

	History	Music	Jigsaw	Computing	Art	P.E.	R.E	Science	Geography	D.T.
National Curriculum Links Learn more, know more, remember more	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - events beyond living memory that are significant nationally or globally - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <p>(Big question- can a ruler or leader always make fair and just decisions?)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Play tuned and untuned instruments musically. 	<p>Dreams and goals.</p> <p>Puzzle outcome: Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> - To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. 	<p>Pupils should be taught:</p> <p>(Art)</p> <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products. - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. 	<p>NY syllabus</p> <ul style="list-style-type: none"> - Foundation: Which places are special and why? - KS1: Who is a Muslim and what do they believe? 	<p>Pupils should be taught to:</p> <p><u>Biology.</u></p> <ul style="list-style-type: none"> - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies. <p><u>Working scientifically:</u></p> <ul style="list-style-type: none"> - Performing simple tests - Use scientific language and read and spell age-appropriate scientific vocabulary - Using their observations and ideas to suggest answers to questions. <p>(do we have a collective responsibility to help others during natural disasters and extreme weather?)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].
Links to Global neighbours	Exploring 'big questions' about suffering, inequality and justice.		exploring similarities and differences between their lives and the lives of people in various communities around the world				exploring similarities and differences between their lives and the lives of people in various communities around the world	exploring similarities and differences between their lives and the lives of people in various communities around the world	exploring similarities and differences between their lives and the lives of people in various communities around the world	
1	Introduction to monarchy and leaders: Henry VIII, Queen Victoria and Elizabeth II.	Musical introductions	Weekly celebration: My Treasure Chest of Success	Algorithms and Programs- following and creating instructions.	Pottery- famous designers and craft makers.	Bouncing.	What do people think about God?	Human anatomy.	Locating the UK and India on maps and a globe.	Traditional toys- evaluating and analysing.
Knowledge and Skills.	<u>Knowledge:</u> Understand who a monarch is. England has been ruled by Kings and Queens for many years. Her Royal Highness Queen	<u>Knowledge:</u> to play musical instruments correctly we follow instructions. Usually we follow sheet music, however, we are going	<u>Knowledge:</u> Goals can be short or long term, some take more practise/work/effort than others. Goals can be set for many	<u>Knowledge:</u> Computers need precise instructions to follow. These precise instructions are called algorithms. How to	<u>Knowledge:</u> Josiah Wedgwood: famous potter from 1700's (link to history and place on class timeline). Look at his work, discuss likes,	<u>Knowledge:</u> How to jump and land safely. <u>Skills:</u> • Can move with control and care.	<u>Knowledge:</u> Many religions believe in a God and sometimes they call God by a different name. Holy books also have different names.	<u>Knowledge:</u> the human body is made up of parts including limbs, torso, head and neck. The limbs are called arms and legs. We have	<u>Knowledge:</u> The location of the UK and India on a map/globe including continent location and surrounding oceans. Begin looking at	<u>Knowledge:</u> Traditional toys have no electrical components and many have simple mechanisms to make them interactive/move. Toys

	<p>Elizabeth II is our Queen. Kings and Queens sometimes wear special items such as a crown, and hold special things such as an orb and sceptre. Vocabulary: monarch, leader, history, past, present, long ago, orb and sceptre. <u>Skills:</u></p> <ul style="list-style-type: none"> Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. Look at books, videos, photographs, pictures and artefacts to find out about the past. Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" 	<p>to create a pictorial representation of when and how to play. We can change the duration of a sound by altering the length of time we play an instrument. Introduce the concept of repeated patterns in music. Vocabulary: pattern, instructions, follow, duration, length and pictorial. <u>Skills:</u></p> <ul style="list-style-type: none"> Follow instructions on how and when to sing/play an instrument. Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking. 	<p>reasons. We can have a range of emotions when we achieve a goal. vocabulary- proud, success, achievement, and goal. <u>Skills:</u> PSHE: I can set simple goals. S/E development: I can tell you about a thing I do well.</p>	<p>make a record of instructions to create an algorithm. Vocabulary: algorithm, instruction, pattern, series, record and precise. <u>Skills:</u></p> <ul style="list-style-type: none"> To be able to create a simple series of instructions - left and right. To be able to record their routes. 	<p>dislikes and what we think the objects are made from. Link to history and children's toys from Victorian era (traditional toys). His pottery is now produced in a factory style studio on a large scale. We will be 'studio potters' as we are working in a small group. Vocabulary: potter, pottery, clay, produce, studio, recreate, famous and traditional. <u>Skills:</u></p> <ul style="list-style-type: none"> Study the work of a range of great artists, craft makers and designers and understand the historical development of their art forms Evaluate and analyse creative works using the language of art and design. 	<ul style="list-style-type: none"> Copy and remember actions. 	<p>Muslims do not draw the Allah or the Prophet Muhammad and although we are not Muslims we should respect this and not attempt to draw him ourselves. Vocabulary: Holy, religion, differences, Allah, Muslim and respect. <u>Skills</u></p> <ul style="list-style-type: none"> Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like. Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Make links between what the Holy Qur'an says and how Muslims behave. 	<p>smaller body parts located on within the larger parts such as eyes, fingers, nose etc. We have organs within our body such as heart, lungs etc. and these help us with vital body functions. Vocabulary: limbs, body parts, organs, identify and label. <u>Skills:</u></p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body. Asking simple questions and recognising that they can be answered in different ways 	<p>similarities and differences based upon distance to the equator. Vocabulary: location, compare, area, globe, surrounding and locate. <u>Skills:</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Understand geographical similarities and differences through the study of places linked to other topic areas. 	<p>have an intended user, for example a doll would be intended for a younger child and a skipping rope for a slightly older child. Our toys will need a simple mechanism to make them interactive/move. Vocabulary- lever, mechanism, pulley, axel, wheel, wooden, interactive, movement, motion and evaluate. <u>Skills:</u></p> <ul style="list-style-type: none"> Use simple design criteria to help develop their ideas. Explore objects and designs to identify likes and dislikes of the designs.
2	<p>A history of Henry VIII and the anniversary of him being recognised as the Supreme Head of the Church of England. (Big question- can a ruler or leader always make fair decisions?)</p>	<p>Musical patterns.</p>	<p>Weekly celebration: Steps to Goals.</p>	<p>Algorithms and Programs- following and creating instructions part 2.</p>	<p>Pottery-designing our product.</p>	<p>Bouncing.</p>	<p>Who was the Prophet Muhammad, and why is he important to Muslims?</p>	<p>The senses.</p>	<p>Introduction to Mumbai via video, aerial images and photographs.</p>	<p>Traditional toys- design brief and designing,</p>
Knowledge and skills.	<p><u>Knowledge:</u> The British monarch is considered the supreme governor of the Church. Among other privileges, he or she has the authority to approve the appointment of archbishops and other church leaders. Henry VII was ruler of England; United Kingdom did not exist at this point in history. Our school is a Church</p>	<p><u>Knowledge:</u> repeated patters occur in most music. To create a repeated pattern, we play a series of sounds on 'loop'. We can order sounds to create an effect or structure our music so that the beginning builds up to the middle. Vocabulary: pattern, loop, series, structure. <u>Skills:</u></p>	<p><u>Knowledge:</u> Often to achieve a goal, especially a long-term goal (such as career goals or learning goals), we need to break the goal down into smaller steps to make them more manageable. Each step gives us a progression route to our eventual goal. Vocabulary: long-term, career, learning, aspiration, differences,</p>	<p><u>Knowledge:</u> Computers need precise instructions to follow. These precise instructions are called algorithms. How to make a record of instructions to create an algorithm. Vocabulary: algorithm, instruction, pattern, series, record and precise.</p>	<p><u>Knowledge:</u> to design a product that is effective, appropriate and meets need we usually follow a design brief. Designs can be altered throughout the process to meet the needs of the designer, yet they must still meet the design brief. vocabulary-design, design brief, intended user, appropriate,</p>	<p><u>Knowledge:</u> How to jump and land safely. <u>Skills:</u></p> <ul style="list-style-type: none"> Can move with control and care. Copy and remember actions. 	<p><u>Knowledge:</u> The Prophet is a leader for Muslims much like God is a leader for Christians. The prophet has over 1.5 billion followers all over the world. Muslims follow the example set by Prophet Muhammad who has taught Muslims how to follow God. He is so special that when Muslims talk about him, when they say his name they say 'Peace be upon</p>	<p><u>Knowledge:</u> we have 5 senses- sight, touch, hearing, taste and smell. Each sense is connected to an organ. Our senses help keep us safe. Vocabulary: linked, senses, function, support, connected, organ and fair test. <u>Skills:</u></p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and 	<p><u>Knowledge:</u> key physical geographical features of Mumbai including coastal, mangroves, mouth of the river, lake, sand, suburban district has a national park, sandy stony in coastal areas with hills in the north. Vocabulary: coastal, suburban, metropolis, city, mangrove, district, national, geographical</p>	<p><u>Knowledge:</u> To design a useable and functional product we follow a design brief. Designs can vary but they must follow the requirements of the brief. To make a product that moves we will also need to include a mechanism in our design. Vocabulary- lever, mechanism, pulley, axel, wheel, wooden, interactive, movement,</p>

	<p>of England School where worship reflects the Anglican tradition. Vocabulary: privileges, monarch, appointment, authority, Arch Bishop, ruler Anglican and tradition.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> Recall some facts about people/events before living memory. Say why people may have acted the way they did Talk, write and draw about things from the past. 	<ul style="list-style-type: none"> Follow instructions on how and when to sing/play an instrument. Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking. Order sounds to create an effect (structure-beginnings/endings). Create short musical patterns. 	<p>manageable, progression, route and eventual.</p> <p><u>Skills:</u> PSHE: I can set a goal and work out how to achieve it</p> <p>S/E development: I can tell you how I learn best.</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> To be able to create a simple series of instructions - left and right. To be able to record their routes. To understand forwards, backwards, up and down. 	<p>pattern, form, function, manipulate and malleable materials.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> Record and explore ideas from first hand observations Ask and answer questions about starting points for their work 		<p>him'. And when they write his name they put the letters 'PBUH' after his name.</p> <p>Vocabulary: upon, Muslims, leader, followers, example, inspiration(al) and Prophet.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. Re-tell a story about the life of the Prophet Muhammad. Ask some questions about God that are hard to answer and offer some ideas of their own. 	<p>say which part of the body is associated with each sense.</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways 	<p>features, physical, man-made and natural.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> 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 Ask geographical questions [i.e. 'What is it like to live in this place?'] Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<p>motion, design and design brief.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> State what products they are making Say whether their products are for themselves or other users Describe what their products are for Say how their products will work Use simple design criteria to help develop their ideas
3	Queen Victoria and the British Empire.	Composing a group piece to perform to the rest of the class.	Weekly celebration: Achieving Together	Algorithms and Programs- two-step instructions.	Pottery- begin making our tea set (one cup and saucer)	Jumping two footed.	What stories of the Prophet do Muslims love to tell?	Investigate seasonal changes day length.	Human features of Mumbai.	Traditional toys-selecting tools, resources and equipment, and using them safely.
Knowledge and Skills	<p><u>Knowledge:</u> Queen Victoria ruled over the British Empire. The British Empire was the largest empire in history. Vocabulary: Empire, consent, free will, power, ruled and ruler.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> Recall some facts about people/events before living memory. Say why people may have acted the way they did. Look at books, videos, photographs, pictures and artefacts to find out about the past. 	<p><u>Knowledge:</u> repeated patters occur in most music. To create a repeated pattern, we play a series of sounds on 'loop'. We can order sounds to create an effect or structure our music so that the beginning builds up to the middle. Pictorial symbols can be used to create a musical pattern for us to play. Vocabulary: pattern, loop, series, pictorial and structure.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> Order sounds to create an effect (structure-beginnings/endings). Create short musical patterns. Know how sounds are made and changed Begin to represent sounds with drawing 	<p><u>Knowledge:</u> sometimes we have shared goals and aspirations. Team work can help us achieve our goals. Team work requires patience, good listening, the sharing of ideas/skills and each person should participate equally. All members of the partnership or group should participate and contribute. Vocabulary: participation, fairness, aspirations, contribute, achieve and partnership.</p> <p><u>Skills:</u> PSHE: I understand how to work well with a partner.</p> <p>S/E development: I can celebrate achievement with my partner.</p>	<p><u>Knowledge:</u> How to combine instructions to create an algorithm for a programmable toy to follow such as turn left then move forward 2. How to debug our algorithm if it goes wrong by changing one or more instruction. Vocabulary: alter, debug, manipulate, create, two-step, programmable and persevere.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> To be able to create a simple series of instructions - left and right. To be able to record their routes. To understand forwards, backwards, up and down. To put two instructions together to control 	<p><u>Knowledge:</u> How to use the coil method to make a cup for their set. How to pull handles using lots of water and even pressure, starting at the bottom. How to use the slab method to make a saucer. How to join clay using the slip and score method. How to make sure we have removed any unwanted lumps, bumps, dents and unevenness before letting our pottery enter the leathering phase. Vocabulary- kneading, wedging, slip, score, coil, slab, leathering, score, decorate, join, and glaze.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading 	<p><u>Knowledge:</u> how to jump and land safely, bending knees. How to alternate landing legs to jump one footed and land one footed.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> Control their body when travelling Control their body when balancing. 	<p><u>Knowledge:</u> The Prophet Muhammad (PBUH) inspired people. Teach pupils that stories of the Prophet are very important in Islam. They say a lot about what he Prophet Muhammad (PBUH) said and did, and these stories often teach Muslims an inspiring lesson. Muslims follow Allah (God), but they learn a lot from the Prophet's example. He is an inspiring leader.</p> <p>Vocabulary: upon, Muslims, leader, followers, example, inspiration(al), identity, influence and Prophet.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like. Talk about some simple ideas about 	<p><u>Knowledge:</u> the number of day light hours varies according to season. Seasons and day length are connected to the earth's rotation around the sun. Vocabulary: rotation, proximity, axel, tilted, length, comparative, varies and measurement.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> Observing closely, using simple equipment and measurement Using their observations and ideas to suggest answers to questions Begin to notice patterns and relationships. 	<p><u>Knowledge:</u> the city is densely populated, slum area (Dharavi), railway lines, airport. The north has fewer houses and more green space. Vocabulary: fewer, green space, slum, prejudice, preconceived, presume, populated, population and densely.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> 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 Ask geographical questions [i.e. 'What is it like to live in this place?'] Describe key human features, including: city, town, village, factory, farm, 	<p><u>Knowledge:</u> Tools have a specific purpose and intended use, for example a saw is used to cut the wood. In order to use tools effectively and safely it is important that we follow instructions and a risk assessment. Materials should be chosen according to their properties and intended use, for example round bottle tops for wheels as this allows the wheels to rotate effectively. Vocabulary: cut, shape, intended use, properties, materials, safety, risk assessment, purpose, instructions and tools.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> Select from a range of tools and equipment, explaining their choices Select from a range of materials

				a programmable toy.			Muslim beliefs about God, making links with some of the 99 Names of Allah. <ul style="list-style-type: none"> Make links between what the Holy Qur'an says and how Muslims behave. 	house, office, port, harbour and shop.	and components according to their characteristics <ul style="list-style-type: none"> Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen) Know about the simple working characteristics of materials and components Know about the movement of simple mechanisms such as levers, sliders, wheels and axles 	
4	Queen Elizabeth II.	Continue composing a group piece to perform to the rest of the class.	Weekly celebration: Stretchy Learning	Algorithms and Programs- two-step instructions part 2.	Pottery-making phase continued.	Jumping two footed.	What makes a place or an object special to us? And to Muslims?	Investigate seasonal weather patterns.	Mumbai weather.	Traditional toys-selecting tools, resources and equipment, and using them safely, continued.
Knowledge and Skills	<p><u>Knowledge:</u> Elizabeth II is our current monarch. She is now the longest reigning monarch having taken this title from Queen Victoria. She resides in Buckingham palace in London (our capital city). The Queen does not govern the country, but does carry out many important tasks. The Queen is Head of the Church of England. She appoints Bishops and Archbishops on the advice of the Prime Minister. The Queen is Head of the Armed Forces. The Queen is not allowed to vote. However, she meets weekly with the Prime Minister. Vocabulary: prime minister, armed forces, appoint, govern, rule, dictate, palace and weekly.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present. Talk, write and draw about things from the past. 	<p><u>Knowledge:</u> repeated patterns occur in most music. To create a repeated pattern, we play a series of sounds on 'loop'. We can order sounds to create an effect or structure our music so that the beginning builds up to the middle. Pictorial symbols can be used to create a musical pattern for us to play. Vocabulary: pattern, loop, series, pictorial and structure.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> Order sounds to create an effect (structure-beginnings/endings). Create short musical patterns. Know how sounds are made and changed Begin to represent sounds with drawing Take notice of others when performing. 	<p><u>Knowledge:</u> new goals can be challenging at first and stretch our knowledge or skills. With practise and patience, we can achieve these new goals. If our first attempt is a success we can use our resilience strategies to remain focused and keep trying. Once we have achieved a new goal we can further stretch our learning by adapting and modifying the goal. Vocabulary: resilience, strategies, perseverance, success, frustration, challenging, difficulties, identify, adopt, stretch, further and advance.</p> <p><u>Skills:</u></p> <p>PSHE: I can tackle a new challenge and understand this might stretch my learning.</p> <p>S/E development: I can identify how I feel when I am faced with a new challenge.</p>	<p><u>Knowledge:</u> How to combine instructions to create an algorithm for a programmable toy to follow such as turn left then move forward 2. How to debug our algorithm if it goes wrong by changing one or more instruction. Vocabulary: debug, rewrite, programmable, forwards, backwards, up, down, and combine.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> To be able to create a simple series of instructions - left and right. To be able to record their routes. To understand forwards, backwards, up and down. To put two instructions together to control a programmable toy. 	<p><u>Knowledge:</u> Vocabulary-kneading, wedging, slip, score, coil, slab, leathering, score, decorate, join, and glaze. How to add decorative textures and details once clay is leather hard. How to experiment with a variety of tools and techniques to create varying textures and patterns, using a spare slab made earlier.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading Draw lines and shapes from observations using different surfaces Use a variety of tools and techniques i.e. brush sizes and types 	<p><u>Knowledge:</u> how to jump and land safely, bending knees. How to alternate landing legs to jump one footed and land one footed.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> Control their body when travelling Control their body when balancing. 	<p><u>Knowledge:</u> Religious identities are about a shared beliefs or common set of values, being part of a community and ways of living. A Muslim holy building is called a mosque - a special place for Muslims. We do not all have to have the same special places, some of us have personal special places and special places we share with other people. Places can be special for a variety of reasons, one of them being religion such as a church or mosque. Vocabulary: communities, shared, beliefs, religion, prejudice, communal, community, values and identity(ies).</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. 	<p><u>Knowledge:</u> seasons tend to follow general patterns in weather. Weather can be forecast and forecasters use symbols to represent the weather. Weather can vary according to each country (compare India and UK). Vocabulary: generalised, pattern, forecast, represent(ed), symbol, universal and similar.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> Observing closely, using simple equipment and measurement Using their observations and ideas to suggest answers to questions Gathering, recording and communicating data and findings to help in answering questions. Begin to notice patterns and relationships. 	<p><u>Knowledge:</u> UK further away from equator and therefore colder average temperatures and shorter days. Mumbai has had flooding due to extreme weather, Vocabulary: extreme, support, consequences, causing, temperature, measure(ment), distance and equator.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Ask geographical questions [i.e. 'What is it like to live in this place?'] Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p><u>Knowledge:</u> Tools have a specific purpose and intended use, for example a saw is used to cut the wood. In order to use tools effectively and safely it is important that we follow instructions and a risk assessment. Materials should be chosen according to their properties and intended use, for example round bottle tops for wheels as this allows the wheels to rotate effectively. Vocabulary: cut, shape, intended use, properties, materials, safety, risk assessment, purpose, instructions and tools</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> Select from a range of tools and equipment, explaining their choices Select from a range of materials and components according to their characteristics Demonstrate a range of joining techniques (such as gluing, hinges or

							<ul style="list-style-type: none"> Ask some questions about God that are hard to answer and offer some ideas of their own. 			<ul style="list-style-type: none"> combining materials to strengthen) Know about the simple working characteristics of materials and components Know about the movement of simple mechanisms such as levers, sliders, wheels and axles
5	Comparing the life of children in the Victorian era with life for children in the present.	Final week to learn our class piece and perform to the rest of the class.	Weekly celebration: Overcoming Obstacles	Algorithms and Programs- Multi-step instructions to create a journey for Bee-bot.	Pottery- painting and glazing.	Hopping.	What is a mosque, and what happens at a mosque?	Explore the big question- Children to use observational skills, research and their own ideas to answer the question.	Comparing what we know about Mumbai with what we learnt about Chapel Haddlesey.	Traditional toys- evaluation.
Knowledge and Skills	<p>Knowledge: The divide between the lives of children according to social class in the Victorian era. Poor children had to work to support their families. Rich children were often spoiled; however, parental interaction was usually minimal. Reformations to education via the introduction of the Education Act 1870 meant education was available for all children from the ages of 5-13. Current educational access is free for all children to 18. Children under 13 not allowed to work and conditions for work are closely regulated.</p> <p>Vocabulary: Reformation, interaction, education, act of Parliament, minimal, current, social class, introduction, just, fairness, equality and regulated(regulations).</p> <p>Skills</p> <ul style="list-style-type: none"> Recall some facts about people/events before living memory. Say why people may have acted the way they did. Talk, write and draw about things from the past. 	<p>Knowledge: repeated patters occur in most music. To create a repeated pattern, we play a series of sounds on 'loop'. We can order sounds to create an effect or structure our music so that the beginning builds up to the middle. Pictorial symbols can be used to create a musical pattern for us to play.</p> <p>Vocabulary: pattern, loop, series, pictorial and structure.</p> <p>Skills:</p> <ul style="list-style-type: none"> Order sounds to create an effect (structure- beginnings/endings). Create short musical patterns. Know how sounds are made and changed Begin to represent sounds with drawing Take notice of others when performing. 	<p>Knowledge: building on prior learning, understand that resilience is not always easy and not achieving a goal may feel frustrating/daunting/scary. If we persevere we can achieve our goals. We can ask friends/family/others to help us achieve our goals by sharing knowledge/skills/time. If we identify which step/aspect of a goal we are finding difficult we can practise this to help us achieve the overall goal.</p> <p>Vocabulary: identify, resilience, persevere, achieve, skills, practise, frustrations and daunting.</p> <p>Skills:</p> <p>PSHE: I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</p> <p>S/E development: I know how I feel when I see obstacles and how I feel when I overcome them.</p>	<p>Knowledge: How to combine instructions to create an algorithm for a journey programmable toy. Testing algorithms prior to using them. How to debug our algorithm if it goes wrong by changing one or more instruction. How to record an algorithm and share it with others.</p> <p>Vocabulary: testing, prior, journey, programmable, record and combine.</p> <p>Skills:</p> <ul style="list-style-type: none"> To be able to create a simple series of instructions - left and right. To be able to record their routes. To understand forwards, backwards, up and down. To put two instructions together to control a programmable toy. To begin to plan and test a Bee-bot journey 	<p>Knowledge: Vocabulary- thickness, pressure, reapply, vivid, outcome, coats and quality control. Using brushes of different thickness and different amounts of pressure can create a different pattern, feel and outcome. Some paints will require a number of coats if they wish the colour to be vivid. Glaze is the final step and protects the finished piece from losing colour as the product is used.</p> <p>Vocabulary: glaze, coats, final, presentation, finish, outcome, quality control and pressure.</p> <p>Skills:</p> <ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading Draw lines and shapes from observations using different surfaces Use a variety of tools and techniques i.e. brush sizes and types 	<p>Knowledge: That hopping is one foot not two feet. To change legs while hopping, remaining balanced and upright.</p> <p>Skills:</p> <ul style="list-style-type: none"> Can move with control and care. Control their body when balancing. 	<p>Knowledge: The significance of a prayer mat, water and a Qur'an stand for Muslim prayer (a clean place, a clean body, facing Makkah, using the ancient words of Islamic prayer). The call to prayer alerts Muslims to the fact that worship is about to begin inside the mosque. The call to prayer is special/sacred to Muslims. A mosque is usually thought of as a building where Muslims can come together to pray.</p> <p>Vocabulary: ancient, mosque, holy, worship, scared, pray, Makkah and Islamic.</p> <p>Skills</p> <ul style="list-style-type: none"> Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Ask some questions about God that are hard to answer and offer some ideas of their own. 	<p>Knowledge: extreme weather can impact on everyday life. Extreme weather is when weather is significantly different from the usual weather pattern. Extreme weather contributes to flooding, draughts etc.</p> <p>Vocabulary: extreme, draught, significant(ly), impact, community, responsibility, collective and natural disaster.</p> <p>Skills:</p> <ul style="list-style-type: none"> Using their observations and ideas to suggest answers to questions Gathering, recording and communicating data and findings to help in answering questions. 	<p>Knowledge: geographical features differ such as dense population and housing, however, similarities such as vegetation and the river. Weather differences such as average temperature, rainfall, frequency of flooding/natural disasters and differences in population. Link to Queen Victoria providing support to Ireland during a natural disaster. Children also use their own ideas, knowledge gained and research done to suggest answers to the question.</p> <p>Vocabulary: ethical, moral, community, responsibility, power, fairness and compassion.</p> <p>Skills:</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Ask geographical questions [i.e. 'What is it like to live in this place?'] Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, 	<p>Knowledge: Once we have made a product we can evaluate it to provide feedback on how to improve, change or repeat parts of the process. Evaluating a product allows us to critically analyse the process. Evaluation does not mean being negative or saying our products were not successful. We evaluate the whole process, designing, making, tool and material selection and outcome.</p> <p>Vocabulary- critical analysis, improvement, success, evaluate and outcome.</p> <p>Skills:</p> <ul style="list-style-type: none"> Talk about their design ideas and what they are making Make simple judgements about their products and ideas against design criteria. Explore what they like and dislike about products

									valley, vegetation, season and weather • Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	
6			Weekly celebration: Celebrating My Success.			Hopping.	How and why do Muslims pray and worship at the mosque?			
<u>Knowledge and Skills</u>			<u>Knowledge:</u> We each celebrate success in different ways. Others can help us celebrate our success. Celebrating our success should not come at a cost to others, for example we should not make others feel bad when we celebrate our own success. Success looks different for each of us. Vocabulary: celebrate, compassion, value, effort, differences, strengths and sharing. <u>Skills:</u> PSHE: I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. S/E development: I know how to store the feelings of success in my internal treasure chest.			<u>Knowledge:</u> That hopping is one foot not two feet. To change legs while hopping, remaining balanced and upright. <u>Skills:</u> • Can move with control and care. • Control their body when balancing.	<u>Knowledge:</u> Anywhere a Muslim chooses for prayer is believed to become a mosque for that particular time. This means Muslims can worship from anywhere including home, school and work. An Imam delivers and guides the worship. Mats are placed on the floor to allow Muslims to kneel for prayer. Many Muslim children attend madrassah after school. At a madrassah they learn more about their faith. Vocabulary: Similarities, differences, beliefs, Imam, delivers, dedication and faith. <u>Skills</u> • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like. • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. • Make links between what the Holy Qur'an says and how Muslims behave.			
7						Combine hopping and jumping skills to play a team game.				
<u>Knowledge and Skills</u>						<u>Knowledge:</u> how to use all skills gained so far, in combination. Using this combination of skills to play a team game. <u>Skills:</u> • Can move with control and care.				

						<ul style="list-style-type: none">• Control their body when balancing.• Control their body when travelling• Copy and remember actions.				
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