



Launch Day: Trips/Visitors: Literacy topics/Guided Reading Book/Texts:									
	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge			N/A	N/A	- Pupils understand that food found locally is dependent on seasonality and choose accordingly - Pupils understand that food is sourced from different countries when it can't be found locally - Pupils use the basic principles of a healthy and varied diet - Pupils know that the Sun and rain is needed for growing food - Pupils recognise the importance of using clean tools, work areas and keeping themselves clean while cooking	(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 The effect of changing a value - How to design the parts of a project How to use an algorithm to create a program (Year 2) - How to describe a series of instructions as a sequence What happens when we change the order of instructions How to use logical reasoning to predict the outcome of a program How to create and debug a program that we have written	See music curriculum map	(EYFS) – Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God (Year 1) - Recognise that loving others is important in lots of communities Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean (Year 2) - Prior learning in Autumn 1	
Knowledge	Key Question: No set science as there are 5 units across Year 2. Consider how to integrate working scientifically skills into an appropriate, topic-based, investigation. The children will know:	Key Question: The children will know: - Sequence the key dates in the life of Florence Nightingale. - Discuss how Florence Nightingale changed the world.			Key Question: The children will know: <u>Cooking and nutrition: Preparing vegetables and using heat to cook</u> Potential project idea – Following Florence Nightingale’s book	Key Question: The children will know: Programming quizzes - That a sequence of commands has a start	See music curriculum map Key Question: The children will know:	Islam Key Question: 1.6 Who is a Muslim and how do they live? Objectives split between Autumn 1 and Spring 1. The children will know: Make sense of belief:	https://peplanning.org.uk/

		- Discuss the life of Rosa Parks and explain how she changed the nation. - Compare the lives of Rosa Parks and Florence Nightingale.			‘Notes on Nursing’ published in 1859, which gave advice on diet among other things – Make a healthy, cooked snack that Nightingale would have liked such as an apple pie, curry or a kedgeree recipe inspired by Florence - Pupils understand that food found locally is dependent on seasonality and choose accordingly - Pupils understand that food is sourced from different countries when it can’t be found locally - Pupils use the basic principles of a healthy and varied diet - Pupils know that the Sun and rain is needed for growing food	- That a sequence of commands has an outcome - How to create a program using a given design - How to change a given design - How to create a program using my own design - How to decide how my project can be improved		- Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims - Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean - Give examples of how stories about the Prophet show what Muslims believe about Muhammad Understand the impact: - Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them - Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) - Give examples of how Muslims put their beliefs about prayer into action Make connections: - Think, talk about and ask questions about Muslim beliefs and ways of living - Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas - Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	
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Skills	Children will be able to: • See National Curriculum and select appropriate working scientifically skills to develop Continue with previous UNIT	Children will be able to: • Place key dates in chronological order. • Recall dates and events beyond living memory that are significant nationally or globally. • Explain how the lives of significant individuals have contributed to national and international achievements.			The 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. • 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 ingredients; using correct vocabulary to name and describe them. • Pupils select different cooking tools to prepare dishes	Children will be able to: • Identify the start of a sequence • Identify that a program needs to be started • Predict the outcome of a sequence of commands • Match two sequences with the same outcome • Change the outcome of a sequence of commands • Work out the actions of a sprite in an algorithm • Decide which blocks to use to meet the design • Sequence blocks to achieve an outcome • Choose backgrounds for the design • Choose characters for the design • Create a program based on a design • Choose the images for our own design • Create an algorithm • Build a sequence of blocks to match a design • Compare a project to a design • Improve a project by adding features • Debug a program	Children will be able to: • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant Grandma rap rhythmically, and perform to an accompaniment children create. • Chant and play rhythms using the durations of ‘walk’ (crotchet), ‘jogging’ (quavers), and ‘shh’ (crotchet rest) from stick notation. • Learn a clapping game to Hi lo chicka lo that shows the rhythm. • Show the following durations with actions ‘walk’ (crotchet) and ‘jogging’ (quavers).	Children will be able to: •	Children will be able to: • Prior Learning Required - Year One Progression Maps Objectives: • Respond imaginatively to a range of stimuli. • Move confidently and safely in your own and general space, using changes of speed, level and direction. • Perform movement phrases using a range of different body actions and body parts – with control and accuracy. • Create linked movements, combining different ways of travelling, with beginnings, middles and ends. • Describe what it feels like to breathe quickly during exercise. • Describe what they have done or seen others doing. • Understand why being active and playing games is good for you. BADMINTON
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					- Pupils measure out ingredients 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.				
Components (teaching sequence)	Topic outcome:	- Lesson 1: I understand why Florence Nightingale was called ‘the lady of the lamp’. - Lesson 2: I know how Florence Nightingale changed the world of nursing. - Lesson 3: I know who Rosa Parks is and how she challenged the world’s opinions. - Lesson 4: I can recognise similarities and difference between Florence Nightingale and Rosa Parks. Topic outcome: Create a wordless book to show the comparison between Rosa and Florence. Fact file on Florence Nightingale + Rosa Parks (To be completed in literacy lessons).			- I can design a healthy snack Design - Generate ideas by drawing on their own and other people’s experiences - Pupils develop their ideas through discussion Make - Pupils begin to select tools and ingredients; using correct vocabulary to name and describe them. - Pupils select different cooking tools to prepare dishes Evaluate - Pupils evaluate their products as they are developed, identifying what is going well and make a few small changes along the way. Topic outcome/product brief:	I can: - To explain that a sequence of commands has a start - To explain that a sequence of commands has an outcome - To create a program using a given design - To change a given design - To create a program using my own design - To decide how my project can be improved Topic outcome: Children create a quiz based on the lives of Florence Nightingale or Rosa Parks.	I can Topic outcome:	I can Topic outcome:	I can DANCE Step 1: To move in different ways Step 2: To move to music showing expressive qualities of dance Step 3: To repeat short dance phrases with greater control Step 4: To be creative and compose short dances Step 5: To describe a performance accurately Step 6: To perform with control and coordination Topic outcome: BADMINTON Step 1: Change direction when moving. Step 2: To control your body and equipment. Step 3: To catch a shuttle. Step 4: To run and jump on the balls of your feet. Step 5: To hit a shuttle with hands and racket. Step 6: To compete against yourself and others.

Key Vocabulary		Human rights Wealthy Hygiene Inequality Similarities Differences Segregation				Sequence Commands Program Design			• Actions • Beat • Smart • Character • Levels • Performance • Movement • Neat • Count • Practise • Expression • Improve • Create • Imagination
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