

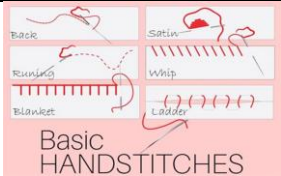


Launch Day:

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) - describe what common animals eat and classify them as carnivores, herbivores and omnivores - identify which animals are hot or cold-blooded (Year 2) - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - 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.	<u>Early Learning Goal: Understanding the World:</u> Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling (Year 1) – The key events of their lives. - Explain the history of a castle in the local area. (Year 2) - Sequence the key dates in the life of Florence Nightingale.	N/A	N/A	Develop skills built up across previous years for 'Design', 'Make' and 'Evaluate'.	(Year 1) - How to use a mouse in different ways - How to use a keyboard to type on a computer - How to use a computer to write - How to add and remove text on a computer	See music curriculum map	(EYFS) – Recognise that some religious people have places which have special meaning for them 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 Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (Year 1) – Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify what a parable is (Year 2) - Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter	
Knowledge	Key Question: How do we know if something has been alive? The children will know: That animals, including humans, have offspring which grow into adults The differences between things that	Key Question: The children will know: The mining was one of Cornwall's main sources of income during the 19th Century. The names of some famous Cornish mines - Geevor,			Key Question: The children will know: <u>Textiles: Basic stitching with fabric</u> Potential project idea - Make a bag for carrying precious stones and rock in. Basic running stitching, add an initial.	Key Question: The children will know: Data and information – Pictograms - That we can count and compare objects using tally charts - That objects can be represented as pictures	See music curriculum map Key Question: The children will know:	Key Question: 1.8 (Curriculum Kerwenek) What makes some people and places in Cornwall sacred? The children will know: Make sense of belief: Recognise that there are special people and places in	https://peplanning.org.uk/

	are living, dead, and things that have never been alive	Crofty and King Edward. • The role of women and children in a mine. • What it was like to work in a Cornish mine.				• How to create a pictogram • How to select objects by attribute and make comparisons • That we can present information using a computer		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 • Re-tell a story about a Cornish Saint and connect this story to the local area Understand the impact: • Give examples of stories, objects and symbols used in churches, which show what people believe • Talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this Make connections: • Think, talk and ask good questions about what happens at a sacred place saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people in Cornwall and what the difference is between some sacred places	
Skills	Children will be able to: • Ask simple questions and recognise that they can be answered in different ways • Observe closely using different equipment • Perform simple tests • Use their observations and ideas to suggest answers to questions	Children will be able to: • Show an awareness of the past and use common words and phrases. • Identify the similarities and differences with their own lives. • Ask and answer questions relating to the passing of time. • Speak about how they found out about the past.			Children will be able to: • 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.	Children will be able to: • Enter data onto a computer • Use a computer to view data in a different format • Organise data in a tally chart • Use a tally chart to create a pictogram • Create a pictogram to arrange objects by an attribute • Collect the data we need	Children will be able to: •	Children will be able to: •	Children will be able to: •

	Gather and record data to help in answering questions				- 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 correct vocabulary to name and describe them. - 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. - Pupils join fabric using a running stitch, glue and tape Evaluate - Pupils evaluate their work against their own design criteria.	- Create a pictogram and draw conclusions from it Use a computer program to present information in different ways			
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					- 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.				
Components (teaching sequence)	- Lesson 1 - I can explain the life processes of living things. - Lesson 2 - I can classify objects as those that are living, dead and those that have never been alive. - Lesson 3 - I can compare the differences between things that are living, dead and have never been alive. - Lesson 4 - I can match animals and their offspring. - Lesson 5 - I can describe how animals change as they grow. Topic outcome: Children will be able to explain which animal matches which offspring and explain how the animal changes as it grows.	- Lesson 1 – I know what a mine is and where I can find one. - Lesson 2 – I know where the most famous Cornish mines are. - Lesson 3 – I can explain what it was like to work in a Cornish mine. - Lesson 4 – I understand the roles of Bal maidens and children in the tin mining industry. - Lesson 5 – I compare my life to the lives of children working in the tin mine. Topic outcome: Children will be able to compare their lives to those of children working in a tin mine. Children will be drawing everything they have learnt together to help with their explanation.			I can Topic outcome/product brief:	I can Topic outcome:	I can Topic outcome:	I can recognise that there are special people and places in Cornwall that are sacred to believers. I can identify at least three sacred/holy places in Cornwall and give a simple account of: How they are used? Why they are important? What do people do there? I can retell a story about a Cornish Saint and connect the story to the local area. I can give examples of stories, objects and symbols used in churches which show what people believe I can talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this.. Topic outcome:	ATHLETICS - Step 1: To run with control - Step 2: To control your body and equipment when throwing - Step 3: To run with the correct arm technique - Step 4: To run and jump on the balls of your feet - Step 5: To show a correct pull throw technique - Step 6: To compete against yourself CRICKET - Step 1: To move confidently. - Step 2: To use an underarm throwing technique. - Step 3: To choose simple tactics in game. - Step 4: To move into space. - Step 5: To strike a ball into space. - Step 6: To compete with others Topic outcome:
Key Vocabulary	Adult develop life cycle offspring excretion sensitivity respiration nutrition reproduce young live young	Mining Tin mines Bal Maidens Income Ore Oppressive Dynamite Gigs Man engine Arsenic							

