



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> (Year 3) – recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change (Year 4) - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (Year 5) - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets (Year 6) - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	N/A	<u>Early Learning Goal: Understanding the World:</u> <u>The natural world</u> Explore the natural world around them making observations Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class <u>People and communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Year 1) – Explain the difference between a human and physical feature. - Explain the geography of green spaces. (Year 2) – Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - Locate key physical and human features in and around the school grounds. (Year 3) – Identify physical and human features of the locality. - Use basic geographical vocab. - Understand and use a wide range of geographical and specific topic vocab. (Year 4) – Locate physical features such as rivers on an OS map.	(Year 1) - What key vocabulary like horizontal, vertical, straight, short, long, wavy, zigzag and dot means (Year 3) - How to use tone to create a three-dimensional effect (Year 5) - That paintings and drawings have different sections to give perspective - How to use language such as foreground to describe a piece of art	N/A	(Year 2) – That we can present information using a computer (Year 4) – Data and information – Data logging - That data gathered over time can be used to answer questions How a computer can help us analyse data How to identify the data needed to answer questions (Year 5) - Data and information – Flat-file databases - How to use a form to record information - The differences between paper and computer-based databases How you can answer questions by grouping and then sorting data - That tools can be used to select specific data - That computer programs can be used to compare data visually - How to use a real-world database to answer questions	See music curriculum map	(Year 2) - Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) 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 (Year 4) – 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 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	

			- Identify physical and human features of the locality. (Year 6) - Understand key aspects of physical geography including climate, biomes and vegetation belts, rivers and mountains. - Understand key aspects of human geography including types of settlement and land use, economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water.					people celebrate community life e.g. different practices in local festivals and traditions - Raise questions and suggest answers about why it is important for everyone to feel part of a community - Make links behind festivals that mark different times of the year in Cornwall (Year 5) - Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives - Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives - Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. (Year 6) - Explain what Christians mean when they say that Jesus’ death was a sacrifice - Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper	
Knowledge	Key Question: Why do we see things? The children will know:		Key Question: The children will know: Build on his/her	Key Question: The children will know:		Key Question: The children will know:	See music curriculum map Key Question:	Key Question: U2.12 (Curriculum Kerwenek) How does faith help people in Cornwall when life gets hard?	https://peplanning.org.uk/

	- That light appears to travel in straight lines The idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - That we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - The idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them		knowledge of the UK and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.	Potential project idea - To produce perspective drawings of a street view of Truro - What perspective is and why it is important in art - How to identify how other artists have used perspective - How to identify a focal point, horizon and lines of perspective in other artists' work		Data and information – Spreadsheets - How to create a data set in a spreadsheet That formulas can be used to produce calculated data - How to choose suitable ways to present data	The children will know:	The children will know: Make sense of belief: - Describe at least three examples of ways in which world views in Cornwall guide people in how to respond to good and hard times in life - Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences Understand the impact: - Make clear connections between what people in Cornwall believe about God and how they respond to challenges in life (e.g. suffering, bereavement) - Give examples of ways in which beliefs about resurrection/ judgement/heaven/r eincarnation make a difference to how someone lives Make connections: - Consider Cornwall as a place of refuge, inspiration and challenge - Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own	
Skills	Children will be able to: - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - Take measurements, using a range of scientific equipment, with increasing		Children will be able to: - Name and locate counties and cities of the UK, geographical regions and there identifying human and physical characteristics, key topographical features. - Use maps, atlases, globes and digital	Children will be able to: - Research and discuss the work and ideas of various artists who use perspective in their artwork - Collect in sketchbooks and annotate / draw over images to highlight perspective		Children will be able to: - Collect data Enter data into a spreadsheet - Apply an appropriate format to a cell - Choose an appropriate format for a cell - Explain what an item of data is	Children will be able to:	Children will be able to:	Children will be able to:

	accuracy and precision, taking repeat readings where necessary • Use test results to make predictions to set up further comparative and fair tests • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs		computer mapping to locate countries and to describe features studied. • Use maps, charts etc. to support decision making about the location of places.	• Find the vanishing points in various artworks • Discuss different pieces of art and how they have used perspective effectively • Use a ruler to create lines for perspective • Use one point perspective to draw an object • Identify the horizon and the vanishing point • Choose the size of objects to alter how far away they look • Use tone to add depth and dimension to a drawing • Control tone and line weight to alter how far away something appears • Take inspiration from the local environment • Take photographs of street scenes in Constantine where perspective is evident • Identify perspective in the local environment • Learn how to use two point perspective to draw 3d shapes • Draw three-dimensional objects by using a focal point and lines of perspective • Use tonal shading and an awareness of light to add colour and shading • Make drawings of street scenes using photographs as source material using pencil		• Construct a formula in a spreadsheet • Explain which data types can be used in calculations • Identify that changing inputs changes outputs • Apply a formula to multiple cells by duplicating it • Calculate data using different operations • Create a formula which includes a range of cells • Apply a formula to calculate the data needed to answer questions • Use a spreadsheet to answer questions • Produce a chart • Suggest when to use a table or chart • Use a chart to show the answer to questions			
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Components (teaching sequence)	• I can demonstrate that light travels in straight lines. Demonstrate that light travels in straight lines, controlling variables. • I can demonstrate how light reaches the eye. Demonstrate (practically) recording light meter readings at the eye (direction, reflection using mirror/object, periscope). • I can predict shadows. Use torches to create shadows after predicting them, systematically working from left to right and carefully observing the results. • I can explain shadows and reflections. Explain why some objects create shadows or reflect light or both, using diagrams (Black object, mirror, opaque red object, red filter). Topic outcome: A range of scientific experiments completed		• I can recognise the features of different settlements in the UK. • I can use map skills to locate Constantine and represent the relief of the land. • I can use map skills to compare Truro’s features to another town (Falmouth). • I can interpret a range of maps, aerial photographs, graphs to suggest how Truro has developed over time. • I can create my own sketch map which includes key information. (Geography morning sketching local woods) Topic outcome: Children to create sketch maps on walk to Coombe and use these to find their way back.	• I can identify the vanishing point, horizon line, and lines of perspective on an image. • I can draw using the vanishing point, horizon line and lines of perspective. • I can draw a street scene using one-point perspective. Topic outcome: Children to create a vanishing point sketch of Truro (Lemon Street?).	• I can Topic outcome/product brief:	• I can collect data and suggest how to structure it. • I can enter data into a spreadsheet. • I can explain what an item of data is. • I can choose an appropriate format for a cell. • I can explain which data types can be used in calculations. • I can construct a formula in a spreadsheet. • I can identify that changing inputs changes outputs. • I can calculate data using different operations. • I can apply a formula to multiple cells by duplicating it. • I can produce a chart • I can use a chart to show the answer to a question. • I can suggest when to use a table or chart. Topic outcome:	• I can Topic outcome:	• I can Topic outcome:	• I can Topic outcome:
Key Vocabulary	refraction dispersal prism light source shadow incidence reflection anomaly variables scatter absorb convex concave opaque translucent transparent reflective		compass grid reference key region county city town village atlas globe scale direction physical geography human geography capital cities contours relief ordnance survey						