



Launch Day: Trips/Visitors: Literacy topics/Guided Reading Book/Texts:

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	(Year 1) describe what common animals eat and classify them as carnivores, herbivores and omnivores (Year 2) find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	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 - Understand some important processes and changes in the natural world around them, including seasons	N/A	(Year 2) - Structures: Freestanding structures Design - Pupils start to generate ideas by drawing on their own and other people's experiences. - Pupils begin to develop their design ideas through discussion, observation, drawing and modelling. - Pupils identify a purpose for what they intend to design and make. - Pupils understand how to identify a target group for what they intend to design and make based on a design criteria. - Pupils consider how to make products functional and appealing, using their own ideas for inspiration. - Pupils develop their ideas through talk and drawings and label parts. - Pupils begin to explain why they chose a certain material. - Pupils use mock ups and/or templates to develop their ideas - Pupils use ICT to share and develop their ideas, where appropriate. Make - Pupils begin to select tools and materials; using	(Year 1) - Data and information – Grouping data - How to label objects - That objects can be counted - How to describe objects in different ways - How to count objects with the same properties - How to compare groups of objects - How to answer questions about groups of objects (Year 2) - How to create a pictogram - How to select objects by attribute and make comparisons That we can present information using a computer	See music curriculum map	(EYFS) Retell stories, talking about what they say about the world, God, human beings - Recall simply what happens at a traditional Christian festival (Christmas) - Retell religious stories, making connections with personal experiences. - Talk about the things that are special and valued in a place of worship - Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God (Year 1) Retell simply some stories used in Jewish celebrations (e.g. Chanukah) - Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) (Year 2) Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)	

					correct vocabulary to name and describe them. • Pupils build structures, exploring how they can be made stronger, stiffer and more stable. • With help pupils measure, cut and score with some accuracy. • Pupils start to assemble, join and combine materials in order to make a product. • Pupils start to choose and use appropriate finishing techniques based on their own ideas. Evaluate • Pupils evaluate their work against their own design criteria. • Pupils look at a range of existing products explain what they like and dislike about products and why. • Pupils evaluate their products as they are developed, identifying what is going well and make a few small changes along the way.				
Knowledge	Key Question: What types and amounts of nutrition do animals need? The children will know: • That animals cannot make their own food and they get nutrition from what they eat and that this comes in different types (protein, fat, carbohydrates, vitamins and minerals) • That animals, including humans, need the right types		Key Question: The children will know: • How to locate South American countries on a map. • South American countries grow fair trade crops such as chocolate. • How to locate regions where cacao beans are grown. • Identify the weather patterns that are conducive to growing cacao beans and compare these with our school grounds.		Key Question: The children will know: <u>Structures: Shell structures</u> Potential project idea – Making packaging for fair trade produce to protect it when it travels. • Pupils understand that packaging helps to protect the contents of a parcel • Pupils recognise that different types of	Key Question: The children will know: • Data and information – Branching databases • How to create questions with yes/no answers • The attributes needed to collect data about an object • How to create a branching database • Why it is helpful for a database to be well structured	See music curriculum map Key Question: The children will know: •	Judaism Key Question: L2.10 How do festivals and family life show what matters to Jewish people? The children will know: Make sense of belief: • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people	https://peplanning.org.uk/

	and amount of nutrition That humans and some other animals have skeletons and muscles for support, protection and movement		Most of the world’s cocoa is grown in a narrow belt 10 degrees either side of the equator.		packaging are used for different contents depending on factors such as how delicate something is, the weight required and the cost of the contents Pupils understand that some food products are sourced from overseas and travel long distances	- The structure of a branching database - How to create an identification tool		Offer informed suggestions about the meaning of the Exodus story for Jews today Understand the impact: Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Make connections: - Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future - Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas	
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		Children will be able to: - Locate South America and its countries on maps and in atlases. - Understand geographical similarities and differences. - Compare weather patterns. - Examine land use, economic activity and trade links.		The children will be able to: Design - Pupils begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. - When planning, pupils explain their choice of materials and components	Children will be able to: - Create two groups of objects separated by one attribute - Investigate questions with yes/no answers - Make up a yes/no question about a collection of objects - Arrange objects into a tree structure - Create a group of objects within an existing group - Select an attribute to separate objects into groups	See music curriculum map Children will be able to:	Children will be able to: - Name some important Jewish festivals. - Explain how some important Jewish festivals are celebrated. - Explain the significance of some important Jewish festivals. - Explain some facts about the giving of the Ten Commandments. - Put the Ten Commandments into categories.	Children will be able to: Gymnastics: - To learn and develop the technique of adding spinning when travelling. - To travel fluently with control and purpose. - Learn and develop the quality of a side roll. - To work well with a partner, trusting each other and sharing ideas and begin to perform partner balances.

					including function and aesthetics. • Pupils start to order the main stages of making a product. • Pupils can put together a step-by-step plan which shows the order and what equipment and tools they need. • Pupils generate, develop, model and communicate their ideas through discussion and annotated sketches. Make • Pupils select a wider range of tools and techniques for making their product. • Pupils can explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Pupils measure, mark out, cut, score and assemble components with more accuracy. • Pupils select the most appropriate tool and techniques for the given task. • Pupils begin to make choices of materials both for its aesthetic qualities and functional properties.	• Test a branching database to see if it works • Compare two branching database structures • Create a branching database that reflects a plan • Suggest real-world uses for branching databases		• Explain which commandments are the most significant.	• To perform rebound jumps with some success. • Perform gymnastics skills and sequences more accurately and consistently, both on and off apparatus. • Combine actions and maintain the quality of performance when performing with a partner. Orienteering: • Participate in team games, working cooperatively, solving problems with others. • Communicate effectively with other people and discuss plans to achieve success. • To make a map with symbols and be able to recognise where you are on a map, using basic techniques. • Move confidently in different ways, developing agility, balance, and co-ordination.
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					Evaluate • Pupils start to evaluate their product against their original design criteria. • Pupils suggest improvements to their final design. • Pupils begin to evaluate familiar products and consider the views of others to improve their own designs.				
Components (teaching sequence)	• I can explain that animals need food because they cannot make their own. • I can name different nutrients in food, like protein, fat, and carbohydrates. • I can explain why animals need vitamins and minerals to stay healthy. • I can describe why animals, including humans, need the right types and amounts of food. • I can explain that some animals, including humans, have skeletons for support and protection. • I can describe how muscles and the skeleton help animals move. Topic outcome:		• I can locate South America and its countries on a map. • I can identify key cocoa-growing regions. • I can compare climate conditions for growing cocoa with our local weather. • I understand how cocoa beans become chocolate. • I can learn about Fairtrade and its benefits. Topic outcome: To make packaging for fairtrade produce to protect it when it travels.		• I can explore why packaging is important for food products. • I understand the role of packaging in protecting products. • I can learn how to design functional and appealing packaging. • I can consider materials and sustainability in design. • I can use design plans to create a shell structure for cocoa packaging. • I can select appropriate materials and tools for making packaging. • I can develop skills in measuring, cutting, folding, and assembling • I can review and evaluate the packaging I created. • I can compare our designs to the original plan and suggest improvements to make our packaging even better. Topic outcome/product brief: To make packaging for fairtrade	• I can investigate questions with yes/no answers • I can select an attribute to separate objects into groups • I can select objects to arrange in a branching database • I can compare two branching database structures • I can independently create questions to use in a branching database • I can create a branching database that reflects my plan • I can suggest real-world uses for branching databases Topic outcome: To create physical and on-screen branching databases.	• I can Topic outcome: See music curriculum map	• I can explain how Jewish people celebrate Rosh Hashanah and why it is important. • I can describe how and why Jewish people ask for forgiveness on Yom Kippur. • I can retell the story of the Exodus and explain why Jewish people celebrate Passover. • I can explain some of the main beliefs of Judaism. • I can describe how Jewish families celebrate festivals and why they are important. Topic outcome: Cornwall Agreed Syllabus 2020-2025 FINAL.pdf	Gymnastics: • I can perform some partner balances. • I can travel with spinning. • I can create and experiment with sequences. • I can skip with a rope. • I can show control when linking a variety of different elements. • I can perform with others, in front of others. Orienteering: • I can communicate effectively with others. • I can move confidently with control. • I can make a map. • I understand the different points on a map. • I can compete against others. • I can complete a picture orienteering event.

					produce to protect it when it travels.				
Key Vocabulary	• Nutrition • Nutrients • Protein • Fat • Carbohydrates • Vitamins • Minerals • Energy • Healthy • Skeleton • Muscles • Support • Protection • Movement		• South America • Equator • Latitude • Climate • Tropical • Cacao Beans • Cocoa • Fairtrade • Sustainability • Export • Trade • Agriculture • Economic • Packaging • Transport		• South America • Equator • Latitude • Climate • Tropical • Cacao Beans • Cocoa • Fairtrade • Sustainability • Export • Trade • Agriculture • Economic • Packaging • Transport	attribute, value, questions, table, objects, branching, database, objects, equal, even, separate, structure, compare, order, organise, selecting, information, decision tree.	See music curriculum map	• Judaism • Jewish • God • Sin • Forgiveness • Exodus • Moses • Passover (Pesach) • Rosh Hashanah • Yom Kippur • Shabbat • Hanukkah • Sukkot • Ten Commandments • Worship • Festival • Tradition	Gymnastics: stepping • Transition • Performance • Levels • Spinning • Oxygen • Quality • Extend • Mirror • Success • Reflect • Communicate • Cannon • Unison • Rhythm • Agility • Describe Orienteering: Teamwork • Map Skills • Picture Orienteering • Control Plotting • Indoor Mapping • Communication • Problem Solving