



## KEY THEME: *Where do we live?*

### Geography

#### PRIOR KNOWLEDGE

Children have learnt about their immediate environment.

#### INTENT

To know the four countries of the UK and use directional language, left right. To compare the physical and human features of the UK and our locality.

#### VOCABULARY

United kingdom, globe, map, countries, capital city, England, Wales, Scotland, Ireland, physical features, human features, north, east, south, west, town, country, village, city

#### SEQUENCE OF LEARNING

1. **Where do we live?** Newquay. Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding areas.
2. **Where in the world are we?** I know the location of the UK in general terms on a globe, world map and map of Europe. I can develop knowledge in overview of some of the key physical and human features of the UK.
3. **What is special about the United Kingdom?** I can find the key physical features of the UK and include the surrounding seas. Pupils will use a simple atlas to find information and present findings on a map.
4. **What countries are in the United Kingdom?**
  - a. England: I can locate England on the map, name its capital city and the surrounding seas and describe the weather.
  - b. Wales: I can locate Wales on the map, name its capital city and the surrounding seas and describe the weather.
  - c. Scotland: I can locate Scotland on the map, name its capital city and the surrounding seas and describe the weather.
  - d. Ireland: I can locate Ireland on the map, name its capital city and the surrounding seas and describe the weather.

#### OUTCOME/COMPOSITE

Children will create a labelled class map of the UK for others to use and be able to name and locate the four counties and their capital cities.

### Physical Education (P.E.): Jump, shape, create

#### PRIOR KNOWLEDGE

Pupils will have developed skills to collect and carry a variety of equipment (balls, bean bags, scarves etc).

#### INTENT

Develop agility, balance and coordination through gymnastic activities.

#### VOCABULARY

Gymnastics, mats, safety, travel, rolls, jumping, apparatus, sequence, feedback

#### SEQUENCE OF LEARNING

1. To know their new topic 'jump-shape-create' and be able to pick up, carry and put down mats safely.
2. To be able to jump in different directions, and jump on and off of low level apparatus i.e. bench.
3. To be able to travel in different ways, at different speeds, in different directions.
4. To be able to jump and make different shapes and link jumps together.
5. To be able to take-turns using a mat and explore different types of rolls.
6. To know what a sequence is and be able to link travel, rolls and jumps together to create a sequence.

#### OUTCOME/COMPOSITE

To develop and refine fundamental movement skills, including agility, balance, and co-ordination through gymnastic activities. Pupils will perform these movements with increased fluency

### Computing: Programming – Moving a robot

#### PRIOR LEARNING

#### INTENT

Children will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs

#### VOCABULARY

Command, direction, sequence, program, left, right, forwards, backwards, turn, move, north, east, south, west

#### SEQUENCE OF LEARNING

1. **To explain what a given command will do:** I can predict the outcome of a command on a device, I can match a command to an outcome, I can run a command on a device
2. **To act out a given word:** I can follow an instruction, I can recall words that can be acted out, I can give directions
3. **To combine 'forwards' and 'backwards' commands to make a sequence:** I can compare forward and backward movements, I can start a sequence from the same place, I can predict the outcome of a sequence involving 'forwards' and 'backwards' commands
4. **To combine four direction commands to make sequences:** I can compare left and right turns, I can experiment with 'turn' and 'move' commands to move a robot, I can predict the outcome of a sequence involving up to four commands
5. **To plan a simple program:** I can explain what my program should do, I can choose the order of commands in a sequence, I can debug my program
6. **To find more than one solution to a problem:** I can identify several possible solutions, I can plan two programs, I can use two different programs to get to the same place

#### OUTCOME/COMPOSITE

To programme a robot to move around the floor.

**Music:** singing

**PRIOR KNOWLEDGE**

Children have listened to and sung a variety of songs, rhymes and chants.

**INTENT**

To sing songs as a group and perform to an audience.

**VOCABULARY**

Rhythm, pitch, pulse, beat, melody, tune

**SEQUENCE OF LEARNING**

1. Understanding music
2. Improvise together
3. Listen and respond
4. Learn to sing the song
5. Playing
6. Perform

**OUTCOME/COMPOSITE**

Perform Christmas show to parents

**History:** Bonfire Night – Guy Fawkes

**PRIOR KNOWLEDGE**

**INTENT**

To retell the story of the gunpowder plot.

**VOCABULARY**

November, Guy Fawkes, gunpowder plot, Houses of Parliament, bonfire

**SEQUENCE OF LEARNING**

1. How do we celebrate bonfire night.
2. Fire safety
3. Who was Guy Fawkes?
4. How did the plot start?

**OUTCOME/COMPOSITE**

To retell the story of the gunpowder plot using songs and stories.

**PSHE:** Celebrating difference

**PRIOR KNOWLEDGE**

Children have discussed the importance of being different and how it makes them special.

**INTENT**

In this unit the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.

**VOCABULARY**

Similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebrations, special, unique

**SEQUENCE OF LEARNING**

1. To identify similarities between people in my class.
2. To identify differences between people in my class.
3. To tell you what bullying is.
4. To know who I could talk to if I was feeling unhappy or being bullied.
5. To know how to make new friends.
6. To explain how I am different from my friends.

**OUTCOME/COMPOSITE**

To explain what makes them unique and special and to understand the importance of treating everyone equally regardless of their differences.

**Religious Education (R.E.):** *Why does Christmas matter to Christians?*

### PRIOR KNOWLEDGE

Children have listened to the Christian story of Christmas.

### INTENT

Children will be able to explain why Christmas is an important festival to Christians.

### VOCABULARY

Christian, Christmas, church, vicar, bible, Jesus, advent

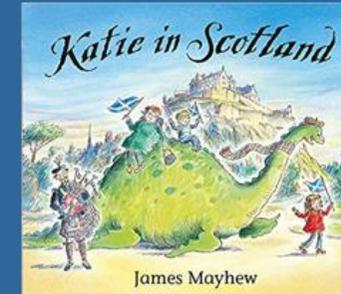
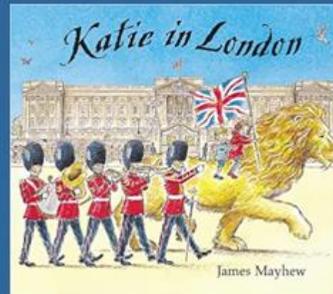
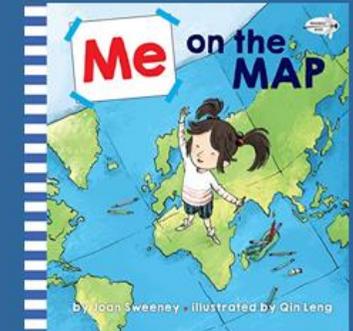
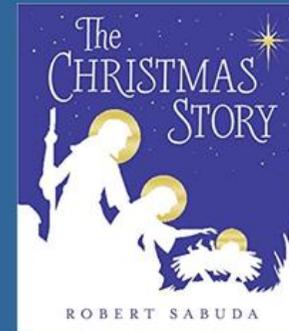
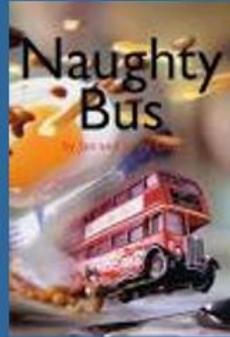
### SEQUENCE OF LEARNING

1. Why is Christmas important to Christians?
2. What is Christmas?
3. To retell the Christmas story
4. How is Christmas celebrated?
5. What happens in a Christian church at Christmas?
6. What does advent mean to Christians?
7. Why do Christians decorate their homes at Christmas?
8. Why do Christians give gifts at Christmas?

### OUTCOME/COMPOSITE

To retell the Christmas story (through the nativity show to parents) and explain why Christmas is an important festival to Christians.

## KEY TEXT



## CELEBRATIONS AND TRIPS



Christmas cinema trip



Christmas class party



Christmas performance



St Michael's Church visit