



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> <u>The natural world</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. (Year 1) - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. - distinguish between an object and the material from which it is made - describe the simple physical properties of a variety of everyday materials (hard/soft, stretchy/stiff, shiny/dull, waterproof/non-waterproof, opaque/see-through) - compare and group together a variety of everyday materials on the basis of their simple physical properties	N/A	<u>Early Learning Goal: Understanding the World:</u> <u>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) - Know where Constantine is located on a map of the UK. - Use a simple map to locate their home and school. - Use world maps, atlases and globes to identify the UK and its countries.	N/A	Develop skills built up across previous years for ‘Design’, ‘Make’ and ‘Evaluate’.	(Year 1) - Different types of technology - What a computer is and its main parts	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	
Knowledge	Key Question: Why do we choose materials for certain jobs? The children will know: How to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic,		Key Question: The children will know: Use simple compass directions (north, south east west) and directional and locational language to describe the location of features		Key Question: The children will know: <u>Structures: Freestanding structures</u> Potential project idea - Build a boat using wooden dowels or squared rods. (Combine with science learning	Key Question: The children will know: Computing systems and networks – IT around us The uses and features of information technology	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/

	glass, brick, rock, paper and cardboard for particular uses How the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching		and routes on a map. 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		around materials and testing)	- The uses of information technology in the school - The uses of information technology beyond school - How information technology helps us - How to use information technology safely - That choices are made when using information technology		- 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: • Ask simple questions and recognise that they can be answered in different ways • Perform simple tests • Identify and classify • Gather and record data to help in answering questions		Children will be able to: • Describe where Constantine is on a map using compass directions. • Create and follow a given route using directional language and compass skills. • Locate physical and human features on aerial photographs		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 materials; using correct vocabulary to name and describe them. • Pupils build structures, exploring how they can be made stronger,	Children will be able to: • Identify examples of computers • Describe some uses of computers • Identify that a computer is a part of IT • Identify examples of IT • Sort school IT by what it's used for • Identify that some IT can be used in more than one way • Find examples of IT • Sort IT by where it is found • Talk about uses of IT • Recognise common types of technology • Demonstrate how IT devices work together • Say why we use IT • Recognise common types of technology • List different uses of information technology • Talk about different rules for using IT • Say how rules can help keep me safe • Identify the choices that I make when using IT • Use IT for different types of activities • Explain the need to use IT in different ways	Children will be able to: •	Children will be able to: •	Children will be able to: •
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					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.				
Components (teaching sequence)	• Lesson 1- I can explain the suitability of different materials. (General – what is this made of, why do we make different objects out of this material?) What in the room is made of wood and why?) • Lesson 2 - I can investigate how shapes of solid objects can be changed. • Lesson 3- I can carry out an investigation to compare the suitability of materials. • Lesson 4- I can use my observation to suggest answers to questions. Topic outcome: Reply to a letter from a person		• Lesson 1- I can identify physical and human features. • Lesson 2- I can use a key to locate landmarks on a map. • Lesson 3- I can describe the location of human and physical features on a map using compass directions. • Lesson 4- I can devise a simple map and construct basic symbols in a key. • Lesson 5- I can follow a given route using directional language and compass skills. • Lesson 6 – I can create a set of instructions using directional language and compass skills.		In art will be: 1. Sketching our own desert island. 2. Using water colour paints to paint our desert island. In DT we will building a boat using the design, make, evaluate sequence. 1. Designing our mini boat with a purpose of it being able to float. Children draw their ideas. Pupils begin to explain what materials they will use and why. 2. Children select materials and build/ join their materials.	We will be learning about Computing systems and networks – IT around us: ○ To recognise the uses and features of information technology ○ To identify the uses of information technology in the school ○ To identify information technology beyond school ○ To explain how information technology helps us ○ To explain how to use information technology safely	Sing Up Unt 1 – Tony Chestnut Topic outcome:	• I can explain who Muslims believe in and whose example they follow • I can explain why the Shahadah is important to Muslims • I can describe the 3 important things Muslims believe about God/Allah • I can explain why Muslims believe the Prophet Muhammad is so important • I can give at least one example of how a story of the Prophet shows a Muslim how to behave. Topic outcome: Children will be able to give examples of how the Muslims believe they should behave.	PE PLANNING Hockey Tag Rugby. Topic outcome:

	stranded on an island explaining what suitable materials they need to make a boat. (L4)		Topic outcome: Create your own treasure hunt using directional language and compass skills.		Exploring how they can make their design stronger, stiffer and more stable. 3. Pupils evaluate their work (what went well, what didn't, what they would do next time). Topic outcome/product brief:	○ To recognise that choices are made when using information technology Topic outcome:			
Key Vocabulary	Materials, wood, metal, plastic, glass, brick, rock, paper, cardboard, squashing, bending, twisting, stretching, coins, rubber, waterproof fabric, ice, fabric, leather, wool, ceramic		Navigate, compass, direction, location, key, symbols, physical features, human features, aerial map, north, east, south, west						