

Curriculum Map

Year 2

Autumn (i) Rainbows

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
The story of Rama and Sita (the continent of Asia) Anansi stories (the continent of Africa) The Song of the Armadillo (the continent of South America) The Owl and the Pussycat Water poems Tiddalik the Frog – Flood Maker (the continent of Australasia)		Grow a plant from a seed & bulb to be looked after for the rest of the year (and beyond) linking theory to practice- to sell at the school fair/kids cafe if they are food based plants. The following plants grow during the winter months: coriander, dill, leaf celery, parsley, crocus, snowdrop.	Horniman Museum gardens and plant-based exhibitions; Hall Place https://www.hallplace.org.uk/ The Science Museum Garden https://www.sciencemuseum.org.uk/see-and-do/garden Diwali- Festival of Lights- virtual tour https://www.youtube.com/watch?v=HrrW3rO51ak Hindu Temple- http://www.greenwichhindutemple.org.uk/#/

	Science Living Things and their habitats Plants Everyday Materials	R.E. Hinduism	History	Geography Locational Knowledge	Art Collage	D.T.
Line of Enquiry	How do seeds and bulbs grow into plants?	What is significant about light?		Where in the world?	Can we use material to create a seascape?	
Substantive Portable Knowledge Learning Intentions	To sort things that are living, dead and never been alive. To observe, describe and record how seeds grow into mature plants. To observe, describe and record how bulbs grow into mature plants. To know what plants need to grow and stay healthy.	To know that light is symbolic in many religions. To recall the significance of orange marigolds in Hinduism. To retell the story of Rama and Sita. To explain the message of Rama and Sita and why light is symbolic. To know that Hindus believe in one God who	N./A.	To recall the names of the seven continents and five oceans of the world. To locate the U.K. on a world map. To recall the four countries of the U.K. and locate their capital cities. To know the countries of the U.K. and find them on a map. To name and label the U.K.'s surrounding seas.	To recall colour mixing palettes from primary to secondary colours. To know the names of two artists specialising in collage. To express opinions about seascapes collage and to describe what we would like to produce. To choose material to work with for a purpose.	N./A.

	To ask simple questions to investigate and explain observations. To match materials to a purpose giving reasons for choices.	is seen in different forms.		To know the heritage of children in the class (the continents different families originate) and locate them on different map styles with different scales.	To crumple, fold and layer material. To combine paint as an overlay. To practise The Art of Writing patterns and choose favourites to use. To create seascapes. To use techniques to add the illusion of light such as glitter, coloured transparencies, sequins etc. To express opinions about finished seascapes.	
	Seeds need water, the right temperature and oxygen to germinate.	Orange symbolises purity (cleanliness). Light is symbolic and it shows Hindus the way to God.		The seven continents are: Europe, Antarctica, Africa, Asia, Australasia, North America and South America. The five oceans are: Arctic, Southern (Antarctic), Indian, Atlantic and Pacific.	A seascape is an underwater picture which usually has sea creatures. Primary colours are red, blue and yellow.	

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	Consider how conditions will differ in different continents studied – Africa and Australasia.	Light is symbolic in religious and secular life.		Reference that our community comprises different ethnic groups who may have come from different countries and continents. Know the heritage of children in Ebbsfleet Green (the continents different families originate from) & locate them on different map styles and scales.	Artists from different cultures and ethnic groups must be represented. Mark Molenaar Cece Luna	

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) And Disciplinary Knowledge	Observing Observe using simple equipment and describe how seeds and bulbs grow into mature plants. Predicting Simple predictions including what will happen if plants are denied water, light and a suitable temperature to grow. Quantifying Measuring germination stages and plant growth over the year. Controlling Variables Water, light and a suitable temperature to grow. Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge.	Theology Light is symbolic in many religions as it is seen to guide a path for followers. Human / Social Sciences How we achieve a sense of belonging by following the rituals of celebrations. Philosophy How coming together to celebrate helps us as a community Symbolism Explore the importance of symbolism (light) and what it represents. Belonging A sense of belonging to a specific community. Identity Religious and non-religious identity provides a perspective from which to view the world and engage with it. Diversity Developing an understanding of practices, beliefs, feelings and ideas.		Place, Space, Scale Recall knowledge about our location and how it is part of a much wider world (scale). Develop a 'sense of place' through locational knowledge of the UK and the world's continents and oceans; how the space on the planet is used for different purposes and by different living things & the scale of different landmasses in relation to each other e.g. how many U.K.s could fit into Europe? Human and Physical Processes Using maps to locate London, England, the U.K. and Europe. Environmental Interaction and Sustainable Development The significance of being part of our locality. Map reading and Interpreting Skills Using maps to locate our school. Looking at aerial photographs of our school and locality.	Generating Ideas Look at a range of stimulus to generate ideas. Formal Elements Shape and space Cutting and Making Preparing materials for layering and joining. 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 Representation Using materials to reflect the effect of light in works of art, exploring ideas and recording creativity. Diversity Explore artists' work from a range of backgrounds and cultures.	

	Process The seven life processes of living things. Growth & Change How plants, seeds and bulbs grow and change over time and what is needed for growth to happen. How plants change over their life cycle and in different habitats Variation How plants vary in their structure & function.			Using maps to locate the U.K. and Europe. Cultural Understanding and Diversity Explore the heritage of our wider school community.		
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Vocabulary	<u>CORE WORDS</u> bulb mature germination conditions plant temperature suitable survive grow healthy living dead alive	<u>CORE WORDS</u> significance Diwali supreme community practices retell meaning message		<u>CORE WORDS</u> Europe equator heritage ocean seas continent country capital city surrounding	<u>CORE WORDS</u> seascape overlay illusion effect primary secondary crumple fold	
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Opportunities for Interlacing	Science is the key driver for this half term; the Hindu story of Rama and Sita provides the stimulus for learning about the significance of light across religions but it also supports interconnections through R.E. science 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. Light and Water underpin all learning and should be made explicit throughout. Science supports the recall of prior learning but the prime focus is the life cycle of plants which is reinforced in English. As well as recalling learning about colour mixing and creating rainbows, children also create seascapes and this is reflected in water poetry and songs. Geography learning is an opportunity to recall knowledge about oceans and continents and furthers learning with a focus on the seas surrounding the U.K. 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 about water, specifically sea shanties.					
Modelled Outcomes	Explanation text The life cycle of a plant Non chronological report Materials and their uses	Retelling the story of Rama and Sita linked to the text Or Tiddalik the Frog - Floodmaker			Water poems – could include shape poems What shall we do with the drunken sailor? Letter from the owl and the pussy cat describing their voyage across the oceans. Linked to the text: The Owl and The Pussy-Cat	

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) Fire! Fire!

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
The Great Fire of London Vlad and The Great Fire of London Toby and The Great Fire of London The Baker's Boy and The Great Fire of London	Christingles	The Great Fire of London Exhibition	https://www.museumoflondon.org.uk/museum-london/great-fire The Monument/St Paul's Cathedral

	Science Living Things and their habitats Plants	R.E. Christianity / Judaism Christmas / Hanukkah	History Significant People and Events beyond living memory	Geography Locational Knowledge Human and Physical Resources and Features	Art Painting	D.T. Freestanding structures
Line of Enquiry	How do different habitats support for the basic needs of animals?	What Christian and Jewish celebrations do we know?	What factors led up to the Great Fire of London in 1666?	What are the features of Ebbsfleet Valley which makes it a good place to live?	How can we colour mix to bring the Great Fire of London to life?	What techniques can we use to make the Stuart house strong and sturdy?
Substantive Portable Knowledge Learning Intentions	To match living things to their habitat. To describe how the habitat meets the basic needs of the animal. To describe how the habitat meets the basic needs of the plant. To know what plants need to grow and stay healthy. To ask simple questions to investigate and explain observations. To gather and record data about a variety of plants and animals.	To know that light is symbolic in many religions. To know why Hanukkah is important to Jews. To know the rituals and celebrations of Hanukkah. To know why Christmas is important to Christians To know the rituals and celebrations of Christmas To know similarities between the celebrations of Hanukkah and Christmas.	To know the conditions of 1666 London and how they will have encouraged the spread of the fire. To know Stuart house structures meaning the roofs were often close together and the pros and cons of this. To know the evidence sources available to us. To know the chronology of the Great Fire of London. To know simple profiles of significant people. To know the immediate consequences of the fire.	To know key human and physical features of Ebbsfleet Valley. To locate Ebbsfleet Valley in relation to the capital cities studied, specifically London. To know how Ebbsfleet Valley has changed over the last 500 years. To consider what we might want to improve about Ebbsfleet Valley.	To recall colour mixing palettes from primary to secondary colours. To study secondary sources depicting The Great Fire of London. To know the names of two artists depicting The Great Fire of London. To mix colours to represent fire. To use underpainting effectively. To combine paint as an overlay. To express opinions about finished seascapes landscapes and combine for display.	To know what Stuart houses look like. To know how to join materials using gluing and strengthening using folding, rolling and scrunching with a good understanding of the meaning of 3 D. (3 dimensional) as opposed to 2 D. To design, make and evaluate a Stuart house in accordance to a set of criteria. To know what went well and what could be better.

	To know how living things depend on one another.					
	A habitat is a place where an animal or plant makes its home. A habitat meets the basic needs of the animal or plant.	Light is symbolic; it shows religious followers the way to God. A menorah is a special candelabrum which is lit during Hannukah. It is known as the Festival of Lights. Christmas is the festival of Jesus Christ's birth.	The Great Fire of London happened in 1666. The Great Fire of London started in a bakery in Pudding Lane, London. Stuart houses were highly flammable (the materials used caught fire easily).	Ebbsfleet Valley is a new town and redevelopment area in Kent, South East England, and part of the Thames Gateway, southwest of Gravesend. It is named after the valley of the Ebbsfleet River, which it straddles. Although a small part of the site in the east lies within the borough of Gravesham, Ebbsfleet Valley primarily sits in the borough of Dartford.	Secondary colour examples. Underpainting is the first layer of paint on the paper and acts as a base.	A structure will stand freely. Techniques include rolling and folding.

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	Consider how conditions will differ in different continents studied – Africa and Australasia. Plant adaptations support plant life.	Light is symbolic in religious and secular life.	Consider whether there is evidence that the maid started the fire or was this an opportunity to blame a young girl? Consider the man who was wrongly executed; he pleaded guilty but had special needs.	Consider and reflect the ethnic diversity of Ebbsfleet Valley.	Artists from different cultures and ethnic groups must be represented.	Consider the varying structures on Stuart houses so our structures accurately reflect history. Work collaboratively.

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) And Disciplinary Knowledge	Structure and Function Describe how different habitats provide for the basic needs of animals and plants, and how each depends on the other. Identity Identify a variety of plants and animals in their habitats, including microhabitats. Process Describe how living things depend on each other. Observing Living things in their habitats Types of habitats Predicting Simple predictions about changing habitats and the consequences to the living things in them Quantifying Using quadrants for comparison Controlling Variables	Symbolism Explore the importance of symbolism and what it represents. Belonging A sense of belonging to a specific community and where they fit into the wider community. Identity Religious identity provides a perspective from which to view the world and engage with it. Diversity Developing an understanding of practices, beliefs, feelings and ideas. Theology What do we know about the festivals of Hannukah and Christmas and why they are significant to Jews and Christians respectively. Human / Social Sciences How humans respond to the symbolism within festivals and how it can be healing. Philosophy	Chronology The chronology of The Great Fire of London from September, 2nd, 1666. Cause and Consequence The causes and consequences of The Great Fire London. Learning from the past to improve. Perspective An understanding of the consequence of the fire from different perspectives through the interpretation of sources. Constructing the past Understanding the short and long term impact of The Great Fire of London Significance and Interpretation Using sources of evidence to interpret The Great Fire of London with an awareness of record keeping issues, bias and perspective. Historical Enquiry Following a line of enquiry to find out more about what led to The Great Fire of London.	Place, Space and Scale Develop a 'sense of place' through locational knowledge of the U.K. and where their own local area fits within the national and international picture Cultural Understanding and Diversity Explore the diversity of places, focusing on how people and places are represented in different ways. Environmental Interaction and Sustainable Development Link to how people interacted with the local environment in London at that time and how this impacted on the outcome of the event. How have people's relationship with the idea of environment changed since then? Human and physical processes How did human and physical geography impact on the sequence of events e.g. proximity	Representation Using materials to reflect the effect of fire in works of art, exploring ideas and recording creativity. Diversity Explore artists' work from a range of backgrounds and cultures. Generating Ideas Interlace with history by looking at a range of secondary sources to generate ideas Formal Elements Line and pattern Pencil and Brushstrokes Line and pattern Colour, shade, tone and tint Colour mixing and palettes Learning from other artists Representation from historical sources Learning from evaluation Use of art books and evaluation of self and others throughout	Representation Joining materials to create 3D representations of Stuart houses to communicate their ideas and share knowledge. Diversity Design and make products within a variety of contexts, considering their own and others' needs, wants and values. Target Audience and Success Criteria Clear purpose Interlace with history Design and Functionality Strength and sturdiness Make using tools and technical knowledge Range of materials, gluing and joining. Using folds to strengthen. Evaluation throughout

	Identify the variables and altering one at a time Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge	How coming together at time of celebrations helps us as a community	Using sources of Evidence Using primary and secondary sources to follow a line of enquiry	to the river, how the land was being used etc.		
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Vocabulary	<u>CORE WORDS</u> habitat basic needs healthy animal plant grow questions observations data living things depend	<u>CORE WORDS</u> light symbolic Hannukah rituals celebrations Christmas Christians religious secular	<u>CORE WORDS</u> conditions Stuart house structures consequences evidence sources chronology profiles spread	<u>CORE WORDS</u> Eltham High Street improve proximity human features physical features Eltham changed	<u>CORE WORDS</u> underpainting overlay seascapes landscapes colour mixing palettes primary colours secondary colours. secondary sources display	<u>CORE WORDS</u> Stuart houses join strengthening scrunching folding rolling glueing 3 D. (3 dimensional) 2 D design make evaluate criteria
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Opportunities for Interlacing	History is the key driver for this half term as The Great Fire of London supports interconnections through history, art and design technology. 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. In art and D.T., whilst the skills of the subject are explicitly taught and practised, historical knowledge should be transferred and utilised. This supports knowledge chunking and is relevant when designing and making Stuart houses and painting the fire. The skills of chronology, interpretation and cause and consequence are taught within an understanding of diversity. Again, in science, recall of prior knowledge supports deep learning whilst further exploring habitats local to Ebbsfleet, and Ebbsfleet Green, in particular. R.E. is taught discretely with opportunities to explore the Kids' Café. 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 about The Great Fire of London.					
Modelled Outcomes	Non chronological report – Animal Habitats		Newspaper report – The Great Fire of London – Maid refuses to jump from rooftop! Diary extract from Samuel Pepys Diary		Adventure Story Escaping the fire Using paintings as a stimulus.	

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 (i)
London Today

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visits opportunities
London, Now and Then Pop Up London (Lonely Planet Kids) Katie in London A Walk in London		London, Now and Then	Walk along the south bank in London; London landmarks tour; visit to St Paul's Cathedral and/or the monument; stretching opportunities linked to previous learning Museum of London

	Science Living Things and their habitats	R.E. Christianity The church	History Significant People and Events beyond living memory	Geography Human and Physical Resources and Features	Art	D.T. Mechanisms
Line of Enquiry	Why do all food chains start with energy from the sun?	How can art help Christian worship ?	What was the impact of The Great Fire of London?	What do different maps tell us?		What would a Stuart fire truck look like?
Substantive Portable Knowledge Learning Intentions	To know that most living things live in habitats to which they are suited. To know how different habitats provide for the basic needs of animals. To observe microhabitats using magnifying glasses. To know how different habitats provide for the basic needs of plants. To know how animals and plants depend on each other. To know how habitats change across the year. To identify and name a variety of plants in their	To know the church is a place of worship in Christianity. To know the cross is a Christian symbol as it reminds people that Jesus died on a cross. To know some of the features of a church include the font (used for baptisms); a lectern (to be read from) and a pulpit (a raised part of the church for the priest/pastor/vicar / reverend to talk to the congregation). To know some of the messages given through Christian stories.	To recall the factors leading up to The Great Fire of London. To know the secondary sources of evidence available to historians. To know the factors leading to the stopping of the fire. To know the consequences of The Great Fire of London and what was learned. To know that the fire caused mass homelessness, the destruction of a city and its rebuilding.	To know to choose the map according to what is being studied. To study maps of London, specifically the route of the river Thames identifying key London landmarks such as Queen Elizabeth Tower and The London Eye. To know compass points through practical activities. To know and use directional and locational language. To identify symbols using a key for a range of maps and using the symbols within their own maps. To understand that the physical features of a	N./A.	To know how to use wheels and axles. To design, make and evaluate a Stuart fire truck in accordance to a set of criteria. To know what went well and what could be better.

	habitats, including microhabitats. To identify and name a variety of animals in their habitats, including microhabitats. To know how animals obtain their food from plants and other animals, To draw a simple food chain and identify the names of different sources of food. To use food chains to answer questions.	To know that Christian stories and ideas can be expressed through the arts. To show a Christian belief through art work. To know that St. Paul's Cathedral in London was designed by Sir. Christopher Wren after The Great Fire of London.	To know that the true number of deaths, as a result of the fire, is likely to be much higher than the original number recorded (very cold winter in 1666). To know the fire's legacy includes new architecture which can still be seen today.	location can influence how humans live. To know that in some countries it is too hot / cold to be outside at certain points in the year.		
	Animals within habitats depend upon one another for their food. The diagram to show predators and prey is called a food chain. All food chains start with energy from the Sun.	The cross is a Christian symbol. Jesus Christ was crucified on a cross at Easter. A church is a group of people or a building where Christians congregate to worship.	Samuel Pepys' diary gives historians information about Stuart life including The Great Fire of London. Sir Christopher Wren was the architect who designed many of the buildings immediately after The Great Fire, His buildings include St. Paul's Cathedral.	Many landmarks line the River Thames including The Houses of Westminster, The London Eye and The O2. These are tourist attractions. The London Thames runs through London. It has a south bank and north bank.		Wheels and axles are a mechanism to move an object.

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	Consider how conditions will differ in different continents studied – Africa and Australasia as well in local habitats. Create food chains from different continents.	Include visits to local churches. Ensure the word church is explored in its wider definitions. Interlacing with history.	Develop a sense of identity to our capital city and its long and rich history. Ensure ethnic groups are represented as would have been the case in Stuart London.	Reference that our community comprises different ethnic groups who may have come from different countries and continents. It would not be appropriate to study Ebbsfleet using a		Study Stuart fire trucks so we can use wheels and axles to accurately reflect fire trucks of the period.

	Fully utilise our Forest School area.			globe and a local A-Z would not be appropriate to compare where Australia is in relation to the U.K. Recall learning about Limbe and think forward to learning about Flemington.		
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	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) And Disciplinary Knowledge	Structure and Function Describe how different habitats provide for the basic needs of animals and plants, and how each depend on the other. Identity Identify a variety of plants and animals in their habitats, including microhabitats. Process Describing how living things depend on each other and how this is evidenced through food chains. Cause and effect How food chains all start with energy from the Sun How changes within a food chain can impact the latter stages of that food chain. Observing Living things in their habitats Types of habitats Observing the characteristics of food chains.	Symbolism The symbolism of the cross and other Christian symbols specifically related to the church. Identity Christians use the symbol of the cross to identify themselves with others. Belonging Identifying with a religion and its core principles and beliefs. Diversity Developing an understanding of practices, beliefs, feelings and ideas. Theology What we know about the church and how rituals mirror Christian identity and beliefs. How art work reflects the values, beliefs and stories of Christianity. Human / Social Sciences How humans respond to the symbolism within Christianity and its stories. Philosophy	Cause and Consequence The causes and consequences of The Great Fire London. Learning from the past to improve systems and infrastructures. Perspective An understanding of the consequence of the fire from different perspectives through the interpretation of sources. Interpretation Look at a range of primary and secondary sources to better understand an event or person and critically question sources. Develop a sense of perspective when interpreting sources. Chronology The chronology of The Great Fire of London from September, 2nd, 1666. Constructing the past Understanding the short and long term impact of The Great Fire of London	Place, Space and Scale Develop a 'sense of place' through locational knowledge and an understanding of how it is represented; how space is used in different ways and for different purposes and how the human and physical geography can be studied at different scales- street, area, city level Cultural Understanding and Diversity Explore the diversity of places, focusing on how people and places are represented in different ways. Environmental Interaction and Sustainable Development; Human and Physical processes Link to how people interacted with the local environment in London at that time and how this impacted on the outcome of the event. How have people's relationship with the idea of environment / role of society changed since then?		Representation Using axles and wheels in different ways. Diversity Design and make products within a variety of contexts, considering their own and others' needs, wants and values. Target Audience and Success Criteria Clear purpose Interlace with history Design and Functionality The use of axles and wheels to move easily and carry weight. Make using tools and technical knowledge Range of materials, gluing and joining. Using folds to strengthen. Evaluation throughout

	Predicting Simple predictions about changing habitats and the consequences to the living things in them on food chains. Quantifying Measuring plant growth when a condition of life (variable) is removed. Controlling Variables Identify the variables and altering one at a time Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge	How church has different definitions and can mean a set of beliefs and values to which people may belong or a building in which Christians congregate and worship.	Significance and Interpretation Using sources of evidence to interpret The Great Fire of London with an awareness of record keeping issues, bias and perspective. Historical Enquiry Following a line of enquiry to find out more about what led to The Great Fire of London. Using sources of Evidence Using primary and secondary sources to follow a line of enquiry	Human and physical processes How did human and physical geography impact on the sequence of events e.g. proximity to the river, how the land was being used etc.		
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Vocabulary	<u>CORE WORDS</u> living things suited microhabitats	<u>CORE WORDS</u> church worship cross	<u>CORE WORDS</u> factors consequences legacy	<u>CORE WORDS</u> compass points Directional language Locational language	<u>CORE WORDS</u>	<u>CORE WORDS</u> wheels axles Stuart fire truck
	habitats observe magnifying glasses. depend variety food chain	Christianity Christian symbol Jesus features font baptisms lectern pulpit priest/ pastor/ vicar / reverend congregation messages	secondary sources evidence historians. homelessness, destruction rebuilding architecture	key London landmarks Queen Elizabeth Tower The London Eye map symbols key physical features location influence		design make evaluate criteria

Opportunities for Interlacing	Geography is the key driver for this half term as learning focuses on the changing landscape and infrastructures as a consequence of the Great Fire of London, supporting interconnections with history but also design technology and R.E. We focus very much on the human geography of the River Thames and key London landmarks which line the river bank; this gives purpose to directional language and compass points which are looked at on a national and local scale. 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. In history, children develop a sense of long term chronology beyond living memory and into modern day London. The skills of chronology, interpretation and cause and consequence are taught within an understanding of perspective and changing values such as the need for fire regulations and an organised fire service. Although D.T. is skills led, designing fire trucks supports knowledge chunking and, in R.E. knowledge of Christian worship and celebration within the church is supported with a focus on St. Paul's Cathedral. Science gives opportunities for knowledge recall whilst simple food chains are introduced to be revisited next half term. 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.					
Modelled Outcomes	Non chronological report about local animals and their habitats			Non-chronological report about London		Instructions How to make a fire truck
				Adventure story set in London linked to the text: Katie in London		

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)

Down Under

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visits opportunities
The Kookaburra Who Couldn't Laugh Paddles the Platypus Diary of a Wombat Koala Lou	Eatwell Plate Nutritional meals following the five groups in the Eatwell guide.		Kew Gardens- rainforest exhibit to explore plants from different places around the world.

	Science Plants Animals including humans	R.E. Judaism Pesach (Passover)	History Significant People and Events beyond living memory	Geography Locational Knowledge Human and Physical Resources and Features	Art Drawing	D.T. Food
Line of Enquiry	Why is exercise good for us?	What do you know about Jewish Passover?	Why do we remember Mary Seacole?	What can we find out about Flemington, Australia?	Can we a viewfinder to draw sections of a plant?	What is an Eatwell Plate?
Substantive Portable Knowledge Learning Intentions	To observe and describe how seeds and bulbs grow into mature plants. To recall and describe how plants need water, light and a suitable temperature to grow and stay healthy. To know that animals, including humans, have offspring which grow into adults. To record how different animals grow. To know the names of some animal offspring.	To know The Star of David is a Jewish symbol. To know the practices and rituals of the main Jewish festival of Pesach (Passover). To know the practices and rituals of the main Jewish festival of Sukkot (Festival of Foods). To give reasons for the rituals of Passover include cleaning. To draw The Sedar plate and explain why each part is important to Jews. To explain what The Haggadah is.	To know the chronology of significant events in Mary Seacole's life. To know the factors influencing Mary Seacole's behaviour. To know the conditions of the battlefields in Crimea. To use secondary sources to explain Mary Seacole's character. To know why Mary Seacole was known as Mother Seacole. To explain how we know about Mary Seacole's contribution to the Crimean War. To explain Mary Seacole's legacy (why we remember her).	To know where the U.K is on a world map. To label a blank map with the seven continents and five oceans of the world. To identify the four countries of the U.K. and use simple compass directions and locational language to locate them. To use different maps and photographic representations of Ebbsfleet Valley and Flemington to describe the locations. To identify, comment on and discuss issues	To explore different textures through the use of patterning following The Art of Writing Scheme. To explore different grades of pencil and make deliberate choices when using them. To recall hatching and cross hatching techniques to create texture and experiment with shading. To produce final outcomes of sections of plants using a viewfinder. To use hatching and cross- hatching techniques to add texture.	To know the principles of the Eatwell Plate. To design, make and evaluate an Eatwell Plate in accordance to a set of criteria. To use knives, and other utensils, safely and hygienically. To know what went well and what could be better.

	To recall the basic needs of animals, including humans, for survival. To know how indigenous British plants and animals differ. To know how Australian plant species and animals differ. To know that exercise is important for humans. To know that eating the right amounts of different foods is important for humans. To sort the 5 food groups in the Eatwell Guide and understand that we should eat at least 5 portions of fruit and vegetable each day. To know that good hygiene is important for humans. To know that all food comes from plants or animals and has to be farmed, grown elsewhere or caught.			around similarities and differences through the study of human and physical geography of a small area of the U.K. (Ebbsfleet) and a small area of Australia (Flemington, a suburb of Melbourne, Australia). To compare and contrast the locality and use maps and guides. To know where different vegetables originate. Interlace with scientific learning about plants and animals.		
	Animals have offspring which grow into adults. The offspring names may be different to the adult ones.	The Star of David reminds Jews that God protects them in all six directions. It also reminds them of King David.	Mary Seacole was a Jamaican nurse who cared for soldiers of the battlefields of the Crimea. She established The British Hotel in Crimea. At	Flemington is a suburb of Melbourne in Australia. It is culturally diverse. It has a lot of open green space, including a race course.	Hatching and cross hatching bring texture to drawings .	The promotion of The Eatwell Plate to a wider audience in an appealing way.

	The 5 food groups are: fruit and vegetables, carbohydrates, protein, dairy and fats.	Sukkot is the Jewish Festival of Foods. The Sedar Plate symbolises aspects of Passover.	the time, she was as well-known as Florence Nightingale but was forgotten in history for over a hundred years.	Melbourne has very hot and dry summers with the wind blowing off the central deserts of Australia.		
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	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	Consider how conditions will differ in different continents studied – Africa and Australasia. Represent plants and animals from the U.K., Africa and Australia in all lines of enquiry.	Recall the significance of symbols in all religions. Consider the role of festivals and celebrations in all religions and how they bring people together.	Include reference to Mary Seacole's affiliation to The British Empire as this was a driving force in supporting the British soldiers in The Crimean War. Mary Seacole's father was a white Scottish army officer and her mother a black Jamaican. She was born a free woman in a time when slavery was commonplace in Jamaica.	Learning should show perspectives including the Aborigines in Australia and avoid stereotypes.	Artists from different cultures and ethnic groups must be represented. Flower art inspired by Aboriginal art – Serena Hayes Kemarre and Eileen Bloomfield Tyentye.	Include Eatwell Plates from different cultures.

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) And Disciplinary Knowledge	Structure and Function The basic needs of plants and animals. Identity Identify a variety of plants and animals in their habitats and their offspring. Process Describing how all food comes from plants or animals and has to be farmed,	Belonging Identifying with a religion and its core principles and beliefs and how they influence the wider community. Identity Making links between values and commitments, and their own attitudes and behaviour. Diversity	Chronology The chronology of significant events in Mary Seacole's life. Cause and Consequence The factors influencing Mary Seacole's behaviour. Pioneering Women The role of significant females - Edith Cavell and Mary Seacole. Perspective	Place, Space and Scale Develop a 'sense of place' through locational knowledge of Flemington and an understanding of how it is represented through maps and guides; how space is used in different ways and for different purposes and how the human and physical geography can be studied at different	Representation Using point paint strokes to reflect Aboriginal works of art, exploring ideas and recording creativity. Diversity Explore artists' work from a range of backgrounds and cultures. Generating Ideas Interlace with history by looking at a range of secondary sources to generate ideas	Representation Using axles and wheels in different ways. Diversity Design and make products within a variety of contexts, considering their own and others' needs, wants and values. Target Audience and Success Criteria Clear purpose Interlace with history

grown elsewhere or caught. Cause and effect The effect of diet on animals and conditions on plants. Observing Varieties of food. Predicting Simple predictions about the effect of exercise on the human body. Quantifying Measuring the impact of exercise on the human body. Controlling Variables Identify the variables and altering one at a time Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge	Developing an understanding of practices, beliefs, feelings and ideas. Theology What we know about Judaism, how the rituals associated with festivals support Jewish identity and beliefs. Human / Social Sciences How humans respond to the symbolism of the Sedar Plate and how they are important to Jews. Philosophy How Judaism is grounded in Jewish responses to history, their stories and beliefs.	An understanding of Mary Seacole's response to events and setbacks in her life which match her values. Interpretation Look at a range of primary and secondary sources to better understand an event or person and critically question sources. Cause and Consequence The causes and consequences of the legacy of Mary Seacole one hundred years after her death. Constructing the past Understanding the time period, attitudes and events which influence thinking today. Significance and Interpretation Using sources of evidence to interpret events in Mary Seacole's life. Historical Enquiry Following a line of enquiry to find out more about Mary Seacole's life. Using sources of Evidence Using primary and secondary sources to follow a line of enquiry.	scales- street, area, city level Environmental Interaction and Sustainable Development Identify how our local environment and a small area of Australia (Flemington, a suburb of Melbourne) link to sustainability through environmental quality and weather patterns. Discuss differences using comparative data and give justified reasons for this. Human and Physical processes Compare and contrast how people live and interact with the land in the two localities studied. Cultural understanding and diversity Linked to human processes- are there any similarities? How do they differ in the two localities? What could be the reason for this? Environmental Interaction and Sustainable	Formal Elements Line and pattern Pencil and Brushstrokes Line and pattern Colour, shade, tone and tint Colour mixing and palettes Learning from other artists Representation from historical sources Learning from evaluation Use of art books and evaluation of self and others throughout	Design and Functionality The use of axles and wheels to move easily and carry weight. Make using tools and technical knowledge Range of materials, gluing and joining. Using folds to strengthen. Evaluation throughout
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				Development; Human and Physical processes Link to how people interacted with the local environment in London at that time and how this impacted on the outcome of the event. How have people's relationship with the idea of environment / role of society changed since then? Human and physical processes How did human and physical geography impact on the sequence of events e.g. proximity to the river, how the land was being used etc.		
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Vocabulary	<u>CORE WORDS</u> indigenous species Eatwell Guide portions hygiene seeds bulbs mature plants. offspring survival farmed	<u>CORE WORDS</u> The Star of David Jewish symbol Pesach (Passover) Sukkot (Festival of Foods) The Sedar plate The Haggadah practices rituals Jewish festival cleaning	<u>CORE WORDS</u> war battlefields Crimea chronology significant factors influence secondary sources character. Mother Seacole. contribution	<u>CORE WORDS</u> originate photographic representations Flemington U.K world map label continents oceans countries compass directions locational language human geography physical geography Australia Flemington suburb	<u>CORE WORDS</u> Scheme shading viewfinder deliberate choices hatching cross hatching textures patterning	<u>CORE WORDS</u> principles Eatwell Plate carbohydrates protein fats vitamins minerals design make evaluate criteria
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Opportunities for Interlacing	Science is the key driver for this half term as we continue to observe and describe plant growth over time referencing the life cycle produced earlier this year; there are interconnections with both geography (when indigenous plants - including vegetables which may be transported to the U.K.- across the continents can be studied) and art where we continue to develop our hatching and cross hatching skills to draw plants. At this time, the focus is the art skill being practised; however, effort should be made to cross reference with the functions of individual parts of the plant and their requirements to stay alive. 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. Science also includes a focus on the requirements for life, including a design technology interconnection supporting the creation of the Eatwell plate. History is taught discretely towards the end of the half term; children develop a sense of chronology beyond living memory which will continue into the next half term supporting spaced practice. The skills of chronology, interpretation and cause and consequence are taught alongside perspective and changing values. 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 and the need for a healthy balanced diet. Music is taught through Charanga and will include listening to Aboriginal music. R.E. is taught discretely; however, it should be noted that there is a Jewish population in Greater Melbourne.					
Modelled Outcomes	Explanation Life cycle of an animal		Recount Description of the battlefields	Extract from Wombat Diary Story linked to the text: The Kookaburra Who Couldn't Laugh		

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)

Faith

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visits opportunities
The Story of Edith Cavell Comparing People from the Past: Mary Seacole, Edith Cavell and Florence Nightingale Hello, Melbourne! Found in Melbourne My Culture and Me Respect Under the Southern Cross			Guru Nanak Darar Gurdwara in Gravesend

	Science Everyday Materials	R.E. Sikhism Worship	History Significant People and Events beyond living memory	Geography Locational Knowledge Human and Physical Resources and Features	Art Painting	D.T.
Line of Enquiry	What material couldn't we live without?	What do you know about Jewish Passover?	Why do we remember Edith Cavell?	What can we find out about Flemington, Australia?	Can we a viewfinder to draw sections of a plant?	
Substantive Portable Knowledge Learning Intentions	To recall how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. To compare how things move on different surfaces. To know and discuss the uses of different everyday materials. To know how some materials are used for more than one thing.	To recall knowledge about the gurdwara. To know the rules Sikhs must follow in Sikhism. To know what worship is. To know the practice of Sikhi worship.	To know the chronology of significant events in Edith Cavell's life. To know the factors influencing Edith Cavell's behaviour. To know how values have changed over time and international law should protect civilians (people not in the army). To know why we remember Edith Cavell (her honesty, patriotism and putting others before herself).	To use maps to locate Flemington in Australia and Ebbsfleet Valley in England. To use photographs to describe Flemington and Ebbsfleet and list similarities and differences. To list the human and physical geography of Flemington and Ebbsfleet. To compare weather and homes in Flemington and Ebbsfleet.	To look at a range of Aboriginal artwork and notice the techniques used (symmetry, tessellation, repeated pattern). To know and replicate colour palettes. To practice patterns in the style of Aboriginal art mirroring colour palettes. To use knowledge of Aboriginal artwork as a stimulus for producing original artwork using point paint strokes.	N./A.

	To know how objects can be made out of more than one material. To suggest the material we could not live without. To know what recycling is and give examples of what materials can be recycled.		To know that both nurses were influenced by The Lady With the Lamp (Florence Nightingale). To compare and contrast Mary Seacole and Edith Cavell. To know why we remember these two nurses.	To compare infrastructures using a questionnaire. To record the daily weather in both locations and keep a record over time.		
	Dome materials are malleable and can be reversibly changed. Objects can be made out of different objects but some materials are more suitable than others.	The gurdwara is a Sikh place of worship. It welcomes people from all faiths and always has a kitchen to offer food. A gurdwara has an orange flag outside and a shrine for offerings inside.	Edith Cavell was a Christian nurse who was executed by the Nazis for nursing soldiers regardless of who they were fighting for. Both Edith Cavell and Mary Seacole are remembered for the sacrifices they made because of their devotion to nursing at a time when the profession was not valued.	Both Ebbsfleet and Flemington are culturally diverse. Both have high streets (Flemington Street), restaurants, schools and shops. Both have rivers nearby. However, the weather is different and Flemington has more opportunities for outdoor sport and a race course.	Aboriginal artwork can be seen in caves in Australia. Symmetry, tessellation, repeated pattern and point paint strokes are techniques used.	

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	Consider the use of recycling materials and the importance of sustainable lifestyles.	There are many similarities between religious beliefs and we should value similarities and differences specifically around worship.	The significance of Edith Cavell's allegiance to the Hippocratic Oath and her Christian faith. This mirrors values of respect and unity.	Recall learning from Year 1 about Limbe, Cameroon. Consider the similarities and differences between Ebbsfleet, Flemington and Limbe. from different countries and continents.	Artists from different cultures and ethnic groups are represented. Aboriginal artwork Smriti Simmi D Isaac	

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) And Disciplinary Knowledge	Structure and Function Identify the different materials that objects are made from. Explore the purpose of different materials. Identity Identify a variety of materials. Process Describing the process of recycling. Observing Changes to materials due to their properties and using this to suggest ideas for their use. Predicting Simple predictions about which material is most appropriate. Quantifying Measuring impact on materials. Controlling Variables	Belonging Identifying with a religion and its core principles and beliefs and how they influence the wider community. Identity Making links between values and commitments, and their own attitudes and behaviour. Diversity Developing an understanding of practices, beliefs, feelings and ideas. Theology What we know about the gurdwara and how rituals support Sikhs' identity and beliefs. How rituals support worship. Human / Social Sciences How humans respond the rituals associated with worship. Philosophy	Chronology The chronology of significant events in Edith Cavell's life. Cause and Consequence The factors influencing Edith Cavell's behaviour. Pioneering Women The role of significant females - Edith Cavell and Mary Seacole. Perspective An understanding of Edith Cavell's death from different perspectives - whilst the Central Nations found Edith Cavell guilty of treason, the allies perceived it to be heroism. Interpretation Look at a range of primary and secondary sources to better understand an event or person and critically question sources. Constructing the past Making sense of attitudes and events of the past which have had a long term impact.	Place, Space and Scale Develop a 'sense of place' through locational knowledge and an understanding of locality. Compare and contrast localities in terms of how the space is used and the scale of the landscapes. Environmental Interaction and Sustainable Development Identify how our local environment and a small area of Australia (Flemington, a suburb of Melbourne) link to sustainability through environmental quality and weather patterns. Discuss differences using comparative data and give justified reasons for this. Human and Physical processes Compare and contrast how people live and interact with the land in the two localities and the interconnectivity between them.	Representation Using point paint strokes to reflect Aboriginal works of art, exploring ideas and recording creativity. Diversity Explore artists' work from a range of backgrounds and cultures. Representation Using materials to reflect the effect of fire in works of art, exploring ideas and recording creativity. Diversity Explore artists' work from a range of backgrounds and cultures. Generating Ideas Interlace with history by looking at a range of secondary sources to generate ideas Formal Elements Line and pattern Pencil and Brushstrokes Line and pattern Colour, shade, tone and tint	

	Identify the variables and altering one at a time Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge Variation Identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing.	How worship and rituals promote a sense of peace and belonging.	Significance and Interpretation Using sources of evidence to interpret The Great Fire of London with an awareness of record keeping issues, bias and perspective. Historical Enquiry Following a line of enquiry to find out more about what led to The Great Fire of London. Using sources of Evidence Using primary and secondary sources to follow a line of enquiry	Cultural understanding and diversity Linked to human processes- are there any similarities? How do they differ in the two localities? What could be the reason for this? Cultural Understanding and Diversity Explore the diversity of places, focusing on how people and places are represented in different ways. Human and physical processes How did human and physical geography impact lifestyles e.g. proximity to the river, how the land is being used, population numbers and infrastructures etc.	Colour mixing and palettes Learning from other artists Representation from historical sources Learning from evaluation Use of art books and evaluation of self and others throughout	
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Vocabulary	<u>CORE WORDS</u> materials function/purpose properties squashing bending twisting stretching recycling	<u>CORE WORDS</u> Gurdwara Reverence Scripture Ardas rules prayer hymns sacred	<u>CORE WORDS</u> treason international law civilians influencing factors values protect remember honesty patriotism The Lady With the Lamp compare nurses	<u>CORE WORDS</u> compass points Directional language Locational language key London landmarks Queen Elizabeth Tower The London Eye map symbols key physical features location influence	<u>CORE WORDS</u> Aboriginal artwork techniques symmetry tessellation repeated pattern colour palettes point paint strokes	<u>CORE WORDS</u>
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Interconnections Through The Theme	R.E. is the key driver for this half term as the concepts of faith and dedication support interconnections through R.E. and history. 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. Within this context, changing values and consistency need to be explored. There is opportunity to further the skills of chronology, interpretation and cause and consequence including the influence of others over time through different perspectives. The role of faith is integral to this. Comparing and looking for similarities between Edith Cavell and Mary Seacole over time is paramount and Florence Nightingale should be referenced as an inspiration to pioneering women. The significance of faith to Sikhs and the rituals which are followed to show commitment are explored. We continue our geographical study comparing and contrasting Ebbsfleet and Flemington and interweave this with a focus on Aboriginal techniques and artwork. Science is taught discretely but spaced practice recalling prior knowledge about everyday materials must be pursued. 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.					
Modelled Outcomes			A letter from a soldier to Edith Cavell Non-chronological report comparing the two nurses Acrostic poem: Nurse	Non-chronological report on Flemington Story linked to the text: Under the Southern Cross		

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 (ii)

Grab the Tucker!

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visits opportunities
Meet the Artist: Andy Warhol Possum Magic All I want for Christmas is Rain	Australian Inspired Dish	Learning Exhibition	Pop Art - Tate Kids - Virtual National Gallery

	Science Plants	R.E. Christianity Celebrations	History	Geography	Art Painting	D.T. Food
Line of Enquiry	How do our senses help us?	What do we know about Jesus Christ's birth and death?		Can we use directional language to describe a route?	Can we use Ben Day Dots to create Pop Art?	What would a traditional Australian dish taste like
Substantive Portable Knowledge Learning Intentions	To observe and describe how seeds and bulbs grow into mature plants. To recall how plants need water, light and a suitable temperature to grow and stay healthy. To know how a variety of plants change over time from a seed or bulb. To make observations about similar plants at different stages of growth. To set up a comparative test to show that plants need water to stay healthy.	To recall symbolism in Christianity and the role of the church in festivals and celebrations. To know the life cycle of Jesus Christ including his birth and death. To know the rituals associated with Easter and Christmas. To know the symbolism behind religious festivals e.g. gift giving, light, the cross. To know about Christian celebrations such as baptism, weddings or others children may have been part of.		To know a map represents reality but on a smaller scale and locations can be represented in different ways including on globes, in atlases, maps, satellite images, street views etc. To choose the correct map according to what is being studied. To use simple compass points (N, S, E, W) through practical activities. To use directional and locational language (near, far, left, right) to describe location of features and routes on maps of both localities. To identify symbols using a key for a range of maps and using the symbols within their own maps.	To look at a range of pop art and identify techniques used. To comment on the work of Andy Warhol and Litchenstein. To practise using Ben Day Dots. To compare Ben Day Dots with Aboriginal artwork (dot painting and cross hatching). To produce individual artwork using the skills of Ben Day Dots, dot painting and cross hatching).	To research traditional Australian food. To design, make and evaluate a traditional Australian recipe in accordance to a set of criteria. To know what went well and what could be better. Using the produce of fruit and vegetables grown this year, produce an Australian inspired dish. Examples include: Peach Melba Fruit Smoothie Pea and ham soup

				To use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding environment.		
	Green plants need water, light and a suitable temperature to thrive. Plants change over time.	Christmas is the Christian festival of Jesus Christ's birth and Easter is the Christian festival of His death. Christian celebrations follow rituals which are very old.		North, south, east and west are compass points. Directional language is used to describe routes.	Pop Art is a style of art made famous by Andy Warhol and Litchenstein in the 20 th Century. Artists use Ben Day Dots.	Traditional Australian ingredients include fruit, nuts, roots and vegetables. Damper is a type of bread traditionally cooked when on 'walkabout' in the Australian bush.

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	Consider how conditions will differ in different continents studied – Africa and Australasia.	Light is symbolic in religious and secular life.		It would not be appropriate to study Ebbsfleet using a globe and a local A-Z would not be appropriate to compare where Australia is in relation to the U.K..	Lesley Taylor is an Australian pop artist who specialises in figurative pop art.	Explore Bush Tucker food (such as damper) as well as traditional Australian food.

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) And Disciplinary Knowledge	Observing Observe using simple equipment and describe how seeds and bulbs grow into mature plants. Predicting Simple predictions including what will happen if plants are denied water, light and a suitable temperature to grow.	Belonging A sense of belonging to a specific community. Symbolism Explore the importance of symbolism and what it represents. Identity Religious and non-religious identity provides a perspective from which to view the		Place, Space and Scale Develop a 'sense of place' through locational knowledge and an understanding of locality; How the space in both locations are used, commenting on similarities and differences; comment on the variation in scale of the locations, using a range of maps and aerial photographs to support comments.	Representation Using pop art to communicate ideas. Diversity Explore artists' work from a range of ethnic backgrounds and cultures. Creativity Creating works of art to reflect their understanding of practices and disciplines.	Representation Use ingredients according to their country of origin researching original Australian recipes. Diversity Ensuring an inclusive approach to recipes. Target Audience and Success Criteria Clear purpose

	Quantifying Measuring germination stages and plant growth over the year. Controlling Variables Water, light and a suitable temperature to grow. Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge. Process The seven life processes of living things. Growth & Change How plants, seeds and bulbs grow and change over time and what is needed for growth to happen. How plants change over their life cycle and in different habitats	world and engage with it. Diversity Developing an understanding of practices, beliefs, feelings and ideas. Theology What we know about the life cycle of Jesus Christ including his birth and death and the rituals associated with Easter and Christmas. Human / Social Sciences How humans respond to key dates in Jesus' life. Philosophy Christians beliefs about the birth and death of Jesus Christ.		Environmental Interaction and Sustainable Development; Human and Physical processes Develop an understanding of the dynamic interrelationships between physical and human accounts of the world: economically, socially and environmentally. Cultural Understanding and Diversity Explore the diversity of places, focusing on how people and places are represented in different ways.	Representation Using materials to reflect the effect of fire in works of art, exploring ideas and recording creativity. Diversity Explore artists' work from a range of backgrounds and cultures. Generating Ideas Interlace with geography by looking at a range of secondary sources to generate ideas Formal Elements Use of Ben Day Dots Pencil and Brushstrokes Line and pattern Colour, shade, tone and tint Colour mixing and palettes Learning from other artists Representation from historical sources Learning from evaluation Use of art books and evaluation of self and others throughout	Interlace with geography Use of school-grown produce. Design and Functionality Consider scalability. Make using tools and technical knowledge Safety when using knives. Developing cutting skills. Evaluation throughout
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	Variation How plants vary in their structure & function.					
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Vocabulary	<u>CORE WORDS</u> observe describe seeds bulbs stages growth compare temperature healthy	<u>CORE WORDS</u> baptism weddings symbolism Christianity church festivals celebrations. Jesus Christ rituals Easter Christmas. religious festivals gift giving light the cross	<u>CORE WORDS</u>	<u>CORE WORDS</u> satellite images street views compass points map reality smaller scale locations can be represented globes atlases (N, S, E, W) directional language locational language (near, far, left, right) features routes symbols key fieldwork observational skills human and physical features environment	<u>CORE WORDS</u> pop art Andy Warhol Litchenstein Ben Day Dots techniques Aboriginal artwork dot painting cross hatching	<u>CORE WORDS</u> recipe traditional produce research design make evaluate criteria fruit vegetables inspired
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Interconnections Through The Theme	Design technology is the key driver for this half term; it is the final time children will learn about Australia and culminates in research about Australian dishes, combining last half term's learning about different fruit and vegetables and D.T cutting and slicing skills. It also supports geographical learning which is finalised this half term. 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. Science continues to enable interweaved learning with recall and repetition in preparation for Ebbsfleet Green's Learning Festival. We focus on pop art in art, with 1960s pop art being compared to modern day Australian artists. R.E. is taught discretely but, again, recalls prior learning. 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.					
Modelled Outcomes				Persuasive leaflet to visit Ebbsfleet Valley or Melbourne	Descriptions of artwork produced	Instructions Recipe Booklet of Australian dishes

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