

	Autumn 1 Geography Focus Some like it hot some like it cold	Autumn 2 Science Focus Amazing animals	Spring 1 History Focus Toys through time	Spring 2 Geography focus What a wonderful world!	Summer 1 Science Focus Grow Great!	Summer 2 History Focus Global explorers
Literacy texts ideas	Fiction: What the Ladybird Heard - link to reading and author Non fiction: Non chron about farm animals (link to fiction text) Poetry - Animal Riddles	Fiction: The Three little Wolves and the Big Bad Pig Non fiction: Instructions - How to make a moving animal (DT link)	Fiction: The Teddy Robber, Non fiction: recount of visit to Charlie Bears	Fiction: Lila and the Secret of rain. Non-fiction	Fiction: The shopping Basket - John Burningham Non-Fiction: Instructions to make a wrap (DT link)	Fiction: Proudest Blue Non-Fiction: Chronological report about a famous explorer (Geography link)
Immersion Ideas & Trips/ Experiences	Trip to Newquay Zoo	Visit from Insect Company Trip the Stertz Theatre	Trip to Charlie Bears	Arrange a visit to the church for Easter Activities	Visit to the coast (lesson 5 of geography unit) Trip to The Barn climbing centre	Whole school trip to the beach.
Science	<p>Animals including Humans</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals including humans have offspring which grow into adults.</p>		<p>Materials</p> <p>Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple properties.</p>		<p>Plants Changing seasons</p> <p>Identify and name a variety of common wild and green plants, including deciduous and evergreen trees Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Observe changes across four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	
Geography	<p>Would you prefer to live in a hot or cold place?</p> <p>Where are the continents? Where are the coldest places on Earth? Where is the Equator? What is life like in a hot place? Do we live in a hot or cold place? Would you prefer to live in a hot or cold place?</p>			<p>Why is our world wonderful?</p> <p>What are some of the UK's amazing features and landmarks? Where are some of the world's most amazing places? Where are our oceans? What is amazing about our local area? Why are natural habitats special? How can we look after natural habitats?</p>	<p>What is it like to live by the coast?</p> <p>What are the seas and oceans surrounding the UK? What is the coast? What are the features of the Jurassic Coast? How do people use Weymouth? How do people use our local coast? How do people use our local coast? (Findings)</p>	
History		<p>How am I making history?</p> <p>Order three photographs correctly on a simple timeline. Use the terms 'before' and 'after' when discussing their timelines. Talk about three memories and place one of them on a timeline. Explain why memories are special and name four events that they celebrate throughout the year. Think of three ways they celebrate their birthday. Ask a visitor one question about childhood in the past. Know a similarity and a difference between childhood now and in the past. Add three ideas to a time capsule about themselves. Use key vocabulary to compare the present, the past and possible changes in the future.</p>	<p>How have toys changed?</p> <p>Discuss their favourite toy using language related to the past. Ask questions about toys in the past. Make comparisons between toys in the past and present. Sequence artefacts from different periods of time. Identify changes between teddy bears today and those from 100 years ago. Describe how toys have changed over time.</p>			<p>How have explorers changed the world?</p> <p>Explain what explorers do Name equipment or transport an explorer would need. Sequence four photographs from different periods of time. Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). Identify where they travelled and write a sentence about the achievements of one explorer. Select the most important events in a historical story. Sequence events on a timeline and use this to retell the story. Describe what they can see in a photograph. Make inferences about what a person in an image could be saying and ask questions to further their understanding. Recall information about past and presentation exploration. Understand events in relation to the present day and compare how exploration has changed over time. Describe how an explorer is significant and how they impacted events or people's ideas. Present significant people using a coat of arms.</p>

<p>Art</p>	<p>Sculpture and 3D: Making a spider</p> <p>Roll paper tubes and attach them to a base securely. Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. Shape paper strips in a variety of ways to make 3D drawings. Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. Create a tree of life sculpture that includes several different techniques for shaping paper. Work successfully with others, sustaining effort over a time. Paint with good technique, ensuring good coverage.</p> <p>Craft and design: Woven wonders</p> <p>Give an opinion about whether an activity counts as 'art'. Listen attentively to a visitor describing their creative interests. Draw and talk about a remembered experience of making something creative. Independently choose and measure lengths of wool and join wool sections together. Adjust their wrapping technique if something doesn't work well. Show that they are selecting colours thoughtfully. Be open to trying out a new skill. Show that they are choosing materials based on colour, thickness and flexibility. Show resilience and keep going when things don't go right the first time. Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). Weave with paper, achieving a mostly accurate pattern of alternating strips. Describe their own weaving and compare it to Vicuna's artwork. Attach things securely to their box loom. Remember the process needed for weaving and attach some elements in this way. Discuss the choices they make and what they like about their finished work.</p>			<p>Painting and mixed media: Colour splash (omit lesson 5 if needed)</p> <p>Name the primary colours. Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates.</p>	<p>Drawing: Observation drawings of flowers (omit lesson 3 if needed)</p> <p>Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p>	
<p>Design & Technology</p>		<p><u>Mechanisms/Mechanical Systems Making a moving animal</u></p> <p>Identify the correct terms for levers, linkages and pivots. Analyse popular toys with the correct terminology. Create functional linkages that produce the desired input and output motions. Design monsters suitable for children, which satisfy most of the design criteria. Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. Select and assemble materials to create their planned monster features. Assemble the monster to their linkages without affecting their functionality.</p>	<p><u>Puppets</u></p> <p>Join fabrics together using pins, staples or glue. Design a puppet and use a template. Join their two puppets' faces together as one. Decorate a puppet to match their design.</p>		<p><u>Cooking & Nutrition: A Balanced Diet To complete during DT cooking day.</u></p> <p>Name the main food groups and identify foods that belong to each group. Describe the taste, texture and smell of a given food. Think of four different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan.</p>	<p><u>Constructing a Windmill</u></p> <p>Identify some features that would appeal to the client (a mouse) and create a suitable design. Explain how their design appeals to the mouse. Make stable structures, which will eventually support the turbine, out of card, tape and glue. Make functioning turbines and axles that are assembled into the main supporting structure. Say what is good about their windmill and what they could do better.</p>
<p>Computing</p>	<p><u>Unit 1.1 - Online safety & Exploring Purple Mash (4)</u></p>		<p><u>Unit 1.7 - Coding (6)</u></p>		<p><u>Unit 1.8 - Spreadsheets (3)</u></p>	

	<p>To log in safely. To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple Mash to find resources. To become familiar with the icons and types of resources available in the Topics section. To start to add pictures and text to work. To explore the Tools and Games section of Purple Mash. To learn how to open, save and print. To understand the importance of logging out.</p>		<p>To understand what instructions are and predict what might happen when they are followed. To use code to make a computer program. To understand what objects and actions are. To understand what an event is. To use an event to control an object. To begin to understand how code executes when a program is run. To understand what backgrounds and objects are. To plan and make a computer program.</p>		<p>To know what a spreadsheet program looks like. To locate 2Calculate in Purple Mash. To enter data into spreadsheet cells. To use 2Calculate image tools to add clipart to cells. To use 2Calculate control tools: lock, move cell, speak and count. <u>Unit 1.4 - Lego Builders (3)</u> To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result.</p>	
<p>Religious Education Cornwall SACRE Cycle B</p>	<p><u>Who is Muslim and how do they live? Part One</u> Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Explain how stories about the Prophet show what Muslims believe about Muhammad. Understand how Muslims use the Shahadah to show what matters to them</p>	<p><u>Why does Christmas matter to Christians?</u> Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke) Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p>	<p><u>Who is Muslim and how do they live? Part Two</u> Understand how Muslims use the Shahadah to show what matters to them Understand how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Understand how Muslims put their beliefs about prayer into action. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. Understand how stories about the Prophet show what Muslims believe about Muhammad.</p>	<p><u>Why does Easter matter to Christians?</u> Understand that Easter is very important in the 'big story' of the Bible. Understand that Christians believe Jesus rose again, giving people hope of a new life. Recognise that Jesus gives instructions about how to behave.</p>	<p><u>Why is the good news Jesus brings?</u> Understand that Christians believe Jesus brings good news to all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Understand that Jesus is a friend to poor people and friendless Understand that Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<p><u>What makes some places sacred to believers?</u> Provide examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe Understand how people worship at a church, mosque or synagogue Understand why some people like to belong to a sacred building or a community. Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p>
<p>PSHE - Kapow Cycle B</p>	<p><u>Health and Wellbeing</u> Understanding emotions, setting achievable goals and considering how to overcome difficulties, learning about the importance of activity, a healthy diet and relaxation for our wellbeing, learning how to look after our teeth</p>	<p><u>Citizenship</u> Considering why we have rules; identifying similarities and differences between ourselves and others; understanding the needs of animals and younger children; beginning to understand how voting gives a democratic decision and how the school council works; learning how to share my opinion on an issue.</p>	<p><u>Family and Relationships</u> Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Looking at conventions of manners and developing an understanding of self-respect</p>	<p><u>Economic Wellbeing</u> Understanding what money is and different ways that children and adults get it; recognising the difference between needs and wants; considering why different people make different choices about spending and saving money; exploring banks and building societies; understanding that skills and interests influence career choices.</p>	<p><u>Safety and the Changing Body</u> Learning how to communicate safely with adults; learning steps to crossing the road safely; considering hazards at home; identifying which substances should or should not go in the body; learning what to do when lost; being aware of some of the risks associated with the internet; learning about appropriate and inappropriate contact</p>	
<p>Music</p>		<p>Menu song Participate in creating a dramatic group performance using kitchen-themed props. Copy a leader in a call-and-response song, waiting their turn to sing. Sing a cumulative song from memory, remembering the order of the verses. Play classroom instruments on the beat. Listen and move in time to the song. Instrument - Ocarina</p>		<p>Football Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Chant together rhythmically, marking rests accurately. Sing an echo song while tapping the beat, and clap the rhythm of the words understanding there is one beat for each syllable. Play a simple ostinato on untuned percussion. Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p>		<p>Come dance with me Copy call-and-response patterns with voices and instruments. Echo sing a line independently with teacher leading, then move on to pair singing in echo format. Create musical phrases from new word rhythms that children invent. Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct beater hold Instrument - Ocarina</p>

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Physical Education	KS1 Games 1 CT Dance - Antarctica Arena	KS1 Fundamentals	Dance - Celebrations Arena KS1 Games 2 CT	Gymnastics - Direction and pathways CT	KS1 Athletics 1 - Arena Swimming	KS1 Cricket CT Swimming