

Science

Intent: To know the basic needs that all humans need to survive and live.

Prior knowledge—pupils have named a variety of common animals that are herbivores, carnivores and omnivores. They have looked at senses and basic body parts of humans.

Sequence of learning:

- Lesson one: What do humans need?
- Lesson two: What are offspring?
- Lesson three: How do animals change as they grow into adults?
- Lesson four: Do we all grow the same?
- Lesson five: Do we need to exercise?
- Lesson six: What is a healthy diet?
- Lesson seven: Why do we need to have good hygiene?
- Lesson eight: How can we feel better when we are ill?

Next steps— In year 3 pupils will learn about the human skeleton and the nutrition a body needs to stay healthy.

Outcome:

The children will be able to recreate the human lifecycle and identify their basic needs.

History

Intent

Sequence of learning:

Outcome

Geography

Intent: To use atlases and globes to locate the seven continents, five oceans, the countries, capital cities. surrounding seas of the UK and the equator and poles.

Prior knowledge— In EYFS, pupils learned that there were lots of different countries in the world and that these environments are different to those they live in.

Sequence of learning.

- Lesson one: Can I use an atlas and globe to discover the continents and oceans of the world?
- Lesson two: What are the effects of the equator and the poles on the climate worldwide.
- Lesson three: What are the UK's countries, capital cities and surrounding seas.
- Lesson four: Where is my local area, and what are the key human and physical features.
- Lesson five: Can I create a map of my school using key map features.
- Lesson six: Where is Mexico?
- Lesson seven: How do the physical features of Tulum compare to my local area.

Next steps— in LKS2, they will be focusing on Europe (including Russia), understanding the geographical similarities and differences to the UK

Outcome:

Children will produce a map showing seven continents, five oceans, the countries, capital cities. surrounding seas of the UK and the equator and poles.

Art

Intent:

To use creative techniques like wool wrapping and weaving, and understand the work of artists like Cecilia Vicuña.

Prior Learning—this is new learning. In EYFS, pupils would have explored different materials to create collages

Sequence of learning:

- Lesson one: Is it art? Exploring the idea that they are artists and makers; reflecting on what makes an activity 'art' or 'craft.'
- Lesson two: Wool Wrapping. Taking inspiration from fibre artist Judith Scott, combining wool of different colours to wrap objects.
- Lesson three: Exploring thread. Analysing the features of 3D work by artist Cecilia Vicuña and exploring possibilities with thread.
- Lesson four: Warp and weft. Following steps in a process and learning to weave.
- Lesson five: Fibre Art. Combining fibre art skills learning during the unit.

Next Steps: Pupils will use collaging skills to create maps of their local area.

Outcome:

For the children to have gained skills in weaving, knots and plaits

PSHE

Intent: To recognise people for their differences and know how different people and their roles make up a community.

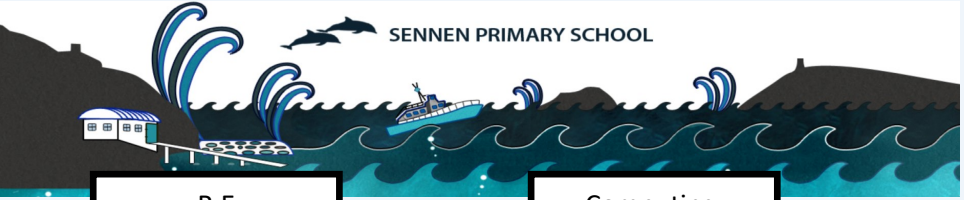
Prior Learning: Last term pupils learned how to keep safe in the community and how to keep their body safe.

Sequence of learning

- Rules : To begin to understand the importance of rules.
- Similar, yet different : To begin to recognise ways in which we are the same and different.
- Belonging: To understand the range of groups people belong to.
- Job roles in the community: To begin to understand the roles people have in the community.
- Our school environment: To understand ways to look after the school environment.
- Our local environment: To recognise the role people play in looking after the environment.
- Next Steps: Next term pupils will explore economic wellbeing.

Outcome:

Articulate some similarities and differences between themselves and their peers; that we all belong to different groups and can identify some groups they belong to. They will understand the roles people have in the local community.



R.E

Computing.

D&T

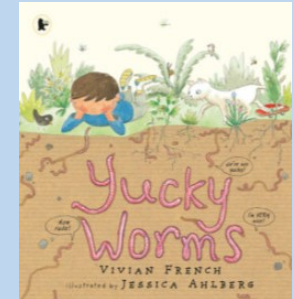
Intent: To know how different religions speak to God through prayer and what it means to people.

Intent: To label, group and search digital information

Intent

Intent:
Home Learning Ideas.

Books for this topic:



Prior learning— Last term pupils learned about the main prophets of each religion

Sequence of learning

Lesson one: Why do some people talk to God?

Lesson two: What can prayer mean?

Lesson three: How do some people use their bodies in prayer?

Lesson four: What objects do some people use when they pray?

Lesson five: How do some Hindu people pray?

Lesson Six: Where do prayers come from.

Next steps—Next term pupils will be learning about different places of worship.

Outcome:

Describe what prayer means. Identify some reasons why people might pray. Explain how some people use their bodies during prayer. Identify some similarities and differences between the ways in which people pray. Understand why special objects and items of clothing are important to some people when they

Prior learning—This is the first time pupils have looked at digital data.

Sequence of learning:

Lesson one: Label and match.

Lesson two: Group and count.

Lesson three: Describe an object.

Lesson four: Making different groups.

Lesson five: Comparing groups.

Lessons six: Answering questions.

Next steps—Pupils will begin to look at representing data digitally in pictograms

Outcome

Pupils will use their ability to sort objects into different groups to answer questions about data.

N/A

Outcome

Home learning ideas:

Rock Bugs:

Youngsters will love making these cute rock bugs, all you need are some pebbles and colourful paints.

Get creative with colours and patterns, you could make beetles, bumblebees, or even a swirly snail. In fact, why not make a whole bunch of minibeasts your child can play with?

When you've finished you can place them around your garden for a game of hide and seek.



Outcome