



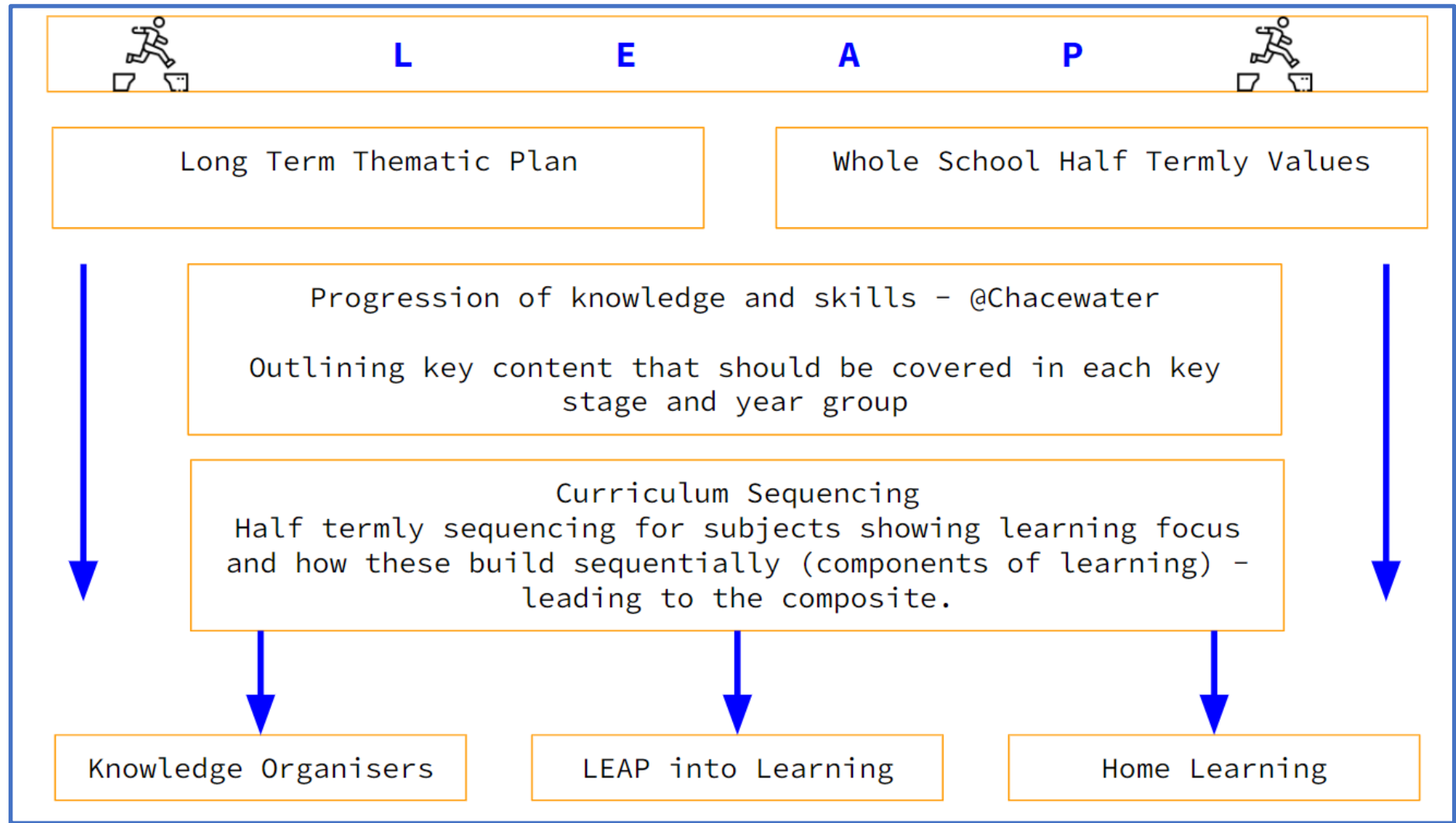
## Curriculum Map

<p><b>Intent</b></p>	<p>When planning our curriculum, Chacewater School has considered the needs of all pupils and families. We want learning to be meaningful and memorable under our ethos of 'Caring and Learning together'. With this in mind, we have worked to prioritise the ideas we want our children to experience during their time with us. We have developed our own LEAP curriculum and these fundamental ideas are at the forefront of our mind and key drivers we use when thinking about learning opportunities:</p> <p><b>L</b>ocality - our local area and community are very important to us and we will make the most of local links available. Through exploration, investigation and enquiry we will make use of our local area of Chacewater and Cornwall and the people within it, so that children develop a sense of place, understand their heritage and can celebrate what makes our local area unique and special.</p> <p><b>E</b>ngaging - we want all of the learning experiences we offer children to be memorable. Through thematic links when possible we will make sure learning is contextualised, is relevant and encourages a real 'thirst for learning'. We will have a broad offer of trips, residential visits and visitors which enhance our wider curriculum.</p> <p><b>A</b>spirational and ambitious - we will ensure that our children understand that there is no limit to what they can achieve. We will embrace 'blue sky thinking' and our outcomes will reflect this. As much as we will celebrate our locality, we will also look beyond this, ensuring that we celebrate the diversity in the world that exists around us, embracing role models in our locality and wider afield.</p> <p><b>P</b>owerful and purposeful - by making use of research, we will tailor our teaching to take account of ideas linked to the latest ideas around cognitive science and learning behaviours. We allow our children time to work collaboratively, share and discuss to empower them to become independent thinkers.</p>
<p><b>Implementation</b></p>	<p>Our curriculum allows us to deliver the appropriate subject content through creative themes. We understand that not all subjects can be incorporated into a theme and therefore plan and ensure that subjects are taught to guarantee a broadness across the curriculum. Subjects have been developed so that children build upon skills progressively, integrating with other subjects to secure strong, meaningful and purposeful learning. It is essential that knowledge is embedded and reflected throughout year groups.</p>

	<p>To ensure that learning in every subject is sequenced appropriately, progression documents and guides for each subject have been created. This ensures that learning is staged and builds on prior knowledge. This provides the children with the opportunity to revisit vital skills and knowledge regularly and embed this learning; therefore, becoming experts. In addition to this, children's learning incorporates the school's Learning to Learn skills: The 4 R's; resilience, resourcefulness, reciprocity, and reflection.</p> <p>We aim to ensure that each theme is memorable and includes a 'Wow' moment (or several) this could include a visit, a visitor or anything that sparks curiosity in our children and a desire to learn more. We use assessment to gauge existing understanding of the subject and adjust learning accordingly. Lessons are carefully sequenced and knowledge organisers are used to support the children in building a schema of key facts.</p> <p>We focus on using retrieval throughout learning. The first lesson in a new sequence of learning will always refer back to the previous year group and term's work. Further lessons will always review previous learning. Our emphasis is on frequent review of content learned to ensure that pupils have a deep and secure knowledge.</p> <p>In our school we aim for our curriculum to be inclusive for all and therefore are mindful of adaptations that may need to be made in each subject to ensure that all of our children are included, happy and making progress. These adaptations are explicitly highlighted in our SEND @ Chacewater document and each subject leaders recognises that they are also a leader of SEND.</p>
<p><b>Impact</b></p>	<p>The curriculum at Chacewater is the vehicle through which children learn. This is not just about academic learning. It is much wider than this. We believe our curriculum has a real impact and will therefore extend children's horizons and aspirations as learners. Children are given opportunities to visit and experience their learning outside of the classroom, through educational termly visits, visits from experts and through performances.</p> <p>We strive to ensure that our children's attainment in core and foundation subjects are in line or exceeding their age-related expectations, when we consider the various starting points of children. We always consider age related expectations and have high expectations for all children to succeed. Progress can be seen through books, floor books and how well children can talk about how learning has built on prior knowledge.</p> <p>At Chacewater, we reflect on the standards achieved against planned outcomes. Teachers professional judgement is supported by utilising a range of assessment strategies such as small assessments, quizzes, evaluation of end of 'unit' work and concept mapping.</p>

	<p>We celebrate the learning at the end of themes, where children demonstrate their knowledge they have gained, through work exhibitions for parents/carers.</p>
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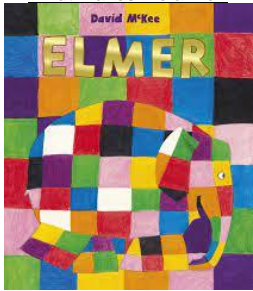

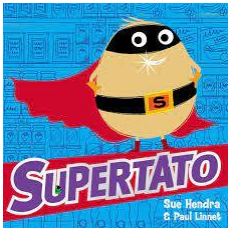
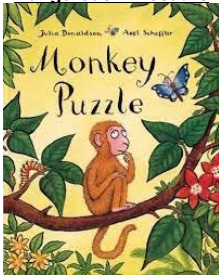
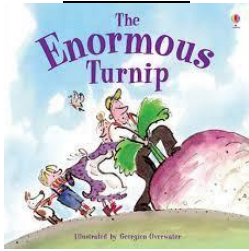
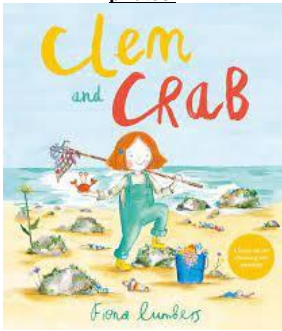
How we structure our curriculum



# Chacewater School Curriculum Theme Map

	Aut 1 <sup>st</sup> Half	Aut 2 <sup>nd</sup> Half	Spr 1 <sup>st</sup> Half	Spr 2 <sup>nd</sup> Half	Sum 1 <sup>st</sup> Half	Sum 2 <sup>nd</sup> Half
<b>DRIVER</b>	Science	History	Geography Sense of Place/ Physical Geography	Science	Geography World	History
<b>Values</b>	Respect	Liberty	Tolerance	Diversity	Law	Democracy
<b>Reception</b>	What makes me a me? Focus PSED, C&L and EAD Touch on UTW - People and communities.	Festivals and Celebrations Focus UTW - Past and present and EAD	Superheroes Focus UTW - people and communities	Amazing Animals and dangerous dinosaurs Focus UTW - The World and EAD	Come Outside Focus UTW - The World	At the beach/transport/ pirates. Focus UTW - Past and present
<b>Year 1</b>	The Big Build Everyday Materials	The Toy Museum! Changes within living memory	Animal Allsorts Animals Including Humans What is it like in the United Kingdom?	The Potting Shed Plants	World Traveller Where in the world are our hot and cold places?	To The Rescue! Lives of significant individuals - in their own locality.
<b>Year 2</b>	What Do I Need To Be Me? Animals, including humans	Flying High Events beyond living memory that are significant	Wild Cornwall What would we see at the seaside?	Sowing & Growing Plants	An African Adventure Place - contrasting non-European Zambia	What's Your Superpower? Lives of significant individuals (Mary Seacole, Florence Nightingale)
<b>Year 3</b>	What's Inside Us? Animals, including humans	How does life change from The Stone Age to the Iron Age? Changes in Britain from the Stone Age to Iron Age	What on earth is a climate zone? Physical Geography - climate zones Locational What on earth is a climatic zone?	Rocks and Fossils Rocks & Fossils	Where is South America and what is it like? Locational - environmental regions, key characteristics and cities Place Knowledge: A region within South America	How much did the Ancient Egyptians achieve? Achievements of earliest civilizations



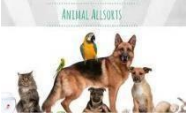



<p><b>Year 4</b></p>	<p>Where Does My Food Go?  Animals, including humans</p>	<p>How did the Romans impact Britain?  The Roman Empire and its impact on Britain.</p>	<p>What is a River? Locational - UK coasts &amp; rivers Human and physical geography Rivers and water cycle  States of Matter</p>	<p>Electricity and sound  Electricity and Sound</p>	<p>What is a mountain? 3 Peaks and 7 Summits. Himalayas place study  Locational - UK and World Physical Geography Mountains</p>	<p>How did the Ancient Greeks influence our world today?  Ancient Greece - a study of Greek life and achievements and their influence.</p>
<p><b>Year 5</b></p>	<p>Circle of Life  Animals, including humans. Living things and their habitats</p>	<p>What did the Anglo-Saxons change in Britain? The Anglo-Saxons, Scots  Britain's settlement by Anglo-Saxon and Scots</p>	<p>Why Is Our Earth So Volatile?  How do volcanic eruptions and earthquakes affect humans and the Earth?</p>	<p>Why Leave Earth?  Earth &amp; Space</p>	<p>Going Global  How did Trade get global? Fair Trade/ Human geography</p>	<p>Ancient Mayans Why should we remember the Maya?  A non-european that provides a contrast with British History</p>
<p><b>Year 6</b></p>	<p>The Circulatory System - Have a Heart  Animals, including humans</p>	<p>The Vikings and Anglo Saxons - The Vikings Are Coming Vicious Vikings - Fact or Fiction?  Viking and Anglo Saxon Struggle  A study of an aspect or theme in British History - beyond 1066.</p>	<p>Voyage Of Discovery Evolution &amp; Inheritance  Living things and their habitats  Locational - significance of latitude . . . etc. Physical - Biomes and vegetation belts Desert Biomes</p>		<p>Why would you visit the Mediterranean?  Place Knowledge A region of a European country</p>	<p>What was the impact of mining on the Village of Chacewater?  A study of an aspect or theme in British History - beyond 1066.  A local history study</p>

<b>EYFS</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>Sequence of lessons may differ from what has been put down as children's interests at the time of teaching can often lead to the learning that takes place.</b>					
Term	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Key Dates/ Events	Harvest Festival	Nativity Bonfire Night Halloween Diwali		Visit to paradise park		Sport Day Transition to year 1
Topic Title - can change according to cohort and child's interest	<b>What Makes me a me?</b> 	<b>Celebrations and Festivals</b> 	<b>Superheroes</b> 	<b>Amazing Animals and Dangerous Dinosaurs</b> 	<b>Come Outside</b> 	<b>Fun at the seaside/ transport/ pirates.</b> 
Possible texts	Owl Babies  The Smartest Giant  The Colour Monster  The Rainbow Fish  What Makes Me and Me  Elmer The Elephant	The Jolly Postman  Farmer Duck  Christmas Story / Nativity  Rama and Sita  Stick Man  Room On a Broom	Chip  My mum the supermum  10 superheroes  Supertato valley of doom  Supertato run veggies  Supertato	Tiger who came to tea  Diary of a wombat  Pig in the Pond  Monkey Puzzle  Dear Zoo  The Snail and the Whale	The Tiny Seed  Jack and the Beanstalk  Little Acorn  The Hungry Caterpillar  The Enormous Turnip	Here we are  Where in the world shall we go?  What the ladybird heard at the seaside  Clem and crab  Chip  Pirates next door









	My Funny Family The Rainbow Fish	Gingerbread Man Bonfire Night	Superworm			
General Themes  <b>: These themes may be adapted at various points to allow for children's interests to flow through the provision</b>	Starting school / my new class / New Beginnings / Careers/ Staying healthy / Food / Human body/ How have I changed?/ My family / PSED focus/ What am I good at?/ How do I make others feel?/ Being kind / staying safe / our families.	Traditional Tales/ Little Red Hen – Harvest/ Halloween/ Diwali/ Bonfire Night/ Guy Fawkes,/ The Nativity Story./ Old favourites/ Familiar tales/ Gingerbread Man/ The Nativity/ Christmas Lists Letters to Father Christmas	Who are our superheroes and why?/ Links to families./ Links to people and the communities./ Those who help us – police, firemen, doctors, nurses etc.	Life cycles/ Safari/ Animals around the world/ Climates / Hibernation/ Down on the Farm/ Mini Beasts/ Animal Arts and crafts/ Night and day animals/ Animal patterns/ David Attenborough/ Happy Habitats/ Extinction – extinct animals./ Life Cycle of butterflies/tadpoles.	Plants & Flowers/ Weather / seasons/ The great outdoors/ Outdoor Adventure/ Planting seeds/ Reduce, Reuse & Recycle/ Fun Science / Materials / gardening. Why and how do things grow? Parts of a plant.	Where do we live? Links to our country/ our country/ our community. Where do we like to go? How would we get there? Maps/ School trips.
'Wow' moments	Name Writing - Face portrait - Brighter smiles visit -Harvest Time -Birthdays -Favourite Songs -What do I want to be when I grow up? Video for parents. - Tapestry set up . All about me boxes	Guy Fawkes / Bonfire Night- Christmas Time / Nativity - Diwali -Halloween -Remembrance day -Road Safety -Children in Need- Anti- Bullying Week Christmas letter to Santa	Chinese New Year - LENT -Fire engine/ police visit. - Superhero dress up day - Who are our superhero writing opportunities? - Superhero headquarters. - Visits from other people who are our superheroes - Tapestry observations on children's superheroes at home – grandparents etc. - Valentine's Day - Internet Safety Day - Writing opportunities	Walk to the park / Picnic - Dress ip- Visit to paradise park - Easter time -Weather Forecast videos - Nature Scavenger Hunt - Mother's Day - Queen's Birthday- Easter Egg Hunt Outdoor adventures - Fossil hunting - Newts and Tadpoles introduced.	Planting seeds  Growing our own food  Making our own soup	Visit to the beach- Under the Sea – singing songs and sea shanties - Fossil hunting - Father's Day- Healthy Eating Week - World Environment Day - Pirate Day- Ice – Cream at the park- Sports day- End of Term- Transition days
<b>English - see separate RWI plan.</b>	RWI set 1 sounds.	RWI set 1 sounds. PENPALS and pobble	RWI - set 2 sounds - differentiated groups with assigned adults.  PENPALS and pobble	RWI - set 2 sounds - differentiated groups with assigned adults.  PENPALS and pobble	RWI differentiated groups with assigned adults.  PENPALS and pobble	RWI - differentiated groups with assigned adults.  PENPALS and pobble
<b>Maths</b>	Mastering number - see long term plan for coverage across year/					
<b>PE</b>	Real PE foundations Outdoor play					
<b>Understanding the World - History</b>	History of the lives that are closest to them. Locality and our community.	Past and present celebrations - why do we celebrate them? What significance do they have?				



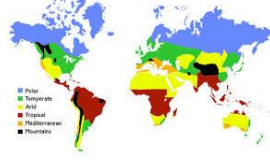



<p><b>Understanding the world - Science</b></p>				<p>Understand the key features of the life cycle of an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Understand the key features of the life cycle of a plant</p> <p>.Plant seeds and care for growing plants.</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p>
<p><b>Understanding the world - People and Communities / Geography</b></p>	<p>All About me: Where do we live?</p> <p>Talk about their community.</p> <p>Understand that some places are special to members of their community.</p> <p>Talk about their community.</p> <p>Understand that some places are special to members of their community.</p> <p>Draw information from a simple map.</p>		<p>Superheroes: Who are superheroes in the community?</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>Amazing Animals: Can all animals live in the same country?</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Come outside: What are Seasons? (Fieldwork)</p>	<p>At the beach: What do we see when we are at the beach? (Fieldwork)</p>
<p><b>Expressive Arts and Design - Materials</b></p>	<p>Structures Junk Modelling</p>		<p>Textiles Bookmarks</p>		<p>Cooking &amp; Nutrition Soup</p>	<p>Structures Boats</p>
<p><b>Expressive Arts and Design - Being imaginative</b></p>	<p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>					
<p><b>Music</b></p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>					

<b>Year 1</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
Term	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Curriculum Driver</b>	<b>Science</b>	<b>History</b> Chronology & Significance	<b>Geography</b> Locality/Sense of Place	<b>Science</b>	<b>Geography</b> World	<b>History</b> Cause & Consequence
<b>British Values</b>	<b>Respect</b>	<b>Liberty</b>	<b>Tolerance</b>	<b>Diversity</b>	<b>Law</b>	<b>Democracy</b>
<b>Theme</b>	<b>The Big Build</b> 	<b>The Toy Museum!</b> 	<b>Animal Allsorts</b> 	<b>The Potting Shed</b> 	<b>World Traveller</b> 	<b>To the rescue!</b> 
<b>Memorable Moment (s)</b>	Collaboratively build a house	Bring in a favourite toy Interviewing an adult about their childhood toy		Outdoor learning at the Community Garden.		National Maritime Museum Trip
<b>Class Reads: Super Six</b>	The Enormous Crocodile - Roald Dahl Goldilocks - Nick Sharratt Brown Bear, Brown Bear - Eric Carle One Day, So Many Ways - Laura Hall I am Enough - Grace Byers All the Colours of the Earth - Sheila Hamanaka	Ruby's Worry - Tom Percival The Fire Children - Eric Maddern Oi Dog - Kes Gray Hats of Faith - Medeia Cohan Susan Laughs - Jeanne Willis Take off Your Brave - Nadim Shamma	The Tiger who came to tea - Judith Kerr The Little Red Hen - Ronne Randall Nature Trail - Benjamin Zephaniah Great Women who Saved the Planet - Kate Pankhurst Pirate Mums - Jodie Lancet-Grant What is Pink? - Christina Rossetti	Handa's Surprise - Eileen Browne Rapunzel - Chloe Perkins Who's in the Loo - Jeanne Willis An egg is quiet - Dianna Hutts Aston Pink is for Boys - Robb Pearlman Take off Your Brave - Nadim Shamma	The Gruffalo - Julia Donaldson The Runaway Chapati - Susan Price Ada Twist, Scientist - Andrea Beaty Can I eat that? - Joshua David Stein Cinnamon - Neil Gaiman The Booktime Book of Fantastic First Poems - June Crebbin	The Day the Crayons Quit - Drew Daywalt Hansel and Gretel - Bethan Woolvin Giraffes can't Dance - Giles Andreae Frida Kahlo - Maria Vegara Not Now Noor - Farhana Islam Revolting Rhymes - Roald Dahl
<b>English</b>	Using RWI writing during phonics lessons  Literacy Continuous Provision, no discrete writing lessons	<b>Oi Frog(Kes Gray)</b> Simple rhyming sentences  <b>Cold (Shirley Hughes)</b> Winter themed list poem	<b>Stella and the Seagull (Georgina Stevens)</b> Letter	<b>Tell me a Dragon (Jackie Morris)</b> Description	<b>Daisy Doodles (Michelle Robinson)</b> Adventure story	<b>My day at the Zoo (Jay Dale)</b> Recount  <i>Phonics Screening Check</i>
<b>Maths</b>	Place Value to 10 Addition and subtraction within 10	Addition and subtraction within 10 Place Value to 20 Shape	Addition and subtraction within 20 Place Value within 50	Measurement: Length and Height/Weight and Volume	Multiplication / Division Fractions Position & Direction	Place Value to 100 Money Time
<b>Science</b>	Everyday Materials		Animals Including humans	Plants		Seasonal Changes

<b>Geography</b>	What is it like here in Chacewater? Local Area: school and Chacewater (Fieldwork)		<u>Locational Knowledge</u> What is it like in the United Kingdom?		<u>Human and physical Geography</u> Where in the world are the hot and cold places?	How are the weather patterns different between each of the seasons? UK Seasonal and daily weather patterns.
<b>History</b>	Significant historical places and people in their locality.  Context - our school and community	Changes within living memory Context - Toys from the past				Lives of significant others - Context Henry Trengrouse (local) Grace Darling 1800s (national)
<b>Art</b>		<u>Drawing</u> Spirals	<u>3D Sculpture</u> Birds			<u>Simple Printmaking - colour and painting focus</u> Seaside pictures
<b>DT</b>	<b>Structures</b> Design and create a windmill			<b>Cooking &amp; Nutrition</b> Fruit Jelly	<b>Mechanisms:</b> <u>Sliders &amp; levers</u>	
<b>RE</b>	1.2 Creation: Who Made the World? Harvest	1.10 What does it mean to belong to a faith community?	1.1 GOD: What do Christians believe God is like?	Unit 1.7 Who is Jewish and how do they live (part 1)	Unit 1.7 Who is Jewish and how do they live (part 2)	Unit 1.9 How should we care for the world and for others, and why does it matter?
<b>Computing</b>	online e-safety Technology Around Us	Digital Painting	Moving a robot	Grouping Data	Digital Writing	Programme Animations
<b>RHSE</b>	Healthy Relationships	Health and Wellbeing/ Healthy Living	Caring & Responsibility	Healthy Relationships	Healthy Bodies Healthy Minds	Valuing Difference
<b>PE</b>	Real PE Unit 2: Social Big Skills -bikes, playtrail	Real Gymnastics Real PE Unit 1: Personal	Real Dance Real PE Unit 5: Applying Physical	Real PE Unit 3: Cognitive Net Games	Real PE Unit 4: Creative Strike & field	Real PE Unit 6: Health & Fitness Athletics
<b>Music</b>	Ourselves Exploring Sounds	Singing performance	Story Books Exploring Sounds	Singing Performance	Travel Songs & singing	Pattern Beat

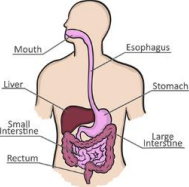




<u>Year 2</u>	Autumn		Spring		Summer	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Driver	<b>Science</b>	<b>History</b> Chronology & Significance	<b>Geography</b> Locality/Sense of Place	<b>Science</b>	<b>Geography</b> World	<b>History</b> Cause & Consequence
British Values	<b>Respect</b>	<b>Liberty</b>	<b>Tolerance</b>	<b>Diversity</b>	<b>Law</b>	<b>Democracy</b>
Theme	<u>What do I need to be me?</u> 	<u>Flying High!</u>  <b>THE HISTORY OF FLIGHT</b>	<u>Wild Cornwall</u> 	<u>Sowing and Growing</u> 	<u>An African Adventure!</u> 	<u>What's your Superpower?</u>  <b>WHAT'S YOUR SUPER POWER?</b>
Memorable Moment (s)	All about me	DT Launch mechanisms/ History lesson launch	Geography Focus – visit a local seaside	Plant hunt / Garden centre visit	Newquay Zoo Trip / Paradise Park	Create your own superhero
Outcome/Composite/Impact		Dress up day and presentation		Growing our own plants: cress/ radishes/ daffodils/ broad beans	African Dance	Superhero dress up day
Reading & Supersix	<b>The Magic Finger (AR 3.1)</b> 1) Jack and Beanstalk 2) We're Going to Find the Monster 3) The Big book of Bugs 4) Dominic Grows Sweet Corn 5) Minibeast Poems	<b>CT -The Owl who was afraid of the dark (AR 3.6)</b> 2) The Three Little Wolves and The Big Bad Wolf 3) The Snail and the Whale 4) Amelia Earhart 5) Dipa's Diwali 6) Wriggle and Roar	<b>The Storm lion of Penzance</b> 1) Beauty and the Beast 2) Not Now, Bernard 3) People Who Help Us Nurse 4) Made by Raffi 5) Here's a Little Poem	Little Red Riding Hood 1) Fum 2) Sugarlump and the Unicorn 3) I Wonder Why Trees have Leaves 4) Amazing Grace 5) Food Poems	<b>Stories from another culture</b> Lila and the Secret of the Rain (AR 3.9) 1) Why Elephant has a Trunk 2) The House that Jack Built 3) Desert Animals 4) The Lost Homework 5) Wriggle and Roar	Flat Stanley (AR 3.2) 1) The Princess and the Pea 2) Brave Dave 3) Ramadan 4) My Mum is a Supermum 5) Here's a Little Poem
English	Poetry: I love bugs Emma Dodd	Non-fiction: The book of cars and trucks Neil Clark Fiction How to Catch Santa by Jean Reagan and Lee Wildish	Non-Fiction: Hidden World: Ocean by Libby Walden and Stephanie Fizer	Fiction: Little Red Riding Hood Nosy Crow and Ed Bryan	Non-fiction: My Pet Goldfish by Catherine Rayner	Poetry: First Book Of The Sea by Nicola Davies and Emily Sutton Fiction: Traction Man is Here! by Mini Grey
Maths	Place value Multiplication - counting in steps SSM - 2D Shape and 3D Shape Timetables	Addition (inc formal methods) PV - odds and evens  Timetables	Subtraction (inc formal methods) Inverse of addition and subtraction Money Statistics	Multiplication Division Commutativity Times tables	Fractions SSM - Time Geometry SSM - Measure Statistics Times Tables	SATS + recap of all areas - assessments to inform planning

Science	Animals including humans		Timetables Living things and their habitats	Plants		Uses of everyday materials
Geography	<u>Locational Knowledge</u> Continents and Oceans		<u>Place Knowledge</u> What would we see at the seaside? Fieldwork (Chacewater/ Seaside town)		<u>Place Knowledge</u> What is life like in Mugurameno Village, Zambia compared to Chacewater Village?	
History		<u>Events beyond living memory</u> Context: The first aeroplane flight	<u>Significant others within their locality - SEASIDE</u>			<u>The lives of significant individuals</u> Who were Florence/Mary/Edith?
Art	<u>Explore &amp; Draw</u> Introducing the idea that artists can be collectors and explorers as they develop drawing and composition skills.		<u>Expressive Painting</u> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour and making experimental mark making to create abstract still lifes			<u>Stick transformation</u> Explore how you can transform a familiar object into new and fun forms
DT		<u>Mechanisms:</u> Fairground wheel		Cooking and Nutrition Balanced Diet (wraps)	<u>Textiles-</u> African animal puppet	
RE	1.4 Gospel: What is the good news Jesus brings?	1.3 INCARNATION Why does Christmas matter to Christians?	1.8 What makes some people and places in Cornwall Sacred?	1.5 SALVATION: Why does Easter matter to Christians?	Who is Muslim and how do they live? (PART) 1.6	Who is Muslim and how do they live? (PART 2) 1.6
Computing	Information technology around us	Digital photography	Robot algorithms	Pictograms	Making music	Programming quizzes
	Google slides	Camera - Ipads	Bee bot or similar	J2data pictogram	Chrome music lab	Scratch jr
RHSE	Happy Healthy Friendships	Similarities and difference	Caring and Responsibilities Communities	Families and committed relationships	Healthy Bodies, healthy minds Year 1 and Year 2 content	Coping with change
PE Outside	Multi Skill games	REAL Gymnastics	Real DANCE	Fitness Circuits/ Net Games	Athletics	Striking and Fielding
Real PE	REAL PE - Personal	Unit 2 - Social Fundamental skills focus: dynamic and static balances	REAL PE Physical	REAL PE: Creative: coordination ball skills/ counterbalance with a partner	REAL PE: Physical Health and Fitness	REAL PE
Music	Exploring sounds call/response	Singing: performance	Animals pitch and tempo	Xylophones untuned/ tuned instruments	Number beat/ rhythm	Pattern beat/ rhythm

<b>Year 3</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
Term	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Curriculum Driver</b>	<b>Science</b>	<b>History</b> Chronology & Significance	<b>Geography</b> Locality/Sense of Place	<b>Science</b>	<b>Geography</b> <b>World</b>	<b>History</b> Cause & Consequence
<b>British Values</b>	<b>Respect</b>	<b>Liberty</b>	<b>Tolerance</b>	<b>Diversity</b>	<b>Law</b>	<b>Democracy</b>
<b>Theme</b>	<b>What's inside</b>  <b>us?</b>	<b>How did life change from The Stone Age to Iron Age?</b> 	<b>What on earth is a climate zone?</b> 	<b>Rocks and Fossils</b> 	<b>Fabulous Plants and What is life like in Rio and South East Brazil?</b> 	<b>How much did the Ancient Egyptians achieve?</b> 
<b>Memorable Moment</b>	Investigation: Do people with longer legs jump further than people with shorter legs?	History day	Eden project	Experiment and group different rocks based on their properties	Chacewater Community Gardens	Learn how to mummify someone Talk to visitor about their trip to Egypt
<b>Author/class reads Year 3</b>	Roald Dahl: George's Marvellous medicine	Ruth Brocklehurst: Grimm's Fairy Tales	The Last Polar Bear by Harry Horse	Dinosaur Lady by Linda Seekers	Anne Fine: Bill's new frock	Philip Ridley: Krindlekrax
<b>English</b>	Fiction: Meerkat Mail	Fiction: The Beasties Non-Fiction: Outdoor Wonderland	Non-Fiction - Penguins Fiction: Lord of the Forest by Caroline Pitcher	Fiction: Dare to Care for a Pet Dragon	Poetry: Paint Me A Poem Non-Fiction: Beatrice's Dream	Fiction: Gregory's Cool
<b>Maths</b>	Place Value	Addition and Subtraction	Multiplication and Division	Multiplication and Division Fractions,	Measurement, money	3D Shape 2D Shape, Time, statistics
<b>Science</b>	Animals including humans Nutrition Skeleton and muscles		Forces and magnets	Rocks Fossils and soils	Plants	Light

<b>Geography</b>	What are the key geographical features of the UK and my region?	<u>Human and Physical</u> Why did the stone age civilization choose to settle where they did? (Small unit)	<u>Human and physical geography</u> What on earth is a climate zone?		<u>Place Knowledge/ Locational Knowledge</u> <u>Summer 1: Where is South America and what is it like?</u> A region within South America Rio and South-East Brazil	<u>Human and Physical</u> Why did the Ancient Egyptian civilization choose to settle where they did? (1 lesson)
<b>History</b>		<i>Changes in Britain from the Stone Age to the Iron Age</i>		Significant Individuals  Mary Anning		Achievement of the earliest civilisations Context: Ancient Egypt
<b>Art</b>		<u>Drawing and sketchbooks</u> Gestural charcoal drawing	<u>Surface and colour</u> Cloth, thread and paint		<u>Working in three dimensions</u> Telling stories through drawing and making sculpture	
<b>DT</b>	<u>Cooking &amp; Nutrition</u> Eating Seasonally (tarts)			<u>Structures</u> Constructing a castle	<u>Electrical Systems</u> Electric Poster	-
<b>RE</b>	2.1: CREATION/ FALL: What do Christians learn from the creation story?	What do Hindus believe God is like? 2.7	What does it mean to be a Hindu in Britain today? 2.8	2.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? <b>Easter</b> .	2.2 PEOPLE OF GOD: What is it like to follow God?	How and why do religious and non-religious people try to make the world a better place? 2.12
<b>Computing</b>	Connecting Computers	Stop-Frame Animation	Sequence in Music	Branching Database	Desktop Publishing	Events and Actions
<b>RHSE</b>	Healthy and Happy Friendships	Similarities and Differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with Change
<b>PE</b>	basketball REAL PE	Gymnastics REAL PE	REAL PE Dance	REAL PE Tennis	Strike and field REAL PE	Athletics REAL PE
<b>Music</b>	Beginning to learn the ukulele. Learning to listen and play together as a group.	Performing singing at the Christmas concert.	Music theory. Considering wider music genres and own experiences with relation to engaging with and enjoying music.		Performance and Technology - with a focus on a summer performance, considering singing and demonstrating excellent general musicianship skills.	
<b>French</b>	Phonetics - I am Learning French		Colours and numbers		I am able to	



<b>Year 4</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Driver</b>	<b>Science</b>	<b>History</b> Chronology & Significance	<b>Geography</b> Locality/Sense of Place	<b>Science</b>	<b>Geography</b> World	<b>History</b> Cause & Consequence
<b>British Values</b>	<b>Respect</b>	<b>Liberty</b>	<b>Tolerance</b>	<b>Diversity</b>	<b>Law</b>	<b>Democracy</b>
<b>Theme</b>	<u>Where does my food go?</u> 	<u>How did the Romans impact Britain?</u> 	<u>What is a river?</u> 	<u>Electricity and Sound</u>	<u>Three Peaks &amp; Seven summits</u> <u>What is a mountain?</u> <u>Himalayas place study</u> 	<u>How did the Ancient Greeks influence our world today?</u> 
<b>Memorable moments</b>	Making poo Dentist visitor Church visit Making sandwiches	Roman day – making shields and battle formations	Field work trip to the local river Making gloop	Make nightlights with a circuit & switch	Mountain climber visitor	Trip to Truro Museum - Greek pottery workshop
<b>Class reader</b>	The Twits by Roald Dahl	Hilary McKay: Straw into Gold: Fairy Tales re-spun	The River singers: Tom Moorhouse	Iron Man by Ted Hughes	Planet Omar by Zanit Mian	Rick Riordan: Percy Jackson and the Lightning Thief
<b>English</b>	Non Fiction– Book of Bones	Fiction –Little Evie & The Wild Wood Non Fiction - The Colours of History	Fiction - Paper bag Prince Poetry - Beach comber	Fiction & Non fiction - Until I met Dudley	Fiction – The most wonderful thing in the world  Non fiction – Everest	Fiction- I don't believe it Archie
<b>Maths</b>	Place value and shape	Addition & subtraction Roman numerals	Multiplication & Division	Fractions & Decimals	Decimals, Money & Time	Perimeter and length, Area, Position and direction, Statistics
<b>Science</b>	Animals including humans: The digestive system , Teeth & Food chains		States of matter	Electricity & Sound	All Living things and their habitats Classification keys	
<b>Geography</b>		Place Knowledge: How do people choose where to settle? (Fieldwork) Settlement and change Europe and the UK Study of a region within the UK: Bath	Human and physical  How important are rivers? Rivers and Coasts Local river study  (Fieldwork)		Human and physical geography: What is a mountain? 3 Peaks and 7 Summits. Himalayas place study	

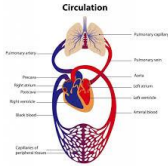

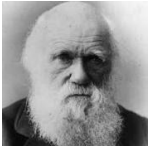

<b>History</b>		The Roman Empire and its impact on Britain.				Ancient Greece - a study of Greek life and achievements and their influence.
<b>Art</b>		<b>Drawing &amp; sketchbooks</b> storytelling through drawing	<b>Surface and colour</b> exploring still life		<b>Working in 3D</b> sculpture, structure, inventiveness and determination	
<b>DT</b>	<b>Cooking &amp; Nutrition</b> Adapting a recipe (biscuits)			<b>Textiles</b> Fastenings (Book jacket)		<b>Mechanical Systems</b> Slingshot Car
<b>RE</b>	2.3 INCARNATION/ GOD: What is the Trinity?	2.10 How do festivals and family life show what matters to Jewish people?	2.4 GOSPEL: What kind of world did Jesus want?	2.11 How and why do people mark significant events in community life?	2.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?	2.9 How do festivals and worship show what matters to a Muslim?
<b>Computing</b>	The internet	Audio production Record a podcast	Repetition in shapes - Logo	Data logging	Photo editing	Repetition in games - Scratch
<b>RHSE</b>	Happy healthy friendships	Similarities & Differences	Caring and responsibilities	Families & Relationships	Healthy body Healthy mind	Coping with change: Puberty
<b>PE and Sport</b> <i>(+swimming)</i>	Real P.E Unit 1 <b>Personal</b> Footwork & 1 leg balance	Real P.E Unit 2 <b>Social</b> Jumping & seated balance	Real P.E Unit 3 <b>Cognitive</b> On a line & ball skills	Real P.E unit 4 <b>Creative</b> Send & receive & Partner balance	Real P.E Unit 5 <b>Applying physical</b> Reaction response & floorwork	Real P.E unit 6 <b>Health &amp; fitness</b> ball chasing & stance
	Real Gymnastics	Invasion games - hockey	Real Dance	Tennis	Athletics	striking & fielding games
<b>Music</b>	Ukulele	singing	musical notation	listening and appreciation	music technology	Singing & Performance
<b>Languages</b> French	I am learning French	Vegetables	Ancient Britain?	Presenting Myself	Classrooms	Families

On a line & ball skills

<b>Year 5</b>	Autumn		Spring		Summer	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Driver	<b>Science</b>	<b>History</b> Chronology & Significance	<b>Geography</b> Locality/Sense of Place	<b>Science</b>	<b>Geography</b> World	<b>History</b> Cause & Consequence
British Values	<b>Respect</b>	<b>Liberty</b>	<b>Tolerance</b>	<b>Diversity</b>	<b>Law</b>	<b>Democracy</b>
Theme	<p><b>Circle of Life</b></p>	<p><b>What did the Anglo-Saxons change in Britain?</b></p>	<p><b>How do volcanic eruptions and earthquakes affect humans and the Earth?</b></p>	<p><b>Why leave Earth?</b></p>	<p>How did trade get Global?</p>	<p><b>Why should we remember the Maya?</b></p>
Launch / outcome (memorable moments)		Whole school event: a day as an Anglo-Saxon	Erupting Volcanoes			
Author/ class reads	Danny the Champion of the World - Roald Dahl	Varjak Paw S F Said	The Firework Maker's daughter Philip Pullman	Space Oddity by Christopher Edge	Kensuke's Kingdom Micheal Morpurgo	There's a Boy in the Girls Bathroom Louis Sachar
English	Incredible Edibles	Christmas tales by story world	Earth's Verse	Hidden Figures	Kensuke's Kingdom	101 Thing To Do to become a superhero... or evil genius

	Black and White		Volcanoes - information page			The lost words
<b>Maths</b>	Place Value	Addition and subtraction multiplication	division measure (converting units of measure)	Fractions, decimals and percentage	Shape/Statistics	position and direction measure (time, area and perimeter)
<b>Science</b>	Living Things and Their habitats Animals, including humans		Properties and changes of materials	Earth and Space	Forces	
<b>Geography</b>	Local and Region  Study Upper KS2 What is my local area and region like and how has it changed overtime?		<u>Volcanoes and Earthquakes</u> How do volcanic eruptions and earthquakes affect humans and the Earth?		<u>Human Geography</u> How did trade get global? (Fieldwork)	
<b>History</b>		Britain's settlement by Anglo-Saxon				A non-european society that provides a contrast with British History - Mayan
<b>Art</b>	Drawing & sketchbooks typography and locational maps		Painting / printing Monotypes			Sculpture (3D) Architecture
<b>DT</b>		<u>Mechanisms</u> Pop up Books		<u>Structures</u> Bridges	<u>Cooking &amp; Nutrition</u> Developing a recipe	
<b>RE</b>	What does it mean to be a Muslim in Britain today?	INCARNATION Why do Christians believe Jesus was the Messiah?	GOD: What does it mean if God is Holy and Loving?	Why is the Torah so important to Jewish people?	GOSPEL: What would Jesus do? How do Christians decide to live?	What matters most to Humanists and Christians?

<b>Computing</b>	Sharing information	Video editing	Selection in physical computing	Flat-file databases	Vector drawing	Selection in quizzes
<b>RHSE</b>	Happy healthy friendships	Similarities & differences	caring and responsibilities	families & relationships	Healthy body Healthy mind	Coping with change
<b>PE</b>	Rugby Netball	Football REAL Gymnastics	OAA HRE	Tennis Yoga	Athletics Bowls	Striking & Fielding Dance Swimming
<b>Music</b>	Playing the ukulele with increased skill	Performing singing, including opportunities for arranging and individual performances	Music theory. Considering wider music genres and own experiences with relation to engaging with and enjoying music.		Performance and Technology - With a focus on the Summer Show and demonstrating excellent general musicianship skills	
<b>Languages</b>	Phonetics 1-3 Presenting Myself		I am able...		The Date	

<b>Year 6</b>	Autumn		Spring		Summer	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Driver</b>	<b>Science</b>	<b>History</b> Chronology & Significance	<b>Geography</b> Locality/Sense of Place	<b>Science</b>	<b>Geography</b> World	<b>History</b> Cause & Consequence
<b>British Values</b>	<b>Respect</b>	<b>Liberty</b>	<b>Tolerance</b>	<b>Diversity</b>	<b>Law</b>	<b>Democracy</b>
<b>Theme</b>	<b>The Circulatory System - Have a Heart</b> 	<b>The Vikings and Anglo Saxons - The Vikings Are Coming</b> <b>Vicious Vikings - Fact or Fiction?</b> 	<b>Voyage of Discovery!</b> <b>Charles Darwin (Evolution and Inheritance)</b> 		<b>Why would you visit the Mediterranean?</b> 	<b>What was the impact of mining on the Village of Chacewater?</b>
<b>Memorable moment(s)</b>	Blood Making activity CPR and basic first aid - visit from paramedic BHF school fundraiser	Viking/Anglo Saxon Battle Trip to the Maritime Museum - Viking Workshop	3D virtual trip to Deserts and The Galapagos		Y6 trip - beach Baking bread/bakery visit	Y6 camp School Play Swimming Bikeability
<b>Author/class reads</b>	The Witches by Roald Dahl	I Was a Rat! or, The Scarlet Slippers by Philip Pullman	Darwin's Dragons by Lindsay Galvin		Can you see me? by Libby Scott & Rebecca Westcott	
<b>English</b>	Anatomy By H Druvert Non-Fiction Beowulf by K Crossley-Holland Fiction Bethlehem by C Duffy Poetry		Titanium - Film study Our Planet by M Whyman Non-Fiction An Atlas of Imagined Islands by H Lewis-Jones Fiction		The Day the Crayons Quit by Oliver Jeffers Fiction Should dogs be banned from parks? BBC News Article: Have your say Weslandi by P Fleischman Fiction	
<b>Maths</b>	Place Value Number (all 4 operations)	Calculation order of operations/ BODMAS Algebra	Fractions/ Decimals/Percentages Ratio and Proportion Measurement	Properties of Shape Geometry - Position and Direction Statistics	Revision	Transition Intervention Enrichment
<b>Science</b>	The Circulatory System Drugs and alcohol/ nutrients/ healthy lifestyles/ exercise		Evolution and inheritance Living Things and their Habitats - classification			Electricity Light - how light travels and parts of the eye

Geography		Vikings: Light touch: Human Geography: types of settlement and land use/ economic activity raiders or traders	Would you like to live in the desert? (North America) (Compare Mojave Desert with the varied biome of the Galapagos) (Virtual Fieldwork) biomes(desert/temperate, Arctic tundra, tropical rainforest / vegetation belts/ climate		Why would you visit the Mediterranean?  <i>Place Knowledge</i> European Region Study Mediterranean	
History		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Victorians - understand how Darwin's expedition fits into the Victorian period (light touch)			A local history study  a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Art	Drawing & sketchbooks Exploring identity		3D 2D drawing to 3D making	Painting Brave colour Terry Frost - Cornish		
DT		Textiles : Waistcoats			Cooking & Nutrition Come Dine with Me (3 course meal)	Electrical Systems More complex switches and circuits (including programming, monitoring and control)
RE	Why do Hindus want to be good? 2.7	Why do Hindus want to be good? 2.7	2.2CREATION/ FALL: Creation & Science – Conflict or Complimentary?	2.5 What did Christians believe Jesus did to save people?	2.3 PEOPLE OF GOD: How can following God bring freedom and Justice?	Does faith help people in Cornwall when life gets hard? 2.12
Teach Computing	Internet Communication	Webpage Design	Variables in Games	Introduction to Spreadsheets	3D Modelling	Sensing
RHSE	<b>Healthy and Happy Relationships</b> How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	<b>Similarities and Differences</b> Respectful behaviour on and offline	<b>Caring and Responsibilities</b> How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	<b>Families and committed Relationships</b> <b>*Sex education:</b> adult relationships and human reproduction, including different ways to start a family	<b>Healthy Bodies, Healthy Minds</b> Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	<b>Coping with Change</b> Ways to manage the increasing responsibilities and emotional effects of life changes
PE	Rugby Netball	Hockey REAL Gymnastics	OAA HRE	Tennis Yoga	Striking and fielding Swimming	Athletics Dance
Music	Playing the ukulele with increased skill. Performing singing, including opportunities for arranging and individual performances at the Christmas concert.		Music theory. Considering wider music genres and own experiences with relation to engaging with and enjoying music.		Performance and Technology - With a focus on the Summer Show, considering singing – especially individual roles – and demonstrating excellent general musicianship skills.	

Languages	Phonetics 1-3 At the Cafe	My family	My home
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