate my ideas through discussion, annotated sketches, prototypes and pattern pieces. • I can confidently draw up a specification for my design. • I can plan the order of my work, choosing appropriate materials, tools and techniques. • I can identify the strengths and areas for development in my ideas and products. • I can use finishing techniques to strengthen and improve the appearance of my product using a range of equipment. Topic outcome/product brief: Children to design and make their own traditional tale character hand puppet to then perform to their buddies.	• I can recognise I can work in 3 dimensions on a computer; add shapes to a project, view 3D shapes from different perspectives and move 3D shapes relative to one another. • I can identify that digital 3D objects can be modified by resizing an object in three dimensions, lift/lower 3D objects and recolour a 3D object. • I can recognise that objects can be combined in a 3D model; rotate objects in three dimensions, duplicate 3D objects and group 3D objects. • I can create a 3D model for a given purpose; accurately size 3D object and combine several 3D objects. • I can create my own digital 3D model; construct a 3D model based on a design, explain how my 3D model could be improved and modify my 3D model to improve it. Topic outcome: Children to create their own 3D Celtic house/village.	• I can explore the influences on an artist by comparing pieces of music from different genres. • I can identify features of timbre, instrumentation, and expression in an extract of recorded music. • I can use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • I can create a shadow movement piece in response to music. Topic outcome: Children to create their own piece linked to ‘Shadow’ for their puppet show.	• I can Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. • I can give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. • I can make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. • I can connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • I can give evidence and examples to show how Hindus put their beliefs into practice in different ways. Topic outcome: Not taught as children were taught this in Y5 on old curriculum.	• I can be inspired by music and different stimuli. • I can apply the principles of dance to a routine. • I can show ideas through dance. • I can combine movements – keeping to the beat • I can create sections of dance on your own, and in a group. • I can perform to an audience Topic outcome: Whole class choreographed dance to Fleur East’ Sax’
Key Vocabulary	light travels straight reflect reflection light source object shadows mirrors filters	Iron Smithing Roundhouses Agriculture Hillforts Celts			Backstitch Applique Cross stitch Edging Embroider Running stitch Thread Reinforce Prototype	3D Dimension Resize Duplicate Hollow Grouping Ungrouping Perspective Relative to Analyse modify	Timbre Instrumentation Expression	Hindu Hinduism Belief Dharma Karma Samsara Moksha	Choreography Dance phrase Unison Rhythm