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Locality:	Engaging	Ambitious and aspirational:	Purposeful:
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Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
Geography	What are the world's hot and cold places like? Intent: Children will be able to identify hot and cold places on a map and be able to describe the differences between them.	Where are the world's hot and cold places? To be able to identify hot and cold places and locate them on a map. 	What is it like in the world's hot and cold places? To be able to recognise the features of hot and cold places. 	What is the temperature like in the North and South Poles? To understand what a cold area of the world is like. 	Which countries are the coldest and how do you know? To be able to identify and locate countries with cold climates. 	How do animals adapt to hot and cold places? To understand how different animals adapt to different climates. 	What would I pack for a visit to a hot or cold place? To be able to recognise the features of hot and cold places.  	Children will be able to identify hot and cold countries on a map or globe. They will understand and be able to explain the differences between them. They will understand the physical and human features of hot and cold countries. They will understand how different climates affect the animals and people that live in hot and cold countries.
Computing	Digital Writing Intent: Children will learn how to write and edit text on a computer.	To be able to use a computer to write. 	To be able to add and remove text on a computer.	To understand that the appearance of text can be changed on a computer.	To be able to make careful choices when changing text.	To understand and explain why I have used the tools I have chosen.	To be able to compare writing on a computer with writing on paper.	Children will be able to write and edit a simple piece of text on a computer. They will be able to choose different tools based on the effects they have, and explain their choices to others.
DT	Mechanisms: Sliders and Levers Intent: To create a storyboard about a fairytale.	Focus Task To be able to create a simple slider.	Focus Task To be able to create a simple lever.	Design To be able to design a simple storyboard using a lever and slider.	Make To be able to make a simple storyboard using a lever and slider.	Evaluate To be able to discuss what went well and what could be improved about their storyboard.		Children will apply their skills of making sliders and levers to design and create a simple storyboard that moves smoothly and effectively. They will evaluate their final product, thinking about what went well and what could be improved.
RE	Judaism <u>Who is Jewish and how do they live?</u>	What stories are part of Jewish celebrations?	What do Jewish people do on Shabbat?	How do Jewish people celebrate?	What do different celebrations remind Jewish	Why is remembering, praising and thanking		Children will understand the significance and meaning behind different Jewish celebrations and holidays. They will understand how Jewish people celebrate

	<u>Intent:</u> to understand how Jewish people live and worship according to their beliefs.	To be able to explain the stories used in Jewish celebrations such as Chanukah, Sukkot and Shabbat. 	To be able to explain what many Jewish people do in the home on Shabbat. 	To be able to describe how Jewish people celebrate Sukkot and Chanukah. 	people about God? To be able to explore how the celebrations of Shabbat, Sukkot and Chanukah remind Jews about what God is like. 	important to Jewish people? To be able to discuss what is good about reflecting, thanking, praising and remembering for Jewish people. 		special occasions and why. They will understand what different celebrations and practices remind Jewish people about God.
RHSE	Healthy Bodies. Healthy Minds. <u>Intent:</u> To understand the parts of the body and how to take care of them.	My amazing body To be able to name different body parts and what they can do.	Private body parts To be able to use the correct names for the private parts of our bodies.	Looking after our bodies. To be able to describe how and why we should look after our bodies.				Children will understand the names for different parts of the body. They will know what the different parts of their body can do, and how we can look after our bodies and keep them safe.
Natterhub	Online Communication <u>Intent:</u> To understand when to use screens and how to communicate effectively online.	Sensible Screen Use To understand when it is a good time to use screens.	Online Communication VS Face to Face Communication To understand that emojis can be an effective way to communicate online.					Children will understand when to use screens, and the difference between online and face to face communication.
PE & Sport	REAL PE : Unit 5 – Physical <u>Intent:</u> To perform a range of skills and link 2 movements together.	Send and Receive To roll a small ball and collect the rebound.	Send and Receive To roll a large ball and collect the rebound.	Send and Receive To throw a ball and catch the rebound.	Reaction and Response To react and catch a ball thrown from shoulder height.	Reaction and Response To react and catch a ball thrown from shoulder height after 2 bounces.	Reaction and Response To react and catch a ball thrown from shoulder height after 1 bounce.	Children will be able to send and receive different balls in different ways. They will develop their ball skills and ability to control different size balls and different speeds.
Music	Songs and Singing <u>Intent:</u> To perform simple rhythms and follow steady beats.	Combine voices, movement and instruments to perform a chant.	Combine voices, movement and instruments to perform a song.	Keeping a steady beat with instruments and creating word rhythms.	Performing word rhythms with movement	Keeping a steady beat. Playing and combining simple word rhythms	Responding to music in movement	Children will understand beat and rhythm. They will be able to copy a rhythm and keep a steady beat.
Reading Opportunities.								