

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge		N/A	<u>Early Learning Goal: Understanding the World: People and Communities</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) – Explain the difference between a human and physical feature. - Use world maps, atlases and globes to identify the UK and its countries. (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 - Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features	(Year 2) - What a piece of clay-based artwork produced by well-known artists looks like - Some of the techniques used to produce a piece of clay artwork	N/A	(Year 2) – Creating media – Digital photography How to use a digital device to take a photograph - How to make choices when taking a photograph - How to describe what makes a good photograph - How digital photographs can be improved How to use tools to change an image (Year 3) - How digital devices function How to identify input and output devices	See music curriculum map	(EYFS) – Say how and when Christians like to thank their Creator Talk about what people do to mess up the world (Year 1) – Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) 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 Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Give at least one example of what Christians do to say ‘thank you’ to God for Creation	

			of its surrounding environment. • 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. • Name and locate the world’s 7 continents and 5 oceans.					• (Year 2) - Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible	
Knowledge	Key Question: No set science as there are 5 units across Year 3. Consider how to integrate working scientifically skills into an appropriate, topic-based, investigation. The children will know: •		Key Question: The children will know: • 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.	Key Question: The children will know: Potential project idea – Creating pinch pots in the style of Greek pottery Refer children back to Year 2 Summer drawing work where children began to control pressure when using drawing implements to create lighter and darker tones Drawing • That depth is created by altering the tone of shading • That ‘grounding’ an object supports the impression of three-dimensions Pottery • Know that pottery is symmetrical • Know about the shapes, styles, functions and decorative aspects of Greek pottery		Key Question: The children will know: • Creating media - Stop-frame animation • That animation is a sequence of drawings or photographs • How to plan an animation • Animated movement is a sequence of images • How to review and improve an animation • The impact of adding other media to an animation	See music curriculum map Key Question: The children will know:	Focus is split over Autumn 1 and 2. Christianity - God Key Question: L2.1 What do Christians learn from the Creation Story? L2.2 What is it like for someone to follow God? The children will know: Make sense of belief: • 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 Understand the impact: • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care	https://peplanning.org.uk/

								for the Earth – some specific ways) - Describe how and why Christians might pray to God, say sorry and ask for forgiveness Make connections: - Ask questions and suggest answers about what might be important in the Creation Story for Christians and non-Christians living today. Make sense of belief: - Make clear links between the story of Noah and the idea of covenant Understand the impact: - Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make connections: - Make links between the story of Noah and how we live in school and the wider world.	
Skills	Children will be able to: See National Curriculum and select appropriate working scientifically skills to develop		Children will be able to: - Locate countries on maps, globes and digital maps. - Compare human and physical features. - Identify similarities and differences between places. - Describe changes to the landscape or wildlife.	Children will be able to: Drawing - Draw based on observation and only include the details that can be seen - Draw geometric shapes accurately and symmetrically - Use pencil control to create different tones - Shade accurately		Children will be able to: - Draw a sequence of pictures - Explain how an animation/flip book works - Create an effective stop-frame animation - Explain why little changes are needed for each frame	Children will be able to: Performing: Play confidently and fluently maintaining a pulse and independent part Exploring Sounds: Improvising and Composing Recognise rhythmic	Children will be able to: Make sense of belief: - Make clear links between the story of Noah and the idea of covenant Understand the impact: - Make simple links between promises in the story of Noah and promises that Christians	Children will be able to: https://peplanning.org.uk/

				• Use blending and shading to create shadow • Use grounding to add detail and create an illusion of three-dimensions • Use pen to emphasis chosen details Research • Discuss observations of artwork • Describe different elements of artwork using appropriate artwork • Research the historical context of certain styles of art Pottery • Roll and shape clay to make a pinch pot • Use their fingers or implements to smooth and shape a pot • Create extra features of a pot such as handles and spouts • Use appropriate amounts of water to attach extra features to a pot Painting • Select appropriate colours to add to a pot • Use tools to make detail stand out more		• Work consistently and carefully • Predict what an animation will look like • Describe an animation that is achievable on screen • Evaluate the quality of an animation • Review a sequence of frames to check our work • Use onion skinning to help us make small changes between frames • Add other media to an animation • Evaluate our final film	patterns, create rhythm patterns and accompaniments • Symbols and Notation: follow basic shapes including rhythm, staff and graphic notation	make at a wedding ceremony Make connections: Make links between the story of Noah and how we live in school and the wider world.	
Components (teaching sequence)	• I can Topic outcome:		• I can Topic outcome: • To locate Greece on a map and identify its position in Europe. • Identify key physical features of Greece and	• I can Topic outcome: • I can use shading to create an impression of geometric, three-dimensional form. • I can take inspiration from		• I can explain how digital devices function • I can identify input and output devices • I can recognise how digital devices can	• I can Topic outcome: • To maintain an independent part in an ensemble • To describe yours and others work	• I can Topic outcome: • I can understand Noah’s obedience to God’s instructions • Understand the concept of a	• I can https://peplanning.org.uk/

			describe its climate. • Describe Greek urban and rural life and compare it with the UK. • To describe and compare different features of human and physical geography in Greece • To compare modern and ancient Greece by describing changes to the landscape • Describe Greek cultural traditions and compare them with those in the UK.	real-life examples to produce design ideas. • I can design my own Greek-inspired pottery • I can use clay working techniques to make a pot • I can use finishing techniques to add colour and detail. • I can reflect on my work and understand how to improve.		change the way that we work • I can explain how a computer network can be used to share information • I can explore how digital devices can be connected • I can recognise the physical components of a network Topic outcome: Learners will explore how digital devices work, focusing on how they take in information, process it, and produce an output. They will compare these with non-digital devices. Learners will also learn about computer networks, the devices that connect them, and why connecting devices together is helpful.	using musical language	"pact" or "covenant" and explore God's promise to Noah and humanity. • Understand how promises are part of many parts of life • Relate to Christian beliefs about marriage and God's promises. • Understand the importance of promises and how they build trust in faith and everyday life.	
Key Vocabulary			Landscape digital maps similarities physical features human features differences	Pottery Symmetrical geometric shapes shading blending grounding		Digital Device digital device, input, process, output, program, digital, non-digital, connection, network, switch, server, wireless access point, cables, sockets	Symmetry Timbre Rhythm Tempo Melody timbre pitch structure duration	Obedience God's instructions Pact Covenant God's promise Humanity Christian beliefs Marriage Trust Faith	Transition co-ordination rhythm agility chipping putting