



KEY THEME: On Safari!

Science: Animals

PRIOR KNOWLEDGE

The children can use their senses to explore the world around them. The children will be able to explain differences and similarities in mini beasts, seasons, domestic pets and habitats.

INTENT

To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
To identify and name a variety of common animals that are carnivores, herbivores and omnivores.
To compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

VOCABULARY

Carnivore, Herbivore, Omnivore, fish, amphibians, reptiles, birds, mammals, cold-blooded, warm-blooded, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves

SEQUENCE OF LEARNING

1. Observing animals - To identify and name some common animals.
2. Comparing animals - To describe and compare the structure of a variety of common animals.
3. Animal diets - To identify, name and sort animals that are herbivores, carnivores, and omnivores.
4. WOW – Newquay Zoo visit

OUTCOME/COMPOSITE

To create an information booklet on the computer to explain what we have learned about identifying, classifying, and sorting animals.

Religious Education (RE): Christianity

PRIOR KNOWLEDGE

Children in EYFS have been introduced to Christian themes of creation, incarnation, and salvation. They have also compared different religious special places, stories and belonging

INTENT

Why does Easter matter to Christians?
To explain why Easter is so important to Christians.

VOCABULARY

Incarnation, salvation, Holy week, Bible, Easter, resurrection

SEQUENCE OF LEARNING

1. To recognise that incarnation and salvation are part of a 'big story' of the Bible.
2. To tell stories of Holy Week and Easter from the Bible and recognize a link with the idea of Salvation (Jesus rescuing people)
3. To recognise that Jesus gives instructions about how to behave.
4. To understand how Christians celebrate Easter.
5. To give at least three examples of how Christians show their beliefs about Jesus's death and resurrection in Church worship at Easter.
6. To talk about history of the easter egg and why Christians give them at Easter.

OUTCOME/COMPOSITE

To retell the Christian story of Easter and explain how Christians might celebrate Easter.

Design and Technology (DT): Fruit and Vegetables

PRIOR LEARNING

Children have looked and tasted a variety of fruits and vegetables. Children used their favourite fruits and vegetables to make a healthy fruit smoothie.

INTENT

Learn to distinguish between fruit and vegetables and where they grow. Design a fruit kebab using exotic fruits based on the book 'Handa's Surprise' and accompanying packaging.

VOCABULARY

Fruit, vegetable, seed, leaf, root, stem, smoothie, healthy, carton, design, flavour, peel, slice

SEQUENCE OF LEARNING

1. To identify if a food is a fruit or a vegetable.
2. To identify where plants grow and which parts we eat.
3. To taste and compare a variety of exotic fruit and vegetables.
4. To design an exotic fruit kebab.
5. To make an exotic fruit kebab.

OUTCOME/COMPOSITE

To name a variety of exotic fruits and prepare an exotic fruit kebab to share with parents/carers.

Music: Animals: Classic Music, Dynamics and Tempo**PRIOR KNOWLEDGE**

Children can choose instruments that will express themselves appropriately.

INTENT

To improvise, using their instrument, to a given stimulus.

VOCABULARY

Fast, slow, quiet, dynamics, tempo, musical composition.

SEQUENCE OF LEARNING

1. To use percussion and my body expressively in response to music.
2. To sing a song in sections.
3. To perform a song.
4. To use instruments to create different sounds.
5. To create and choose sounds (The Story of the Lion).

OUTCOME/COMPOSITE

To sing in time from memory and perform to a crowd.

Geography: Africa**PRIOR KNOWLEDGE**

Children have learnt about their immediate environment.

INTENT

To name and locate the world's seven continents and five oceans
To 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

VOCABULARY

Continent, ocean, equator, map, atlas, globe

SEQUENCE OF LEARNING

1. To introduce Africa as a continent.
2. Children to locate Africa on a World map and understand that it is a continent made up of 54 countries.
3. To name and locate the World's seven continents and five oceans.
4. To explore world maps, atlases, and globes to locate the World's seven continents and five oceans,
5. To understand geographical similarities and differences through studying the human and physical geography of England and Africa.
6. To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the World in relation to the Equator and the North and South Poles

OUTCOME/COMPOSITE

Children to showcase their learning to parents through song and performance at 'African Adventure' open afternoon.

PSHE: Healthy Me**PRIOR KNOWLEDGE****INTENT**

In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.

VOCABULARY

Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.

SEQUENCE OF LEARNING

1. I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy.
2. I know how to make healthy lifestyle choices.
3. I know how to keep myself clean and healthy and understand how germs cause disease/illness.
4. I know that all household products including medicines can be harmful if not used properly.
5. I understand that medicines can help me if I feel poorly, and I know how to use them safely.
6. I know how to keep safe when crossing the road, and about people who can help me to stay safe.
7. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.

OUTCOME/COMPOSITE

To understand how germs can make us unwell and how to keep ourselves clean and hygienic. To understand the importance of road safety as well as people who can help them to stay safe.

Physical Education (PE): Throw – Prepare - Catch

PRIOR KNOWLEDGE

Pupils will be able to play small-sided movement games (without a ball). Pupils will know what rules are and why they are used in sport. Pupils will be able to play a game in line with the rules. Pupils will know the feelings associated with winning and losing.

INTENT

To combine movement skills (agility, balance and coordination) with throwing and catching skills so pupils can play small-sided invasion games which use a ball or another object. Pupils will continue to develop their understanding of attack and defence.

VOCABULARY

movement, Hands –ready, Pivot, Tracking, Handeye coordination, Throw, Catch, Space, Rules, Teamwork, Win, Lose, Respect, Official, Referee

SEQUENCE OF LEARNING

1. To recap the concept of an 'invasion game'. Pupils will play invasion games that are movement based.
2. To recap and further develop the pupils' techniques when throwing and catching.
3. To play small-sided invasion games that include a ball i.e. bench ball. Pupils will be able to play in line with the rules and work together as a team.
4. To play small-sided invasion games with a focus on how to win and lose respectfully and to be aware of team members feelings.
5. To play small-sided invasion games with a focus on attack, defence, and spatial awareness.
6. To apply all the skills learnt throughout this topic in a tournament. Pupils to reflect on their learning.

OUTCOME/COMPOSITE

Pupils will apply their throwing and catching skills in small-sided games in line with the rules. Pupils will know how to win and lose respectfully. Pupils will have a developing understanding of the concepts of 'attack and defence'.

Computing: Creating Media – Digital Painting

PRIOR KNOWLEDGE

Children should be familiar with:

- How to switch their device on
- Usernames
- Passwords

INTENT

Children will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.

VOCABULARY

Shape, lines, paint, computer

SEQUENCE OF LEARNING

1. Internet safety –Health/Wellbeing - I can explain rules to keep myself safe when using technology both in and beyond the home.
2. How can we paint using computers?
3. Using shape and lines
4. Making careful choices
5. Why did I choose that?
6. Painting all by myself
7. Comparing computer art and painting

OUTCOME/COMPOSITE

Children will use the computer to create their own African digital painting

Art: Observational animal drawing

PRIOR KNOWLEDGE

The children can create art using a range of techniques individually and with peers.

INTENT

To begin to explore a variety of drawing materials including pencil, wax and charcoal. To explore observational drawing. To be given time and space to engage with the physical world to stimulate a creative response (seeing and hearing – Zoo trip)

VOCABULARY

Line, shape, pencil, wax, charcoal

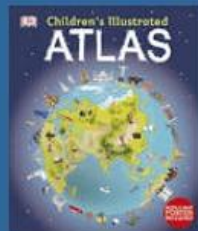
SEQUENCE OF LEARNING

1. Drawing exercises which include line and texture using pencil, wax and charcoal.
2. Research and look at the work of Albrecht Durer (animal drawings) – children to create a fact file about Durer
3. Observational drawing using pencils, wax and charcoal from photos in the style of Durer's work- Children have choice of different paper sizes
4. Drawing from life at the zoo using pencils
5. Photography of animals using tablets (1 between 3)
6. Choose favourite media and size to draw own animal using photos from the zoo.
7. Evaluate and exhibit art work.

OUTCOME/COMPOSITE

To display photos and drawings together and post on tapestry.

KEY TEXT



CELEBRATIONS AND TRIPS



BIG VISITS



Naomi Jones
author visit



Oll An Gwella -
the acappella
chorus drawn
from Newquay
male voice
choir



Cornish
dancing
worshop