



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> The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants. • (Year 1) – 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 • (Year 2) - observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • identify and name a variety of plants and animals in their habitats, including micro-habitats	N/A	<u>Early Learning Goal: Understanding the World:</u> People and communities 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) – Know where Constantine is located on a map of the UK. • Use a simple map to locate their home and school. • (Year 2) - Name and locate the four countries and capital cities of the UK.	• (Year 1) - What impact mixing different colours together will have on the tone • Different geometric shapes and what happens when they are combined • (Year 2) - What the purpose of a colour wheel is • That colour wheels show primary and secondary colours • That primary colours can be mixed to make secondary colours • That adding white to a colour is called tinting • That adding black to a colour is called shading • That different combinations of secondary colours produce different outcomes • How to use artists’ work to influence their own productions • Different tones of colour produce different effects when looked at • A range of work produced by one artist on a theme • The work of local and international artists with a similar focus • The names and key features of different insects that act as an art subject	N/A	• (Year 1) – The meaning of key vocabulary such as algorithm, decomposition and abstraction • What a given command will do • How to plan and input a simple program • How to find more than one solution to a problem • How to choose a command for a given purpose • That a series of commands can be joined together • How to use an algorithm to create a program • (Year 2) –Follow a sequence and predict the outcome of a sequence • Compare my prediction to the program outcome • Test and debug each part of the program • Identify the start of a sequence • Identify that a program needs to be started • Predict the outcome of a sequence of commands • Decide which blocks to use to meet the design • Sequence blocks to achieve an outcome • Build a sequence of blocks to match a design • (Year 3) - That commands have an outcome • That a program has a start	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) – Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians • 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) • (Year 2) – Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or	

						That a sequence of commands should have an order		heaven, exploring different ideas and giving a good reason for their ideas. (Year 3) - Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world - Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways) - Describe how and why Christians might pray to God, say sorry and ask for forgiveness - Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas - 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. - Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness,	
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								salvation and freedom at festivals) Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean	
Knowledge	Key Question: What do plants need to reproduce and grow? The children will know: How to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers The part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal - The requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - How to investigate the way in which water is transported within plants		Key Question: Why are our coasts changing? The children will know: - Identify where counties are within the UK and the key topographical knowledge. - Name and locate the cities of the UK - Use basic geographical vocabulary - Understand and use a wide range of geographical and specific topic vocabulary Understand how erosion is impacting our coasts	Key Question: The children will know: Potential project idea – Observational drawings and a watercolour painting with a sea life theme - About the life and work of artists and scientists who have been inspired by sea creatures - How to use tone to create a three-dimensional effect		Key Question: The children will know: - How to build a physical circuit for a Crumble What events and actions in programs are - How to create a program to create a sequence of actions - How to sequence actions correctly to produce a physical output How to identify and fix bugs in a program - How to design and create a project with a real-life output	See music curriculum map Key Question: The children will know:	Christianity - God Key Question: L2.12 How and why do people try to make the world a better place? The children will know: Make sense of belief: - Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) - Make links between religious beliefs and teachings and why people try to live and make the world a better place Understand the impact: - Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) - Describe some examples of how people try to live (e.g. individuals and organisations) - Identify some differences in how people put their beliefs into action Make connections: - Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better - Make links between some commands for living from religious traditions, non-	https://peplanning.org.uk/

								religious worldviews and pupils’ own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views	
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 - Set up simple practical enquiries, comparative and fair tests Identify differences, similarities or changes related to simple scientific ideas and processes Use results to draw simple conclusions, make predictions for new values, suggest improvement and raise further questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables - Gather, record, classify and present data in a variety of ways to help answering questions Report on findings from enquires, including oral and written explanatinos, displays or presentation of results and conclusions		Children will be able to: - Locate regions and counties in the UK on map - Identify physical features of the county - Use vocabulary including floodplain, location, industry, erosion and settlement	Research - Observe and discuss the works of famous artists Drawing - Draw objects and use shading to give them a three-dimensional appearance - Frame areas of a drawing and create a close observational copy - Use the correct grip and direction of a pencil to generate tone - Refine and neaten a drawing to achieve a desired effect - Draw an outline and key features of an object but leave space for colour - Use pencils and watercolour to sketch/make studies of ocean animals, shells and plant life Watercolour - To revisit skills learned in KS1 to mix colours - To use careful brush control to add paint detail to a drawing		Children will be able to: Choose blocks to set up a program - Choose which blocks to use for actions - Use the ‘loop’ block to repeat a program repeatedly Build more sequences of commands to make a design work Match a piece of code to an outcome - Identify a way to improve a program - Modify a program using a design - Test a program against a given design	Children will be able to:		Children will be able to:

Components (teaching sequence)	• I can expand on my prior knowledge of plants, explaining the requirements for nutrients from soil and room to grow. I can explain how this vaies from plant to plant. • I can investigate the wat in which water is transported in pllants. • I can identify and describe the functions of different parts of the flowering plants. • I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Topic outcome:		• I can explain how bay and headlands are formed. • I can explain how caves, arches, stacks and stumps are formed. • I can explore what the coast means to s, and how humans have contributed to our changing coast. • I can identify different counties and cities in the UK. • I can identify different physiological features of the county using topographical knowledge. Topic outcome:	• I can appreciate an discuss the artwork of Ernst Haeckel. • I can shade to create the illusion of 3d. • I can make careful observations. • I can study significant works of art, craft or design or architecture and give personal oral opinions about it. • I can explore similar works by Matisse. • I can make art from things found in the coastal environment.		• I can Topic outcome:	• I can Topic outcome:	• I can Topic outcome:	• I can Topic outcome:
Key Vocabulary	pollination, seed dispersal, photosynthesis, germination.		floodplain, location, industry, settlement	collage, shading, 3d					