

Curriculum Map

Year 1

Autumn (i) All About Me

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
From Head to Toe The Bad-Tempered Ladybird The Mixed-Up Chameleon Brown Bear, Brown Bear My Walk to School (C.J. Morgan – Kindle) On the Way to School (Marzella Brown)	Muffin Pizza Faces (tomatoes and herbs saved from the summer harvest)	N/A.	Schools Pollocks Toy Museum England Local walk linked to creating a map of the local area- take photos to place on a class map etc

	Science Animals Including Humans (Seasonal changes)	R.E. Cross religions Belonging	History Toys Within Living Memory	Geography Locational Knowledge Geographical skills & fieldwork	Art Collage	D.T. Textiles
Line of Enquiry	How do our senses help us?	How do we know we belong?	How have toys changed over time?	Where is our school?	Can we use material to create self-portraits?	What rag doll would a 3 year old like?
Substantive Portable Knowledge Learning Intentions	To know the main body parts. To know the senses and link them to body parts. To know some parts of the body which cannot be seen. To make scientific observations of similarities and differences between people such as eye and skin colour. <i>Observe and talk about changes in the weather and seasons-</i>	To know what a family is, that families can be different and that some people belong to a faith family. To know that faith is trusting and believing in someone or something. To know that religion is a set of beliefs and rules members follow. To know that religions and humanism have meanings and to group these explaining what they mean.	To know that toys have changed over time. To put different toys in chronological order. To talk about the toys mummy and daddy may have played with and possible reasons for this. To talk about the toys nanny and grandad may have played with and possible reasons for this. To explain how we know a toy is old or very old. To explain how we know about old and very old toys.	To find the U.K. on a globe. To recognise the shape of the U.K. and identify it from a group of different countries. To know the countries of the U.K. and identify it from a group of different countries. To know the countries of the U.K. and find them on a map. To locate the school using Google Earth at street level, through to region, country,	To know the names of two artists specialising in collage. To know what a self-portrait is. To express opinions about collage and to describe what we would like to produce. To choose material to work with for a purpose. To crumple, fold and layer material. To practise the Art of Writing patterns and choose favourites to use. To create facial portraits which include human features.	To know what sock puppets and rag dolls are and to design one using a template. To know how to cut out a template for repeated use. To know how to join materials using glue. To know how to sew using a simple running stitch. To know what went well and what could be better.

	<i>to be covered in whole school assemblies & display</i>	To know some of the things a follower of a religion might do.	To talk about the similarities and differences between toys and possible reasons for this. To know there are cultural differences between toys but these can still be put in chronological order.	continent and world maps. To use aerial photographs to recognise landmarks and basic human and physical features. To devise a simple map; and use and construct basic symbols in a key.	To express opinions about finished portraits.	
	The main body parts that can be seen: arms, legs, chest, stomach, knee, ankle. The 5 senses: sight, hearing, touch, taste, smell.	Some people are religious and have a faith. At Ebbsfleet Green, some children are religious and there are different religions.	Toys have changed over times. Our mums and dads, nans and grandads played with different toys to us.	We live in England in the United Kingdom. The United Kingdom is made up of 4 countries: England, Scotland, Wales and Northern Ireland.	A self-portrait is a picture painted or drawn by an artist of him / herself.	Rag dolls and sock puppets are a type of toy children may have played with in the past. We can use material to make them.

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	Reference weather in the countries representing our families. Ensure all ethnic groups are represented throughout.	Identifying as a member of the school community – Team Ebbsfleet Green.	Childhoods vary across time, cultures and groups within cultures. Children now, and in the past, have different experiences (economic and cultural) Affluence influences the types of toys available and this is also true in an historical context.	Reference that our community comprises different ethnic groups who may have come from different countries and continents.	All skin colours must be represented. Artists from different cultures and ethnic groups must be represented. Phulani Leibenberg Celia van Niekerk	Rag dolls (or their equivalent) from different cultures should be utilised and materials must mirror the make-up of our school.

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) And Disciplinary	Structure & function- structure of the human body and the functions of the main	Belonging A sense of belonging to a religious and wider community, different	Chronology The time order of generations and different types of toys.	Place, Space, Scale Where our school is on a local, national and international scale and	Representation Using materials to create facial portraits to share and	Representation Using materials to create representations of the human body.

Knowledge	body parts; link to the senses. Variation Identify and observe the presence of differences within the human body. Observing Faces using simple equipment including mirrors Use observations and ideas to suggest answers to questions Predicting Simple predictions including tallest / shortest / biggest hand span / identification of smells Quantifying Measuring body parts / heights using non-standard measures Controlling Variables Blindfolds/ear defenders/ measuring from the same place Interpreting and Inferring Interpreting results Forming Conclusions	communities as well as wider society. Identity Religious and secular identity provides a perspective from which to view the world and engage with it. Similarities between faiths and non-faith communities should be reinforced. Being part of Ebbsfleet Green also gives us a sense of identity. Diversity Developing an understanding of practices, beliefs, feelings and ideas within and across cultures. Theology What do we know about our community and the religions we follow in our class and school? Human / Social Sciences How we achieve a sense of belonging Philosophy How coming together helps us as a community	Cause and Consequence The reasons why toys have evolved over time and associated consequences (for example, affluence in some communities has led to more toys; inventions of plastic and computers has led to a different type of toy). Perspective An understanding that not all childhoods are the same, particularly across cultures and time. Constructing the past Understanding that toys have changed over time and some of the reasons for this Significance and Interpretation Using sources of evidence to interpret toys in the past and compare them to now. Historical Enquiry Following a line of enquiry to find out more about toys in the past and how they have changed over time. Using sources of Evidence	where our children's families are from Human and Physical Processes Landmarks, maps and symbols Environmental Interaction and Sustainable Development The significance of looking after our school and environment. Map reading and Interpreting Skills Using maps to locate our school. Looking at aerial photographs of our school and locality. Using symbols to represent our school and other local physical and human features on a map and produce our own. Geographical Fieldwork Take part in local walks to identify physical and human landmarks including local buildings. Map routes to and from school to local places of interest.	develop knowledge of proportion. Diversity Explore artists' work from a range of ethnic, societal backgrounds and cultures with recognition of under-represented groups including female artists. Generating Ideas Interlace with science as well as looking at a range of portraits to generate ideas Formal Elements Line and pattern Cutting and Making Using scissors to cut a template accurately following a line (to support duplication). Pencil and Brushstrokes Line and pattern Colour, shade, tone and tint Colour mixing and palettes Learning from other artists Representation from different cultures Learning from evaluation Use of art books and evaluation of self and others throughout	Diversity Design and make products within a variety of contexts, considering their own and others' needs, wants and values. Target Audience and Success Criteria Younger children in our school / Safety Interlace with history Design and Functionality Using rag dolls and sock puppets as stimulus Make using tools and technical knowledge Range of materials, gluing and sewing (using a needle) Evaluation throughout
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	Drawing conclusions from the investigations we have done combined with our scientific knowledge		Using primary and secondary sources to follow a line of enquiry			
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Vocabulary	<u>CORE WORDS</u> senses impairment seasons bitter scent delicate pungent stench impairment	<u>CORE WORDS</u> belong religious acceptance Islam Christianity Hinduism Sikhism Buddhism Judaism	<u>CORE WORDS</u> decade century antique ancestor childhood invention old-fashioned questionnaire pastime	<u>CORE WORDS</u> region country continent capital city city route globe outskirts temperature	<u>CORE WORDS</u> collage self-portrait crumple fold layer tone texture pattern shade	<u>CORE WORDS</u> adhesive stitch textile fabric back-stitch blanket stitch cross-stitch running stitch
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Opportunities for Interlacing	Science is the key driver for this half term as it is the human body and its senses which supports interconnections through R.E., history and art. Every subject should be taught discretely with core knowledge and skills taught explicitly. However, the scope for elaboration to support deep learning and longer term recall should be actively sought. This includes in art and D.T., human body parts and facial features being reinforced reflecting the knowledge expectations of science alongside the skills being taught in these wider curriculum subjects. This supports knowledge chunking. In R.E. and P.S.H.E., the focus, rather than on the science of the human body, is now holistic and encompasses our values of identity, inclusion and belonging through religion; P.S.H.E. can interconnect with science and may well include human adaptation if senses or limbs are lost. In history, children develop a sense of chronology within living memory through learning how toys have changed over the last 50 years (the focus is on toys and continues into the next half term, specifically on dolls' houses). The skills of chronology, interpretation and cause and consequence are taught within an understanding of diversity – toys differ culturally and socially which may or may not be linked to the availability of materials and affluence. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga and will include songs to support labelling parts of the body.					
Modelled Outcomes	Captions and labels Labelling body parts Labelling facial features and linking to senses Linked to text: Head to Toe		Report Toys I like Mum and Dad's Toys	Stories with familiar settings or Poems My Walk to School What do I see? Linked to texts: My Walk to School and On the Way to School		

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Autumn (ii)

Let's Be Architects

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
Iggy Peck Architect What Will Bought Let's Build a House The Crayon Man Houses Through Time The Victorian Dolls' House	Toy train gingerbread biscuits (home grown ginger)	Toy Museum	https://www.pollockstoymuseum.co.uk/school-visits Visiting a local church

	Science Everyday Materials	R.E. Christianity and Christmas	History Toys Within Living Memory	Geography Human and Physical Resources and Features	Art Observational Drawing	D.T. Textiles
Line of Enquiry	What is the best material to use to make a dolls' house?	Why are bible stories important to Christians?	What toys did nanny play with and do girls have to play with the same toys today?	What physical landmarks are there in London?	Can we use cross-hatching to add texture to our drawings of buildings?	What materials do we use to create a dolls' house?
Substantive Portable Knowledge Learning Intentions	To know the names of everyday materials. To sort objects into groups based on the material that they are made from. To describe the simple properties of some materials and what this makes them suitable for. To describe the simple properties of some materials and what this makes them unsuitable for. To investigate the best material for a purpose	To know that the bible is the holy book for Christians. And it has stories and messages that Christians can learn from. To know the story of Jonah and The Whale and that it tells Christians to have faith. To know the story of The Five Thousand and that it tells Christians to have faith. To know that Christians believe that Jesus is the Son of God and that the	To know how toys have changed over time. To put toys in chronological order on a timeline and explain how they know which toy is old. To know that children did not play with toys which were battery operated when nanny and grandad were young and why. To sort toys into boys' and girls' toys from the past. To know the kinds of toys boys and girls may have got for Christmas in the U.K.	To find the U.K. on a globe. To identify it from a group of different countries. To know the countries of the U.K. and find them on a map. To use aerial photographs to recognise landmarks and basic human and physical features in the capital cities of the U.K.. To use aerial photographs to recognise landmarks and basic human and physical features in the capital city of England (London).	To know the names of two artists specialising in drawing architecture. To use line and shape to represent buildings. To use patterning to add texture including zig zags, straight and curvy lines. To practise hatching techniques to add texture. To use graded or colour pencils to add texture.	To know what a dolls' house is. To know how to cut out a template for repeated use. To know how to join materials using glue. To know how to sew using a simple running stitch. To know what went well and what could be better.

	such as the best material for making a dolls' house.	bible has stories about Jesus' life.	when nanny and grandad were young. To explain that boys and girls can play with all toys nowadays.			
	Everyday materials include: wood, plastic, glass and metal. The best material for making a dolls' house is wood or cardboard.	The bible is the Christian holy book. Christians learn about how to live from bible stories.	Nannies and grandads would not have had battery operated toys when they were young. Boys and girls can play with the same toys.	Landmarks in London include The Houses of Westminster and St. Paul's Cathedral; Edinburgh include Edinburgh Cathedral and Arthur's Seat; Cardiff include Cardiff Castle and Cardiff Bay and Northern Ireland includes: The Giant's Causeway and Carrick-a-Rede.	Using line and shape to represent landmarks. Using hatching and crosshatching to add detail.	The materials to create a dolls' house.

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	Material usage varies across countries and we should be moving towards sustainable material use.	Visiting a church in our local community.	Childhoods vary across time, cultures and groups within cultures. Affluence influences the types of toys available and this is also true in an historical context. There are reasons for changes in toys (economic, cultural and material) People now, and in the past, have different experiences. In the past, toys were more likely to be stereotyped than they are today reflecting a change in values.	Reference our community includes a range of building including religious building which have distinguishing features. Interlace with science -the materials they can identify e.g. wood in trees, metal, plastic, brick in different buildings and structures for different purposes. Interlace with art- the city and street landscape	Ensure landscapes include ones local to our community as well as landscapes from other cultures showing different buildings. Interlace with geography Include landscapes and street views from towns in the developing world with buildings which reflect those in London to avoid stereotyping. Artists from different cultures and ethnic groups must be represented. Waison Mupedza Minty Sainsbury	Use rag dolls and dolls' houses from different cultures as applicable.

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) And Disciplinary Knowledge	Structure & Function Identify the different materials that objects are made from. Explore the purpose of different materials. Cause and Effect Explore that cause is why something happens and effect is what happens as a result of this cause through learning about materials and their uses. Observing Differences between materials and how they are fit for purpose. -Identifying and classifying- comparing and grouping; -similarities and differences. Predicting Making predictions when comparing material usage and investigating it. Quantifying Measuring using non-standard units	Belonging A sense of belonging to Christianity and how everyone may learn from faith stories. Identity Religious and secular identity provides a perspective from which to view the world and engage with it. Similarities between faiths and non-faith communities should be reinforced. Diversity Developing an understanding of practices, beliefs, feelings and ideas within and across cultures. Theology What the bible is and that Christians believe it is a source of belief and teaching Human / Social Sciences What Christians can learn from the bible Philosophy The bible teaches people how to behave through stories.	Chronology The chronology of toys within living memory. Cause and Consequence The reasons why toys have evolved over time and associated consequences (for example, affluence in some communities has led to more toys; stereotypical toys). Perspective An understanding that not all childhoods are the same, particularly across cultures and time. Understanding that attitudes to boys' and girls' toys have changed over time. Constructing the past Understanding that both toys and attitudes have changed over time. Significance and Interpretation Using sources of evidence to interpret toys in the past and compare them to now. Historical Enquiry Following a line of enquiry to find out more about	Place, Space & Scale Identify their 'place' within different 'spaces' of different 'scales'- local to national to global. Our school is in London, the capital city of England. Environmental Interaction and Sustainable Development Identify how our local environment links to sustainability through our use of materials. Cultural Understanding and Diversity Explore the heritage of our wider school community. Human and Physical Processes Key landmarks in London and their significance both historically and in drawing in tourists to the city. Environmental Interaction and Sustainable Development The interaction between physical and human London landmarks, old	Representation Using drawing to explore ideas and share knowledge of houses and landscape features. Diversity Explore artists' work from a range of ethnic, societal backgrounds and cultures with recognition of under-represented groups including female artists. Creativity Creating works of art to reflect their understanding of practices and disciplines. Generating Ideas Look at a range of architecture and paintings by different artists. Formal Elements Line and pattern and texture Pencil and Brushstrokes Line and pattern and texture Learning from other artists Representation from different cultures Learning from evaluation Use of art books and evaluation of self and others throughout	Representation Using materials to create representations of dolls' houses over time. Diversity Design and make products within a variety of contexts, considering their own and others' needs, wants and values. Target Audience and Success Criteria Younger children in our school / Safety Interlace with history Design and Functionality Using dolls' houses, rag dolls and sock puppets as stimulus Make using tools and technical knowledge Range of materials, gluing and sewing (using a needle) Evaluation throughout

	Controlling Variables Perform simple tests to explore questions e.g. 'what is the best material for a doll's house?' (interlacing with D.T.) with a controlled variable. Agreeing on a variable to change when investigating the best materials for making a dolls' house e.g. material for the window or door Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done drawing on scientific knowledge		toys in the past and how they have changed over time. Using sources of Evidence Using primary and secondary sources to follow a line of enquiry	and new and the River Thames. Map reading and Interpreting Skills Using maps to locate London landmarks specifically along the River Thames. Looking at aerial photographs of the River Thames and plotting landmarks. Using symbols to represent landmarks Geographical Fieldwork Take part in a walk along the Southbank to identify physical and human London landmarks.		
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Vocabulary	<u>CORE WORDS</u> absorbent not absorbent transparent opaque smooth bendy waterproof object material stretchy shiny dull rough	<u>CORE WORDS</u> Bible holy book faith stories Christians moral messages believe Son of God	<u>CORE WORDS</u> chronological order timeline generation toy grandparents sort battery operated	<u>CORE WORDS</u> landmark capital city feature physical human map U.K. aerial photographs countries	<u>CORE WORDS</u> architecture line hatching pattern shape texture graded pencils	<u>CORE WORDS</u> template rag doll sew running stitch glue repeated use cut sock puppet
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Opportunities for Interlacing	D.T. is the key driver for this half term where children transfer some of the joining skills they learned when making rag dolls onto designing and making dolls' houses. This learning supports interconnections with history, where children continue to learn about the chronology of toys within living memory; the focus is now more fully on dolls' houses which became popular in the Victorian era but were actually introduced in 16th Century Europe. This extends to support the skills of interpretation looking at diversity in history across cultures and social economic groups. Science also supports the driver as children are given opportunities to explore the physical properties of different everyday materials and what materials to choose for their houses, giving scientific explanations as to their choices- matching properties to function and suitability for use. Elaboration is enabled through R.E. and the Christian tradition of gifting toys (derived from the Three Wise Men's gifts to Jesus Christ) as well as art where children will have opportunities to look at house types in the surrounding area and street landscapes. Every subject should be taught discretely with core knowledge and skills taught explicitly. However, the scope for elaboration to support deep learning and longer term recall should be actively sought. Geography is taught discretely as there are no interconnections; however, this unit of study will prepare children for their next learning when we look more closely at London and its landmarks. Interconnections support knowledge chunking leading to knowledge retention and recall over time.					
Modelled Outcomes	Venn diagrams showing how different materials compare and grouping based on different criteria;	Retelling a Christian story – beginning, middle, ending Letter to Father Christmas			A Recount of a walk through the surrounding streets.	Instructions – how to make a rag doll (recall) Letter from the doll to the house owner:- In my house, I would like..... Linked to text: The Victorian Dolls' House

Spring (i) Kings and Queens - The History of Kent

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
Get Up, Elizabeth The Paper Bag Princess The Queen's Knickers The Cook and The King King for a Day	Henry VIII Tudor fruit pies – apples, pears, plums or damsons	A Guide to the History of Kent	Guru Nanak Darar Gurdwara in Gravesend Hever Castle / Leeds Castle Green Court at Knole, Sevenoaks

	Science Animals, Including Humans	R.E. Sikhism	History Significant People and events in our local area beyond living memory	Geography Human and Physical Resources and Features	Art Painting	D.T. Mechanisms
Line of Enquiry	What can we find out about carnivores, omnivores and herbivores?	Why are Gurus significant to Sikhs?	What was Tudor life like for Henry VIII and Elizabeth I in Kent?	What London landmarks did the Tudors see which are still here?	How can we use a colour palette to create a landscape?	How can we use a slider to make a moving story?
Substantive Portable Knowledge Learning Intentions	To define fish, amphibians, reptiles, birds and mammals To know the names of common animals including fish, amphibians, reptiles, birds and mammals To classify animals into fish, amphibians, reptiles, birds and mammals To define carnivores, herbivores & omnivores. To know the names of common carnivores,	To know that Sikhs believe in equality and unity. To know that a guru is a teacher and that Guru Nanak founded Sikhism. To know some of the teachings of Guru Nanak and messages received from God. To know the 10 human gurus. To know the Ik Onkar symbol. To recall learning in a gurdwara.	To know the Tudor monarchs and put them in chronological order on a timeline. To know what palace life was like for Tudor monarchs. To know the power of the monarchs. To know Henry had a special relationship with Kent. <i>(Kent, The Garden of England, on his London doorstep, was an escape and playground, a gateway for royal travels to the Continent and a first</i>	The four countries and capital cities of the U.K. – focus on London. To know some London landmarks which Tudors would have seen. To know the significance of the River Thames in Tudor London.	To look at different landscapes of the London skyline and identify London landmarks. To know the names of two artists specialising in drawing the London skyline. To use line and shape to create silhouettes of London landmarks such as Big Ben and The London Eye To use colour mixing to create secondary colour palettes. To use underpainting as a technique.	To experiment with using sliders and levers. To know the purpose of levers and sliders and understand the design brief. To know how to cut out a template for repeated use. To know how to make a lever or slider for a moving character. To know what went well and what could be better. <i>Children need to produce a backdrop scene for the slider to come into.</i>

	herbivores & omnivores To classify animals into carnivores, herbivores & omnivores. To describe and compare the structure of a variety of common animals including fish, amphibians, reptiles, birds and mammals and pets.		<i>line of defence against invasion.)</i> To know Henry VIII had a passion for building and acquiring property. <i>(He inherited the medieval castles of Dover, Leeds and Rochester and acquired Hever Castle, Knole, Otford Palace and Penshurst Place. He constructed the coastal fortresses at Deal and Walmer when France and Spain threatened invasion.)</i> To know the significance of Wrotham Church. <i>(It is very big for a small village because Henry VIII worshipped there as he enjoyed the hunting grounds of Wrotham; he was actually marrying his third wife, Jane Seymore, whilst his second wife, Anne Boleyn, was being executed).</i> To know why we remember Elizabeth I. To know about John Blanke and Mary Fillis and black representation on the Tudor tapestries.		To use a range of brushstrokes. To combine children's outcomes to produce a landscape.	
	Fish, amphibians, reptiles, mammals and birds and examples of each. Carnivores eat meat, herbivores eat	Guru Nanak founded Sikhism. A Guru is a teacher. In Sikhism, there are 10 human gurus.	A monarch is a king or queen. Kings and queens are the head of the royal family. The U.K. has a royal family and its head is King Charles III.	London is the capital of England; Edinburgh is the capital of Scotland; Cardiff is the capital of Wales and Belfast is the capital of Northern Ireland.	Combine colours to produce colour palettes for a landscape.	Levers and sliders enable movement. A lever requires a pivot.

	vegetables and omnivores eat both.		The most famous Tudor Monarchs are Henry VIII and his daughter, Elizabeth I. Tudor monarchs lived in Kent. We know that people from Europe and Africa lived in Tudor London.			
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	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	Include animals from different continents specifically Australasia and Africa as these are studied later on in the year.	Visit a gurdwara in our local community.	Kent's significance as The Garden of England. Elizabeth I is remembered as a pioneering woman who had several achievements including the Spanish Armada. Monarchs were Godlike and had supreme power. Other female Tudor pioneers include Henry VIII's six wives and two daughters. Our diverse community has been part of Kent's rich history. Black Tudors include John Blanke and Mary Fillis. Look at Hampton Court Palace Great Hall tapestries for evidence of black Tudors.	Ebbsfleet Green is our location and we are part of its community. Landmarks which would have been seen by the Tudors include: Staples Inn, Henry VII Chapel, St. James' Palace, St. Andrew's Undershaft, Lambeth Palace and The Tower of London. The River Thames is now narrower than it was in Tudor England when it was much busier and used for transportation and trade.	London skylines painted by a range of artists. Toulla Simon Claude Monet L.S. Lowry	Representing kings and queens of England.

Threads (returning concepts) And Disciplinary Knowledge	Variation Describe and compare the difference in animals and give reasons for this. Structure & Function Describe and compare the structure of a variety of common animals. Adaptation Identify how physical features of different animals help them in their habitat/ how their structure help them to survive Observing Features of different animals in order to classify Predicting Making predictions when responding to information in order to classify Interpreting and Inferring As a result of gathering data from classification Forming Conclusions Drawing conclusions from the investigations we have done drawing on scientific knowledge	Belonging A sense of belonging to a specific community and how everyone may learn from faith stories. Identity Religious and secular identity provides a perspective from which to view the world and engage with it. Similarities between faiths and non-faith communities should be reinforced. Diversity Developing an understanding of practices, beliefs, feelings and ideas. Theology What the Guru Granth Sahib is and that Sikhs follow the teaching of the gurus Human / Social Sciences What Sikhs learn from the gurus Philosophy How gurus teach people how to behave	Chronology The chronology of the Tudor monarchs. Time Frames between The Tudors and now. Understanding Tudor life was different to life today Cause and Consequence The reasons why the monarch and democracy have evolved over time. Perspective Comparing the lives of rich and poor Tudors and relating this to current times. Diversity Developing an understanding of diversity within Tudor times. Pioneering Women The role of significant females in Tudor times. Constructing the past Understanding that both life and attitudes have changed over time including the life and role of monarchs. Cause and Effect	Place & Space Comment on how the 'place' has changed and how the 'space' is used in different ways over time. Our school is in London, the capital city of England which has a long and rich history. Human & Physical Processes Comment on how the physical landscape of Kent has changed since the Tudor times & how people interact with the land differently and what is similar to now Cultural Understanding and Diversity Explore the diversity of places, focusing on how people and places are represented in different ways. Human and Physical Processes Key landmarks in London and their significance both historically and in drawing in tourists to the city. Environmental Interaction and Sustainable Development The interaction between physical and human London landmarks, old and new and the River Thames. Map reading and Interpreting Skills	Representation Using drawing to explore ideas and share knowledge of landmarks. Diversity Explore artists' work from a range of ethnic backgrounds and cultures including underrepresented groups, specifically females. Creativity Creating works of art to reflect their understanding of practices and disciplines. Generating Ideas Look at a range of paintings by different artists. Formal Elements Line and pattern Pencil and Brushstrokes Line and pattern and colour Learning from other artists Representation from different cultures Learning from Evaluation	Representation Using mechanisms to communicate ideas. Diversity Design and make products within a variety of contexts, considering their own and others' needs, wants and values. Target Audience and Success Criteria Sliders for a moving story to perform a scene to peers. Design and Functionality Using sliders and levers in front of a backdrop Make using tools and technical knowledge Range of materials, gluing and cutting Evaluation throughout
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	- ask and answer questions by gathering and recording data; - use observations to compare and contrast different animals, describing how they identify and group them		How the power and supremacy of Tudor monarchs dictated their lifestyles Significance and Interpretation Using sources of evidence to interpret Tudor life Historical Enquiry Following a line of enquiry to find out more about Tudor life Using sources of Evidence Using primary and secondary sources to follow a line of enquiry	Using maps to locate London landmarks specifically along the River Thames. Looking at aerial photographs of the River Thames and plotting landmarks. Using symbols to represent landmarks Geographical Fieldwork Take part in a walk along the Southbank to identify physical and human London landmarks.	Use of art books and evaluation of self and others throughout	
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Vocabulary	<u>CORE WORDS</u> carnivores omnivores herbivores fish amphibians reptiles mammals birds classify	<u>CORE WORDS</u> guru Guru Nanak Ik Onkar symbol teachings messages teacher gurdwara	<u>CORE WORDS</u> Tudor monarchs maritime tapestries Palace of Placentia palace power	<u>CORE WORDS</u> London landmarks significance Tudor historical	<u>CORE WORDS</u> colour palette landscape silhouettes skyline colour mixing secondary colour palettes underpainting	<u>CORE WORDS</u> wheels axles Stuart fire truck design make evaluate criteria
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Opportunities for Interlacing	History is the key driver for this half term, iterating the significance of Kent with its links to the Tudor monarchy and London's rich diversity. Queen Elizabeth I is a pioneering woman and reflective of our commitment to learning about females in history. Other significant female Tudors include Mary I and Mary Fillis. Every subject should be taught discretely with core knowledge and skills taught explicitly. However, the scope for elaboration to support deep learning and longer term recall should be actively sought. There are clear interconnections between history and D.T. with Kent providing the backdrop for our artwork which includes painting of castles and their landscapes and the Tudor monarchs are a good subject to support sliders and levers. Children's knowledge of capital cities in geography deepens with more of a focus on London, in particular. R.E. and science are taught discretely; however, reference should be made to the population of Sikhs in Kent as well as the gurdwara and, in science, the variety of common animals must include those indigenous to the U.K. and those which can be found in our local area. Music is taught through Charanga and, within this, there will be opportunities to listen to traditional Tudor music.					
Modelled Outcomes	Labelling, annotating and comparing body structures and functions of different animals; sorting living things into different categories; collecting and presenting data on common household pets (link to maths- pictograms).	Report: The 10 Gurus	Information Texts: Henry VIII and Elizabeth I Story: King or Queen for the day Linked to text: King For A Day	Information Text: Kent landmarks / London Landmarks		Speech bubbles – quotes from the Tudors (to use with the dioramas)

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Spring (ii)

Let It Grow Across The Continents

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
Town Mouse and Country Mouse The Tiny Seed Oliver's Vegetables Jack and The Beanstalk The story of Easter The Grumpy Palm Wine Tapper	Edible Garden African inspired dish such as plantain and efo riro / eru		Swanscombe Church Data collection of local common wild flowers & trees. Local area visit - collect simple data collection opportunities - traffic count, shop type, local transport travel experience.

Science Plants		R.E. Christianity – The Teaching of Jesus	History	Geography Human and Physical Resources and Features Geographical skills & fieldwork	Art Painting	D.T. Food
Line of Enquiry	What garden plants do we know?	What are the symbols of Easter?		Can we compare Limbe and Ebbsfleet?	How can we use vibrant colour to bring our flowers to life?	How can we make a delicious Cameroonian recipe?
Substantive Knowledge Learning Intentions	To know a range of garden plants found in our local area. To classify garden plants into groups including ferns, mosses and flowering plants. To describe, draw and label flowering plants. To carry out fieldwork counting flowers / flowering plants within a quadrant.	To know the key events in Easter Week. To know that Easter is a key Christian festival because Christians believe Christ's death brought them everlasting life. To know the symbols of Easter. To know the main parts of an Easter service.	N/A	To use maps to locate Limbe is in Cameroon and Ebbsfleet is in England. To use photographs to describe Limbe and Ebbsfleet and list similarities and differences. To list the human and physical geography of Limbe and Ebbsfleet. To compare weather and homes in Limbe and Ebbsfleet	To look at painting of flowers including the Cameroonian national flower. To know the names of two artists specialising in flowers. To use line and shape to represent flowers. To use colour mixing to create secondary colour palettes. To use underpainting as a technique.	To know the design brief. To research and plan a dish using seasonal vegetables. To follow basic hygiene methods. To evaluate the dish at each stage of the making. To ensure evaluations include taste testing and feedback. To promote the dish. To make the dish for a large number of children.

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	The portable knowledge is the names of common plants from our local area; however, reference to plants from different continents specifically Australasia and Africa should be included to reflect our diverse cultures.	Visit our local church in the run up to Easter. Easter is celebrated by Christians around the world.		Cameroon (along with Canada) has two official national languages (English and French). This is due to its history when part of Cameroon was under French rule and another part under English rule. Cameroon is still heavily influenced by this including the languages spoken and the infrastructures which exist today.	Traditional African designs. Cameroonian and English flowers (red stinkwood is the national flower). Brazao – Cameroonian artist Van Gogh Georgia O’Keefe	African inspired dish (grown spinach, ginger and garlic). Use inspiration from our local community
				To compare infrastructures using a questionnaire. To compare jobs in Limbe and Ebbsfleet.	To use colour cross-hatching to add texture To use a range of brushstrokes.	To evaluate the process.
Portable Knowledge	Names of indigenous garden plants and flowers.	The key events of Easter Week including Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday.		Limbe is a seaside town in Cameroon. Limbe has a volcano and black, sandy beach. The weather in Limbe is hot all year round but they have a wet and dry season.	The use of line and shape to paint flowers.	Traditional Cameroonian ingredients and dishes.

Threads (returning concepts) And Disciplinary Knowledge	Variation Describe and compare the difference in common wild and garden plants and trees and give reasons for this.	Belonging A sense of belonging to a specific community and how everyone may learn from faith stories.		Place, Space & Scale; Human & Physical Processes Develop a ‘sense of place’ through the study of human and physical geography of a	Representation Using drawing to explore ideas and share knowledge of plants. Diversity	Representation Using ingredients from cultures other than the indigenous population in a style which represents the cuisine of that culture.
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	Identity Identify common wild and garden plants with the local environment and contrast this with a world location (Cameroon). Process Identification and grouping. Observing Differences between different flowering plants, mosses, ferns and trees Predicting Making predictions when classifying plants and trees.	Identity Religious and secular identity provides a perspective from which to view the world and engage with it. Similarities between faiths and non-faith communities should be reinforced. Diversity Developing an understanding of practices, beliefs, feelings and ideas Theology The story of Easter (from the bible) and its significance in Christianity		small area of the U.K. and a small area of Cameroon. Comparing one place with another – the sense of a town in London and Africa will have the similarities and differences. Human and natural physical features compared Environmental Interaction and Sustainable Development Developing an understanding of economic prosperity and environmental quality in the different locations & identify what this means to the different communities. The interaction between human and physical features and lifestyle Cultural Understanding and Diversity Explore the diversity of places, focusing on how people and places are represented in different ways and a knowledge that	Explore artists' work from a range of ethnic backgrounds and cultures including underrepresented groups specifically female artists. Creativity Creating works of art to reflect their understanding of practices and disciplines. Generating Ideas Look at a range of paintings by different artists. Formal Elements Colour mixing Pencil and Brushstrokes The use of paint Learning from other artists Representation from different cultures	Diversity Design and make products within a variety of contexts, considering their own and others' needs, wants and values.
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	Quantifying Measuring using non-standard units Controlling Variables Agreeing in a variable to change when classifying flowering plants, mosses, ferns and trees. Interpreting and Inferring Interpreting results from investigations in response to questions Forming Conclusions Drawing conclusions from the investigations we have done drawing on scientific knowledge	Human / Social Sciences What Christians can learn from the symbolism of Easter Philosophy How Easter teaches Christians to live and what happens after death.		within countries and cultures life differs, avoiding stereotypes. Map reading and Interpreting Skills Using maps to locate towns. Looking at aerial photographs of the towns and plotting landmarks. Using symbols to represent landmarks	Learning from evaluation Use of art books and evaluation of self and others throughout	Target Audience and Success Criteria Our community Use of seasonal produce Following hygiene rules Interlace with geography Design and Functionality Following Cameroonian traditional dishes Make using tools and technical knowledge Range of utensils, cutting and measuring skills Evaluation throughout
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Vocabulary	CORE WORDS classify ferns mosses flowering plants describe draw label garden plants	CORE WORDS Easter Week festival everlasting life Christians Christ death symbols Easter service		CORE WORDS infrastructure Limbe, Cameroon Ebbsfleet, England similarities differences human geography physical geography weather homes compare	CORE WORDS The Art of Writing Scheme shading viewfinder deliberate choices hatching cross hatching textures patterning	CORE WORDS principles Eatwell Plate carbohydrates protein fats vitamins minerals design make evaluate
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Opportunities for Interlacing	Geography is the key driver for this half term with children comparing the town of Ebbsfleet which is in Kent (just outside London) with Limbe, a coastal town in West Cameroon. Both physical and human features should be compared and contrasted. Every subject should be taught discretely with core knowledge and skills taught explicitly. However, the scope for elaboration to support deep learning and longer term recall should be actively sought. There are clear interconnections between geography and science where plants and trees can be compared across the countries; these can be further elaborated upon in art. Design technology skills are further explored through food including knife handling and cutting skills which can be practised to create Cameroonian dishes using typical ingredients. This supports our entrepreneurial curriculum as children can grow, harvest, prepare and sell finished dishes. Music skills are taught through Charanga but there is scope for traditional Cameroonian instruments and music to be included.					
Modelled Outcomes	Plant poetry			Information texts comparing Ebbsfleet and Limbe. A postcard from Limbe Story linked to text: The Grumpy Palm Wine Tapper		Instructions

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Summer (i)

Summer Growth

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
Oliver's Fruit Salad Priya Dreams about Marigolds and Masala Jack and The Beanstalk Growing Good Lola Plants a Garden Planting a Rainbow		Art Gallery	National Gallery (look on the website to check which paintings are available to view prior to going) Hall Place https://www.hallplace.org.uk/ Hindu Cultural Society - Gravesend

	Science Plants	R.E. Hinduism	History Significant People and Events in our local area beyond living memory	Geography	Art Collage	D.T.
Line of Enquiry	What can we find out about the basic structures of flowering plants?	What is important to Hindus?	What did Tudors grow and eat?		How can we use materials to create a flower collage?	
Substantive Portable Knowledge Learning Intentions	To know the basic structure of a flowering plant. To label a flowering plant. To describe the functions of different parts of a flowering plant. To know the basic structure of a tree To label a tree. To describe the functions of different parts of a tree	To know that Hindus worship anywhere but most Hindu homes have a shrine To know what may be on a Hindu shrine. To draw a marigold and know its symbolism in Hinduism. To draw God in animal form, for example, Shiva To know that Hindus may worship in a mandir and mandirs	To know the kinds of food available to rich Tudors To know the herbs and vegetables Tudors would have eaten. To know that Henry VIII loved fruit and vegetables <i>(He shared a passion for strawberries and cherries with Anne Boleyn, and The Garden of England (Kent) proved a fertile larder for his wants with the royal fruiterer, Richard Harris,</i>	N/A.	To look at painting of flowers including the Cameroonian national flower. To know the names of two artists specialising in flower collages. To experiment with crumpling, folding and rolling materials. To arrange and layer materials To produce images of flowers.	N/A.

		will have an orange flag outside. To know the rules Hindus follow when entering a mandir.	<i>planting apple and fruit orchards at Teynham.)</i> To plan a Tudor vegetable or flower garden.		To layer and collage materials onto the images.	
	A flowering plant has roots, a stem, leaves, petals and pollen. The roots hold the plant in the ground; the stem keeps it stable; leaves are used for food production and petals attract insects to the pollen.	Most Hindu homes have a shrine. God can be in different forms including animal form. Mandirs are places where Hindus go to worship together.	Rich Tudors would have eaten a lot of meat including swans, dormice and deer. Herbs include parsley, mint, rosemary, thyme and sage. Tudors would have eaten apples, pears, plums, cherries, strawberries, onions, cabbage, beans, peas and carrots.		The cutting and overlaying of material including folding, crumpling and rolling.	

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	Reference plants from the countries our families are from.	Hindus within our community including visiting a mandir in our community.	Kent has a rich history and has been ethnically diverse for centuries due to its role in our maritime history and as a centre for trade. Use secondary sources to learn more about the significance of Kent through the wealthy Tudors. This may include learning about Tudor fruit and vegetables, creating a Tudor Garden or The Tudor Rose.		Artists from across countries should be represented as well as different flowers. Comparisons with the Tudor Rose would interlace with history.	

Threads (returning concepts) And Disciplinary Knowledge	Structure and Function Identify and describe the basic structure of a variety of flowering plants, including trees Variation How different plants differ (within and across species) and suggest reasons for this Growth How flowering plants have changed over time and what is needed for growth to happen. Change Record and describe how and why plants and trees have changed over time. Observing The parts of the plant and tree; photograph and draw diagrams showing the parts of different plants and trees and keep records of how they change over time. Predicting Making predictions about parts of the plant and tree and their functions; use	Symbolism Explore the importance of symbolism and what it represents. Belonging A sense of belonging to a specific community and how everyone may learn from faith stories. Identity Religious and secular identity provides a perspective from which to view the world and engage with it. Similarities between faiths and non-faith communities should be reinforced. Diversity Developing an understanding of practices, beliefs, feelings and ideas within and across cultures. Theology What worship and a mandir are and their significance to Hindus Human / Social Sciences	Perspective Comparing the lives of rich and poor Tudors and relating this to current times. Diversity Developing an understanding of diversity within Tudor times. Sequencing the past Locating the Tudors on a timeline Constructing the past Understanding that lifestyles have changed over time. Cause and Effect How the availability of produce affected diet Significance and Interpretation Using sources of evidence to find out about Tudor gardens Historical Enquiry Following a line of enquiry to find out more Tudor diets. Using sources of Evidence Using primary and secondary sources to follow a line of enquiry		Representation Using collage to explore ideas and share knowledge of plants. Diversity Explore artists' work from a range of ethnic backgrounds and cultures, including under-represented groups such as females. Creativity Creating works of art to reflect their understanding of practices and disciplines. Generating Ideas Look at a range of collages by different artists. Formal Elements Folding and layering Learning from other artists Representation from different cultures Learning from evaluation Use of art books and evaluation of self and others throughout	
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	dissection to check predictions. Quantifying Measuring using non-standard units, comparing the size of leaves etc. Controlling Variables Agreeing on variables and what would happen if a section of a plant was removed (considering their functions) Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done drawing on scientific knowledge.	What worship means to Hindus Philosophy How worship helps Hindus in their daily life.				
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Vocabulary	<u>CORE WORDS</u> structure flowering plant functions stem root leaves petals label	<u>CORE WORDS</u> Hindus shrine marigold worship symbolism Hinduism Shiva mandir	<u>CORE WORDS</u> wealthy ethnically diverse centre for trade secondary sources The Tudor Rose herbs vegetables diet	<u>CORE WORDS</u>	<u>CORE WORDS</u> collage crumpling folding rolling layer painting images	<u>CORE WORDS</u>
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Opportunities for Interlacing	R.E. is the key driver for this half term with children learning about the significance of worship in Hinduism and the symbolism of flowers and the colour orange. Every subject should be taught discretely with core knowledge and skills taught explicitly. However, the scope for elaboration to support deep learning and longer term recall should be actively sought. There are clear interconnections between R.E. and science where children look at the basic structures of flowering plants, including marigolds; these can be further elaborated upon in art as they create flower collages to be exhibited in an art gallery. If time permits, they make paper marigold garlands reflecting the ones used by Hindus to decorate shrines. History recall is encouraged as children retrieve knowledge about Tudor Kent, deepening it with an understanding of Tudor gardens and the symbolism of the Tudor Rose. Music skills are taught through Charanga but there is scope for traditional Hindu instruments and music to be included.					
Modelled Outcomes	Labelling the basic structure of a flowering plant with simple definitions of each part. Retelling a traditional story- Jack and the Beanstalk Poetry: Shape poem (flower)	Labelling a Hindu shrine				

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Summer (ii)

Up, Up and Away!

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
The Building Boy Paper Dolls Rosie Revere The Seventh Day (Jewish Creation story) I am Farmer – Cameroonian story Sense Pass King – Cameroonian story		Learning Exhibition	Tour (could be virtual) of London landmarks to have first-hand experience of buildings in London and to be able to compare them to landmarks in Kent.

	Science Use of Everyday Materials	R.E. Judaism The Creation Story Sabbath	History	Geography Human and Physical Resources and Features	Art Painting	D.T. Mechanisms
Line of Enquiry	How can we change material for a purpose?	Why is Shabbat important in Judaism?		What is family life like in Cameroon?	How can we use a colour palette to paint a landscape?	How can we use a slider to produce a moving story?
Substantive Portable Knowledge Learning Intentions	To know that the shape of some solid shapes can be changed. To investigate the uses of malleable solids. To explain the benefits of malleable solids. To design a scientific enquiry in response to a question.	To know what Shabbat is. To know why Shabbat is important to Jews. To know why Shabbat falls on the seventh day of the week. To know the preparations for Shabbat. To know what the Shabbat table is.	N/A.	To know that Cameroon has a wet and dry season. To know that the sun sets at nearly the same time throughout the year. To know that Cameroon has approximately 12 hours of sunshine every day. To know that many families are large and a man can have up to 4 wives. To know that children have to go to school up to the age of 12.	To look at different landscapes of the Limbe skyline and identify physical landmarks (Mount Cameroon). To know the names of two artists specialising in painting skylines. To use line and shape to create silhouettes of Mount Cameroon. To use colour mixing to create secondary colour palettes. To use underpainting as a technique.	To experiment with using sliders and levers. To know the purpose of levers and sliders and understand the design brief. To know how to cut out a template for repeated use. To know how to make a lever or slider for a moving character. To know what went well and what could be better.

				To know that many Cameroonians farm the land. To know how Cameroonians use water. To know the fruit and vegetables which are popular in Cameroon. To know that Douala is the economic capital of Cameroon and has many shops, hotels, art galleries and restaurants.	To use a range of brushstrokes. To combine children's outcomes to produce a landscape.	Children need to produce a backdrop scene for the slider to come into.
	The shape of some solids can be changed and this means we can use them for different things.	Shabbat is a day of rest for Jews.		Weather is different in Limbe compared with Ebbsfleet. Lifestyles in Cameroon can be different to here but there are many similarities too.	Using line, shape and form to create images and colour mixing for painting.	Sliders and levers enable movement. A lever needs a pivot.

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	Reference plants from the countries our families are from.	Hindus within our community including visiting a mandir in our community.		Avoid stereotypes. Whilst Cameroon is a developing country, it has cities which mirror those in the developed world. The biggest difference between Cameroon and England is that infrastructures vary greatly within the country whereas in England, they are similar across the country.	Ensure resources and stimulus accurately represent Limbe.	Ensure materials support accurate representation.

Threads (returning concepts) And Disciplinary Knowledge	Structure & Function Identify the different materials that objects are made from. Explore the purpose of different materials. Cause and Effect Explore that cause is why something happens and effect is what happens as a result of this cause through learning about materials and their uses. Observing How some solid materials are malleable. Predicting Making predictions about how materials can be changed and what their purpose could be because of this. Quantifying Measuring using non-standard units Controlling Variables Agreeing on variables when testing to see if a material is fit for purpose. Interpreting and Inferring Interpreting results	Belonging A sense of belonging to a specific community and how everyone may learn from faith stories. Identity Religious and secular identity provides a perspective from which to view the world and engage with it. Similarities between faiths and non-faith communities should be reinforced. Diversity Developing an understanding of practices, beliefs, feelings and ideas within and across cultures. Theology What worship and Shabbat are and their significance to Jewish people. Human / Social Sciences What Shabbat means to Jews Philosophy How Shabbat helps Jews in their Jewish life.		Place, Space & Scale; Human & Physical processes Develop a 'sense of place' through the study of human and physical geography of a small area of the U.K. and a small area of Cameroon. Similarities and differences between England and Cameroon specifically for children Environmental Interaction and Sustainable Development Developing an understanding of economic prosperity and environmental quality in the different locations & identify what this means to the different communities. Cultural Understanding and Diversity Explore the diversity of places, focusing on how people and places are represented differently. Human and Physical Processes Mount Cameroon is a key physical feature in Cameroon.	Representation Using drawing to explore ideas and share knowledge of landscapes. Diversity Explore artists' work from a range of ethnic backgrounds and cultures, including under-represented groups, specifically females. Creativity Creating works of art to reflect their understanding of practices and disciplines. Generating Ideas Look at a range of paintings by different artists. Formal Elements Line and pattern Pencil and Brushstrokes Line and pattern and colour Learning from other artists Representation from different cultures Learning from evaluation Use of art books and evaluation of self and others throughout	Representation Using mechanisms to communicate ideas. Diversity Design and make products within a variety of contexts, considering their own and others' needs, wants and values.
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	Forming Conclusions Drawing conclusions from the investigations we have done drawing on scientific knowledge			It should be noted that infrastructures differ greatly between villages, towns and cities. Many infrastructures in a city resemble those found in the U.K. Environmental Interaction and Sustainable Development The interaction between physical and human features and Cameroon's approach to sustainability (use of water) Map reading and Interpreting Skills Using maps to locate key cities such as Douala. Using maps of cities to locate key places of interest. Using symbols to represent landmarks.		
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Vocabulary	<u>CORE WORDS</u> solid shapes investigate malleable solids scientific enquiry purpose materials variables explain explore non-standard units	<u>CORE WORDS</u> Shabbat Jews Shabbat table seventh day of the week preparations secular worship	<u>CORE WORDS</u>	<u>CORE WORDS</u> Cameroon wet and dry season Cameroonians Douala economic capital shops hotels art galleries restaurants	<u>CORE WORDS</u> landscapes skyline physical landmarks Mount Cameroon silhouettes colour mixing secondary colour palettes underpainting technique brushstrokes	<u>CORE WORDS</u> sliders levers backdrop scene mechanisms purpose design brief template repeated use
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Opportunities for Interlacing	Science is the key driver for this half term with children learning about different materials, their malleability and uses. Core texts support scientific thinking within adventure stories and support writing outcomes. Every subject should be taught discretely with core knowledge and skills taught explicitly. Geography learning returns to the comparison between Ebbsfleet and Limbe enabling the recall of earlier learning and building upon it to ensure children can clearly identify similarities and differences between landscapes – including human and physical elements. Elaboration is further supported through the painting of the Limbe skyline which can be directly contrasted with London or Ebbsfleet. Children will be able to use sources to support interpretation of features including parks, hotels, beaches, rivers and high streets. We also return to a skill previously practised in D.T., the use of sliders in levers, which can be applied when creating either a Mount Cameroon moving story or rainforest diorama. Although music is taught through Charanga, it can be used to enhance all the subjects within this teaching sequence.					
Modelled Outcomes	Adventure story linked to the texts: The Building Boy or Paper Dolls.	Information text: Shabbat		Diary entry by the Cameroonian Farmer linked to the text: I am Farmer		

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