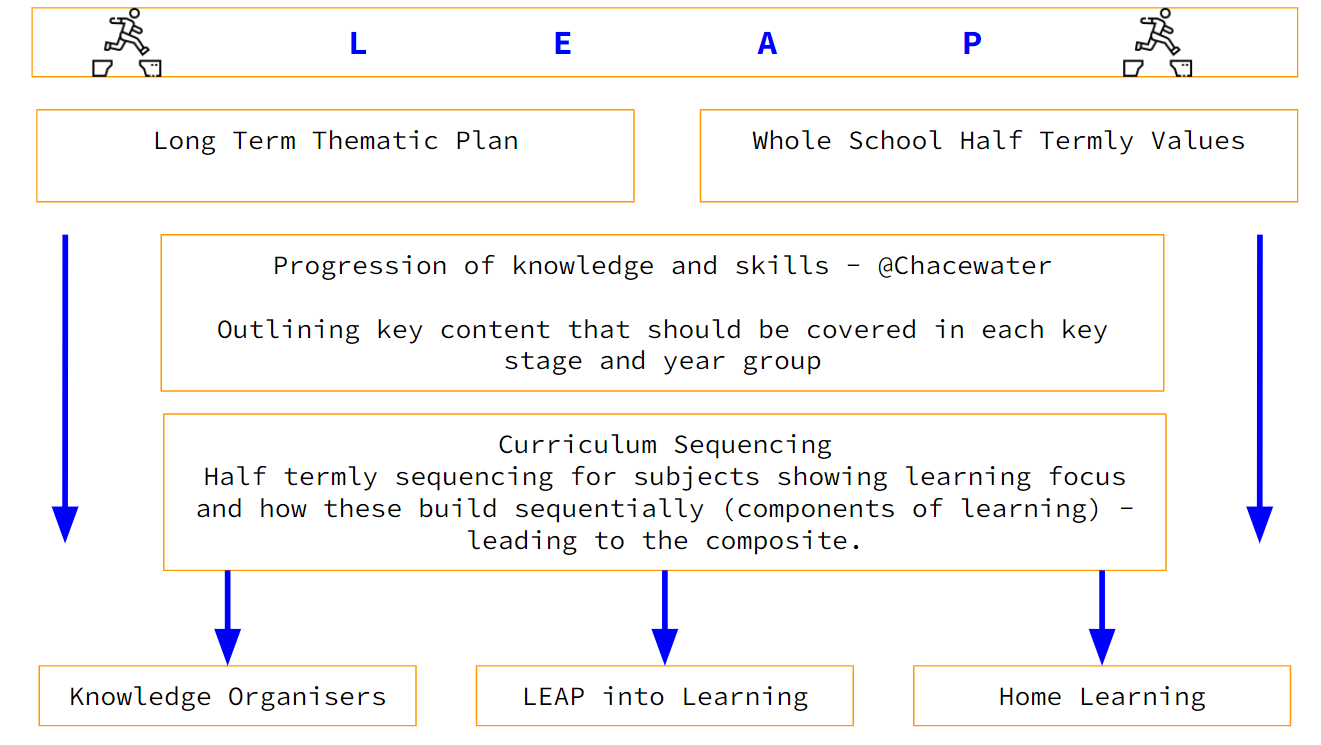


**Curriculum Map**

|  |  |
| --- | --- |
| **Intent** | 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:  Locality - 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.  Engaging - 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.  Aspiring 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.  Powerful 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. |
| **Implementation** | 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.  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.  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.  We use Rosenshine’s approach to lesson design within each subject area. 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.  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. |
| **Impact** | 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.  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.  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.  We celebrate the learning at the end of themes, where children demonstrate their knowledge they have gained, through work exhibitions for parents/carers. |

**How we structure our curriculum**

**Chacewater School Curriculum Theme Map**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Aut 1st Half** | **Aut 2nd Half** | **Spr 1st Half** | **Spr 2nd Half** | **Sum 1st Half** | **Sum 2nd Half** |
| **DRIVER** | **Science** | **History**  **Chronology & Significance** | **Geography**  **Sense of Place/ Physical Geography** | **Science** | **Geography**  **World** | **History**  **Cause & Consequence** |
| **Values** | **Respect** | **Liberty** | **Tolerance** | **Diversity** | **Law** | **Democracy** |
| **Reception** | 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 | Fun at the seaside/ transport/ pirates.  Focus UTW - Past and present |
| **Year 1** | Who Am I?  The Big Build  Everyday Materials | Let’s Celebrate    Changes within living memory | Animal Allsorts  Animals Including Humans | The Potting Shed  Plants  *Location Knowledge*  *UK countries and identify their capital cities and their characteristics* | World Traveller  Human and Physical - Seasonal patterns, hot and cold areas of the world. | To The Rescue!    Lives of significant individuals - in their own locality. |
| **Year 2** | What Do I Need To Be Me?  Animals, including humans | Flying High  Events beyond living memory that are significant | Wild Cornwall  Place and locational knowledge | Sowing & Growing  Plants | An African Adventure  Place - contrasting non-European | What’s Your Superpower?  Lives of significant individuals (Mary Seacole, Florence Nightingale) |
| **Year 3** | What’s Inside Us?  Animals, including humans | *PreHistory and Celts*  Changes in Britain from the Stone Age to Iron Age | Poles Apart  Physical Geography - climate zones  Locational | Stone Cold  Rocks & Fossils | Fabulous Plants & South America  Locational - environmental regions, key characteristics and cities  Place Knowledge: A region within South America | Ancient Egypt  Achievements of earliest civilizations |
| **Year 4** | Where Does My Food Go?  Animals, including humans | How did the Romans impact Britain?  The Roman Empire and its impact on Britain. | What is a River?  Locational - UK coasts & rivers  Human and physical geography   Rivers and water cycle  States of Matter | Electricity and sound  Electricity and Sound | Three Peaks & Seven Summits  Locational - UK and World  Physical Geography Mountains | How did the Ancient Greeks influence our world today?  Ancient Greece - a study of Greek life and achievements and their influence. |
| **Year 5** | Life Cycles  Animals, including humans.  Living things and their habitats | The Anglo-Saxons, Scots  Britain's settlement by Anglo-Saxon and Scots | Why Is Our Earth So Volatile?  Locational - World  Physical Geography - Volcanoes and earthquakes | Why Leave Earth?  Earth & Space | Going Global  Fair Trade/ Human geography | Ancient Mayans  A non-european that provides a contrast with British History |
| **Year 6** | The Circulatory System  Animals, including humans | Power and Control (Monarchs? Crime & Punishment?)  Viking and Anglo Saxon Struggle  A study of an aspect or theme in British History - beyond 1066. | Voyage Of Discovery  Evolution & Inheritance  Living things and their habitats  Locational - significance of latitude . . . etc.  Physical - Biomes and vegetation belts | | A tale of two cities  London and Paris  Place Knowledge  A region of a European country | Victorians - locality (mining, railways, eduction, settlers)  A study of an aspect or theme in British History - beyond 1066.  A local history study |

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| **EYFS** | **Autumn** | | **Spring** | | **Summer** | |
|  | **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.** | | | | | |
|
| Term | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **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** | **What Makes me a me?** | **Celebrations and Festivals** | **Superheroes** | **Amazing Animals and Dangerous Dinosaurs** | **Come Outside** | **Fun at the seaside/ transport/ pirates.** |
| **Possible texts** | Owl Babies  The Smartest Giant  The Colour Monster  The Rainbow Fish  What Makes Me and Me  Elmer The Elephant  My Funny Family | The Jolly Postman  Farmer Duck  Christmas Story / Nativity  Rama and Sita  Stick Man  Room On a Broom  Gingerbread Man  Bonfire Night | Chip  My mum the supermum  10 superheroes  Supertato valley of doom  Supertato run veggies  Supertato  Superworm | 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 |
| General Themes  **: *These themes may be adapted at various points to allow for children’s interests to flow through the provision*** | 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 |
| **English - see separate RWI plan.** | 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 - set 3 sounds - differentiated groups with assigned adults.  PENPALS and pobble | RWI - set 3 sounds - differentiated groups with assigned adults.  PENPALS and pobble |
| **Maths** | Mastering number - see long term plan for coverage across year/ | | | | | |
| **PE** | Real PE foundations  Outdoor play | | | | | |
| **Understanding the World - History** | 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? |  |  |  |  |
| **Understanding the world - Science** |  |  |  | Understand the key features of the life cycle of an animal.  Begin to understand the need to respect and care for the natural environment and all living things.  Recognise some environments that are different to the one in which they live. | Understand the key features of the life cycle of a plant  .Plant seeds and care for growing plants. | Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. |
| **Understanding the world - People and Communities / Geography** | Talk about their community.  Understand that some places are special to members of their community.  Talk about their community.  Understand that some places are special to members of their community.  Draw information from a simple map. |  | Talk about the lives of the people around them and their roles in society. | Recognise some environments that are different to the one in which they live.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Recognise some similarities and differences between life in this country and life in other countries. |  |  |
| **Religious Education** | **Being special – where do we belong?**  All about me boxes (C&L/ PSED)  Looking at where we live  Our families – linking to who we live with.  Baseline assessment – understanding the children / what do we like to play with.  What clubs do we belong to? What do we enjoy doing? – Pictures in all about me boxes. | **Why do Christians perform the Nativity plays at Christmas?**  Talk about what a Nativity is – why do we do it?  Practice the Nativity – talk about the different people and their roles in the Nativity.  Provision linking to the Nativity – story of the Nativity – opportunities for children to retell the story during continuous provision.  Talk about the Church and why this is special to Christians. |  | **Why is Easter Special to Christians?**  Spring – New life. |  |  |
| **Expressive Arts and Design - Materials** | Structure | Food | Textiles |  | Food |  |
| **Expressive Arts and Design - Being imaginative** | Develop storylines in their pretend play.  Explore and engage in music making and dance, performing solo or in groups.  Explore, use and refine a variety of artistic effects  to express their ideas and feelings. | | | | | |
| **Music** | Play instruments with increasing control to express their feelings and ideas.  Create their own songs or improvise a song around  one they know.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody. | | | | | |

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| **Year 1** | **Autumn** | | **Spring** | | **Summer** | |
| Term | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Curriculum Driver** | **Science** | **History**  **Chronology & Significance** | **Geography**  **Locality/Sense of Place** | **Science** | **Geography**  **World** | **History**  **Cause & Consequence** |
| **British Values** | **Respect** | **Liberty** | **Tolerance** | **Diversity** | **Law** | **Democracy** |
| **Theme** | **Who am I?**  **The Big Build**  **https://lh5.googleusercontent.com/U2X5nEW3cdck_IECrdt4wivVc7WMSZ003CV7I_ITwzZnRGtbpxPK8K434bRE-xrYzsIgTuyyKc5ZolLzVDFKoJ2BV0IFzTYMeTF7Qel0Gur7h22sb1hB_brvXWTRDXlQwVYi4P4** | **Let’s Celebrate!**  **https://lh6.googleusercontent.com/JgWwqHT1exhDcA-bITb3zW3wt8FgLxt3Dx5FIuDp2jmQB5TXqrB1-0DrYwXIZ6lCz4IeOqsSqND01dyMqG67s40mg5KPBnmtrcEYS8o21-hu_GG0P45FCSezlQOIy49PUyw1f8M** | **Animal Allsorts**https://lh5.googleusercontent.com/Fxh_Qq4ZVf-x4J17u-eTvSCpnQYdozUGKHvBJJjjzw0P5aPy-XZaDt7Ovn4HCuLgINcl9ebgekYbibNyNB6BqZj6jLH763L9BGQx6_3-Jux49SXhDFmYBwIQO7jmCQNZplbXx24 | **The Potting Shed**  **https://lh6.googleusercontent.com/LHR0qpG6HTU7t11C2SLOrO70jlfiqbM7xfbTzboCIodgiUM-vrrab9PSB-17GkqiFeex__Zdxu9nubv3WlmBOjy_8OIt7VXTpRelYKoVN3Pna6QmP5hUiV4Yh5d2j5r4UvSEA6s** | **World Traveller**  **https://lh5.googleusercontent.com/BGoDAyAwNs30QimpoHRqtrAUTkpQeq-NV1K_x0goDVU3uDd4upsFeBtfy1yMf4gLSnHAaGLF1SQ2pWFTXhpx_LmpiEMUBXt4kn07OWOomvSJ1jEoUXJAEb8JYxHLo8pXclz0K1I** | **To the rescue!**  **https://lh3.googleusercontent.com/WhyF1vDAC74OiOXoSolPwJ0QI-M9YP2ARH4KlFp-pa9xhrZ3ArV89GiTVNWxpUkwT5dB17uLLwT5EpdhxXp2DDCi-gXZX4NglmYyQosOT8eFE7Z5T8gjCGiEf4LBE-fK_UVEcQc** |
| **Memorable Moment (s)** | Create a house collaboratively using, sticks, straw, bricks | Grandparent Visiter | Animal Trip - Newquay Zoo | Outdoor learning at the Community Garden.  Trip to Trebah | Arctic Classroom | RNLI  Surfers Against Sewage visit |
| **Outcome/Composite/Impact** | Create building |  |  | Grown our own pea plants |  | All at Sea Day (end of term) |
| **Author/ class reads**  **Pie Corbett Reading Spine Year 1** | **Storytime author**  Jill Murphy  **Class Reads**  The Colour Monster  Dogger  The three little pigs | **Storytime author**  Julia Donaldson  **Class Reads**  The Toy Museum  It’s My Birthday  Non-fiction (toys loan box) | **Storytime author**  Eric Carle  **Class Reads**  The Enormous Crocodile  ‘Could a Penguin ride a bike?’ | **Storytime author**  Pat Hutchins  **Class Reads**  The Gingerbread Man - Pie Corbett story writing and innovation. | **Storytime author**  Oliver Jeffers  **Class Reads**  Weather (non-fiction) | **Storytime author**  Rhonda & David Armitage  **Class Reads**  Stuck  The Lighthouse Keeper’s lunch |
| **English**  *phonics focus - no discrete English lessons* | Simple sentence structure  fiction - The Three Little Pigs story writing. | Non-fiction - Instruction writing, writing a list | Writing factually about animals  Using and, ? ! | traditional tales / story writing  sentence sequencing | Non-fiction writing based on the Weather r  Writing factually, writing a question using a ?, creating an informative poster to compare weather. | Recount  The Lighthouse Keeper’s Lunch story writing - writing a postcard  *Phonics Screening Check* |
| **Maths** | Place Value to 10  Addition and subtraction within 10 | Place Value to 20  problem solving and reasoning | Addition & Subtraction to 20  Place Value to 50 | Measurement  length/height      capacity/mass  weight/volume | Multiplication / Division  Fractions  Position & Direction | Place Value to 100  Money  Time |
| **Science** | Everyday Materials |  | Animals Including humans | Plants |  | Seasonal Changes |
| **Geography** | *Place Knowledge*  A small area of the UK: Chacewater |  | *Location Knowledge*  UK countries and identify their capital cities and their characteristics |  | *Human and physical Geography*  Hot and cold areas of the world  UK Seasonal and daily weather patterns. | [How are the weather patterns different between each of the seasons?](https://drive.google.com/drive/u/2/folders/1rlcIcIIzVjkS3rcI-AS8J9nkTrbW5Q4i) |
| **History** | 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) |
| **Art** |  | Drawing focus  Spirals | 3D Sculpture  Birds  Animal Allsorts |  |  | Simple Printmaking - colour and painting focus  To The Rescue - Seaside pictures |
| **DT** | **Structures**  Design and create a house for the pigs |  |  | **Cooking & Nutrition**  making jelly | **Mechanisms**: Sliders & levers |  |
| **RE** | 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? |
| **Computing** | online e-safety  Technology Around Us | Digital Painting | Digital Writing | Grouping Data | Moving a Robot | Programme Animations |
| **RHSE** | Healthy Relationships | Health and Wellbeing/ Healthy Living | Caring & Responsibility | Healthy Relationships | Healthy Bodies Healthy MInds | Valuing Difference |
| **PE** | 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 |
| **Music** | Ourselves  Exploring Sounds | Singing  performance | Story Books  Exploring Sounds | Singing  Performance | Travel  Songs & singing | Pattern  Beat |

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| **Year 2** | **Autumn 2021** | | **Spring 2022** | | **Summer 2022** | |
| Term | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Curriculum Driver** | **Science** | **History**  **Chronology & Significance** | **Geography**  **Locality/Sense of Place** | **Science** | **Geography**  **World** | **History**  **Cause & Consequence** |
| **British Values** | **Respect** | **Liberty** | **Tolerance** | **Diversity** | **Law** | **Democracy** |
| **Theme** | **What do I need to be me?** | **Flying High!**  https://lh6.googleusercontent.com/3m3LlFhGUq43ujQ3YKooH-lE7H-XgdMLJEeaZrZalCnx-jTl0CAh82VbwbNFNWEAay_cEB0ttAbXi9oAs-00jndR1N1QQvHvaVY9o1MJw4rDppdRkE_xM3KdgF5xHgQhwcNYOSg | **Wild Cornwall** https://lh4.googleusercontent.com/r6eepT7xRfbvwNMpEGOAw0VReIddcMRSbuvlICJDs-nxw1ZyH1L9ClLxPCKGBlub17ovfDveYkVL6xi6iktJuR9mlbOeEf7nMTsHhgbIRAtQLgdzh5c_o-Cutfl3CThbbpFLJvA | **Sowing and Growing**  https://lh6.googleusercontent.com/w7eFIsXvR2Rbf7fLPoGPNJzr_mdJEfNLAOQxVEx9OFECR5ECYEohv3t4YIy4y94UVaoXll8Rv2qi9p80y0POLknhIJoUBTp4gwOeOwLN44dnc_N3LHtR3S0Ah7FN8HxyjvsywCU | **An African Adventure!**  **https://lh5.googleusercontent.com/0l7X45gGdzP0r5WDMv_sXNuET8mGmtr8B9Oe_f-48QJjujVVPUaXhfPzJ4lUvE2tQ738JcNrpIrBs_P13kjkqvemgSkrhGZVYQrlcm0D3zGhF2R8Ci5r8_JFGk_QLWJvycDGXZk** | **What’s your Superpower?**  https://lh4.googleusercontent.com/ckYqP5Gfrbt27e_FsJTKc0h_fXyshz1wcihBAqsGAjAyZNTzujtTbmH9TsSGzYy2E34fqEOoLNU6oXT_atT1reWsc8_p34ZFUrzGXB0E4h1SOqsee0BsbilEAV0QNEcAjnChPww |
| Memorable Moment (s) | All about me | DT Launch mechanisms/ History lesson launch | Geography Focus  Cornish Speaker | Plant hunt  Garden centre visit | Newquay Zoo Trip | Create your own superhero |
| **Outcome/Composite/Impact** |  | Dress up day and presentation |  | Growing our own plants: cress/ radishes/ daffodils/ broad beans | African Dance and Performance to parents | Superhero dress up day |
| **Reading** | **The Magic Finger (AR 3.1)**   The Colour Monster  Reptiles (AR 4.3) | **CT -The Owl who was afraid of the dark (AR 3.6)**  Rosie Revere, engineer  The Wright Brothers (AR 2.4)  Izzy Gizmo  How to Catch Santa (AR 3.0) | **The Storm lion of Penzance**  Hidden World: Ocean  Non-fiction: Save the Whale  Non-fiction: Squirrels  Fiction: Snail and the Whale (AR 4.0) | Little Red Riding Hood  Jack and the beanstalk | **Stories from another culture**  Lila and the Secret of the Rain (AR 3.9)  How to hide a Lion (AR 3.3)  Tales from Africa  Traditions from Africa | Traction Man is here! (AR 3.9)  Supertato (AR 2.5)   Flat Stanley (AR 3.2) |
| **English** | **Poetry**: Riddles  **Non-fiction:** Reptiles (AR 4.3) | **Invention Narrative: Rosie Revere, engineer (**AR4.2)  **TTT: Instructions**:How to dress up as a book character  Linked to How to catch Santa (AR 3.0) | **Significant authors:** Snail and the Whale (AR 4.0)  TTT:**Information Text: Hidden Ocean**  Chosen sea creature/ fact files | **Traditional Story**  TTT: Little Red Riding Hood  **TTT Non-fiction:** Grow your own lettuce | **Non-chronological Report**; Big Cats  **TTT: Fiction:** Fatou, fetch the water | **Information Text:** Brave Nurses  **TTT: Adventure**: Traction Man (AR 3.9) |
| **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  Timetables | 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 |  | Living things and their habitats | Plants |  | Uses of everyday materials |
| **Geography** |  | Maps skills  Mapping United Kingdom | Locational Knowledge  UK counties and capitals, and identify their characteristics/ surrounding seas  Place Knowledge  A small area of the UK, Cornwall. |  | Locational knowledge  Continents and Oceans  Place Knowledge  A small area in a contrasting non-European country  Africa/ Zambia |  |
| **History** |  | Events beyond living memory  Context: The first aeroplane flight | Significant  others within their locality -  SEASIDE |  |  | The lives of significant individuals  Who were Florence/Mary/Edith? |
| **Art** | Painting focus  Expressive painting - self portraits |  | Drawing focus  Draw and Explore inspired by what’s around us. |  |  | 3D Sculpture  Be an Architect |
| **DT** |  | Mechanisms: wheels and axles |  | Food - healthy salads | Textiles- African t-shirts with own printed design |  |
| **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](https://musiclab.chromeexperiments.com/) | 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** | REAL Gymnastics | Multi Skill games | Real DANCE | Fitness Circuits/ Net Games | Striking and Fielding | Athletics |
| **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 |

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| **Year 3** | **Autumn** | | **Spring** | | **Summer** | |
| Term | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Curriculum Driver** | **Science** | **History**  **Chronology & Significance** | **Geography**  **Locality/Sense of Place** | **Science** | **Geography**  **World** | **History**  **Cause & Consequence** |
| **British Values** | **Respect** | **Liberty** | **Tolerance** | **Diversity** | **Law** | **Democracy** |
| **Theme** | **What’s inside us?**https://lh3.googleusercontent.com/sckjLJvO0w3SifpWV9BnLJYbDm1wZCCXXgz3h-_mXR0fsiHuPZTMQU5qr4asAznYHau5Po7InhnRSy9UHBpP2G1OMKJUICCYNRj_Lgi-R-snR64BbySycm3mlWkWhWTlFDgoP_I | How did life change from The Stone Age to Iron Age? | What on earth is a climate zone?  https://lh5.googleusercontent.com/d9k3yRK6FAyxiNWNUMoTkH_W1XEAC8hOMKmO6vnNPC8tjkVn3RI-BVKrcEkH5rk-S20OrTcJUmOP-YdqiM6nOw6S_yiSJ_22W5WbzLG1aqhz152T-jHjiSvdx-Ol50wwYJ-QTSo | **Rocks and Fossils**  **https://lh3.googleusercontent.com/DUbPuI4bixzzZPL7E1dRd7oW19H6-9GGuXVTlpy_6wV9salairoxljUFhm-XHOz4Ecagut8bp5CV68biwvOA03yOlQfMJo1EONFmkQ03zikuUfWgqY6162y99Yi6gbLcKllXlrk** | **Fabulous Plants and** What is life like in Rio and South East Brazil?  **https://lh4.googleusercontent.com/Lrrmse0oGou9m-8YWQUomshNJfIS9zBEeGkmKta72StBdfEdxQ6ouAaxWYBxUc1rdKpC3nGBuVaoW_miNIZ9YiXcZYq8W6in7wK7xJfhpVGfwFL5W5Ucp_x1pxgnMhKsfs4r_BA** | Where and when did the earliest civilisations begin?  **https://lh4.googleusercontent.com/Keew5l9WlWGnwu4TOfWdF12wFyOSVrr3w7EcV4q6axABc3MEOjKusM72XREqU8CeaShI9A5G19LYw75y78zmjW7Pw1InH7UCBmfsVoxbVEL0OmxZYbSOqGQwjucz_oGiK4P9JWU** |
| **Memorable Moment** |  | History day | Eden project |  | Chacewater Community Gardens |  |
| **Author/ class reads**  **Year 3** | 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 |
| **English** | 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 |
| **Maths** | Place Value | Addition and Subtraction | Multiplication and Division | Multiplication and Division  Fractions, | Measurement, money | 3D Shape 2D Shape, Time, statistics |
| **Science** | Animals including humans  Nutrition  Skeleton and muscles |  | Forces and magnets | Rocks  Fossils and soils | Plants | Light |
| **Geography** |  | *Human and Physical*  Why did the stone age civilization choose to settle where they did? | *Human and physical geography*  Climate Zones |  | *Place Knowledge/ Locational Knowledge*  A region within South America  Rio and South-East Brazil | *Human and Physical*  Why did the Ancient Egyptian civilization choose to settle where they did? |
| **History** |  | *Changes in Britain from the Stone Age to the Iron Age* |  | Significant Individuals  Mary Anning |  | Achievement of the earliest civilisations  Context: Ancient Egypt |
| **Art** |  | Drawing and sketchbooks  Gestural charcoal drawing | Surface and colour  Cloth, thread and paint |  |  | Working in three dimensions  Telling stories through drawing and making sculpture |
| **DT** | **Food**  Healthy and varied diet  (including cooking and nutrition requirements for KS2) |  |  | **Structures**  Shell structures  (including computer-aided design) | **Textiles**  2-D shape to 3-D product |  |
| **RE** | 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’? **Easter**. | 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 |
| **Computing** | Connecting Computers | Stop-Frame Animation | Sequence in Music | Branching Database | Desktop Publishing | Events and Actions |
| **RHSE** | Healthy and Happy  Friendships | Similarities and  Differences | Caring and responsibility                     Families and Committed                                                              relationships | | Healthy bodies, healthy minds                    Coping with Change | |
| **PE** | basketball  REAL PE | Gymnastics  REAL PE | REAL PE  Dance | REAL PE  Tennis | Strike and field    REAL PE | Athletics  REAL PE |
| **Music** | Ukulele | Singing (performance) | Singing (technical) | Singing (performance) | Singing (technical) | Singing (performance) |
| **French** | Phonetics - I am Learning French | Animals | Seasons | Fruit | Little Red Riding Hood | Numbers/colour |

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| **Year 4** | **Autumn** | | **Spring** | | **Summer** | |
| Term | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Curriculum Driver** | **Science** | **History**  **Chronology & Significance** | **Geography**  **Locality/Sense of Place** | **Science** | **Geography**  **World** | **History**  **Cause & Consequence** |
| **British Values** | **Respect** | **Liberty** | **Tolerance** | **Diversity** | **Law** | **Democracy** |
| **Theme** | Where does my food go?  **https://lh5.googleusercontent.com/RVqBGUvElegz9eO5W9HMxz9Sk4oCkuv7Pu0Mqbokrrv7aL3e6b0SO29IMKlDke_RN1AQ5g_2wETW5hq1CB2I2PUKViEOy_1EaGM5YzOp0LjtLmqEwF7tO_zWRDRK2iPFlnPKff4** | How did the Romans impact Britain? | **What is a river?**  **https://lh3.googleusercontent.com/B1NmOctbXzEh4UhHfmAdxPVhq48vQDB3rX9UTkM_j_Ue9BjmTbLql25PpHI-ttl3YNHL9FTpIMmTvSOO58HUYw_xJ8SiXF9iq8zku9cGcao9Glg5w7AR4RhTxuxODQUUgnoAXWE** | **Electricity and Sound** | **Three Peaks & Seven summits** | How did the Ancient Greeks influence our world today?  **https://lh5.googleusercontent.com/sachsT8XC98KvLANZnVf3t41DrOi4heJ5g7bruGGBFWHAxBNy9cVCBLigfa6Po8dcucjlccl3XOri_MSkMAK3-rCVSbGsXSYKeAxeaSJ1tsN5XKIHKhSYEEYIQyJXRce_uxXUg0** |
| **Memorable moments** | Making poo  Dentist visitor  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 |
| **Class reader** | 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 |
| **English** | 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 |
| **Maths** | Place value | Addition & subtraction  Roman numerals | Multiplication, Division  & Area | Fractions & Decimals  Length & Perimeter | Money & Position & direction | Time, shape  & Statistics |
| **Science** | Animals including humans: The digestive system , Teeth  & Food chains |  | States of matter | Electricity & Sound | All Living things and their habitats  Classification keys |  |
| **Geography** |  | Place Knowledge:  Europe and the UK  Study of a region within the UK: Bath | Human and physical geography:  Rivers and the water cycle  Locational Knowledge  Key topographical  features UK |  | Human and physical geography:  Mountains |  |
| **History** |  | The Roman Empire and its impact on Britain. |  |  |  | Ancient Greece - a study of Greek life and achievements and their influence. |
| **Art** |  | **Drawing & sketchbooks**  storytelling through drawing | **Surface and colou**r  exploring still life |  | **Working in 3D**  sculpture, structure, inventiveness and determination |  |
| **DT** | **Food**  Healthy and varied diet (cooking and nutrition requirements for KS2) |  |  | **Electrical Systems**  Simple circuits and switches (including programming and control) |  | **Mechanical Systems**  Levers and linkages |
| **RE** | 2.3 INCARNATION/ GOD: What is the Trinity? | How do festivals and family life show what matters to Jewish people? 2.10 | 2.4 GOSPEL: What kind of world did Jesus want? | How and why do people mark significant events in community life? 2.11 | 2.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost? | How do festivals and worship show what matters to a Muslim? 2.9 |
| **Computing** | The internet | Audio production  Record a podcast | Repetition in shapes - Logo | Data logging | Photo editing | Repetition in games - Scratch |
| **RHSE** | Happy healthy friendships | Similarities & Differences | Caring and responsibilities | Families & Relationships | Healthy body  Healthy mind | Coping with change: Puberty |
| **PE and Sport**  *(+swimming)* | Real P.E Unit 1 **Personal**  Footwork & 1 leg balance | Real P.E Unit 2 **Social**  Jumping & seated balance | Real P.E Unit 3 **Cognitive**  On a line & ball skills | Real P.E unit 4 **Creative**  Send & receive  & Partner balance | Real P.E Unit 5  **Applying physical**  Reaction response & floorwork | Real P.E unit 6  **Health & fitness**  ball chasing & stance |
| Real Gymnastics | Invasion games - hockey | Real Dance | Tennis | striking & fielding games | Athletics |
| **Music** | Ukulele | singing | musical notation | listening and appreciation | music technology | Singing & Performance |
| **Languages**  **French** | I am learning French | Vegetables | Ancient Britain? | Presenting Myself | Classrooms | Families |

On a line & ball skills

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| **Year 5** | **Autumn** | | **Spring** | | **Summer** | |
| Term | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Curriculum Driver** | **Science** | **History**  **Chronology & Significance** | **Geography**  **Locality/Sense of Place** | **Science** | **Geography**  **World** | **History**  **Cause & Consequence** |
| **British Values** | **Respect** | **Liberty** | **Tolerance** | **Diversity** | **Law** | **Democracy** |
| **Theme** | **Circle of Life**https://lh3.googleusercontent.com/ycSk_jMA1etMHICNxPlUaeupKW2_8ZJ30j7b_B9DoN71lNqtbfHKWQvMlqZz9Jw4dTmBqh7_aooZX0pKubUTth2nEZbuugRd7BrWZcF3j9l-dNbmaCyewneO4YNOWEwqs2brU-Y | **What did the Anglo-Saxons change in Britain?** | **How do volcanic eruptions and earthquakes affect humans and the Earth?**  https://lh4.googleusercontent.com/TnpFicEoNvPUvbMlZN65qqQ1IO46ElrnGHVSyO-HsmdNGLzRPMgHMsGEV3GA4LcLiovmcrTtALjXw2RWviv9_6Rtn8ynaVOp_KZn4x2ylM6dusfuwobF4vRL08Q0Ofc1MCgUMPc | **Why leave Earth?**  https://lh3.googleusercontent.com/hcnjAsif_nDBOPZig82wneOR9clyaWxoHyGXvp0qOjDva9wcwxCz4jJ4QeZlzBqFle3uGJYAyuZM3jKtjBjLJU6Zc2glx9AjGrckddnv9t-v7HvMK28HjjzqhGULWJs9FsGtxQQ | How did trade get Global? | **Why should we remember the Maya?**  **https://lh4.googleusercontent.com/lPrTxCCpu0K3HkPTxG2-DBekLVTB7j4LH0GaxMMIGqu-aCRHATbGuoWMSm8fFsb7Sk-04toJCzJwEhgETcR08jMrCYDds27HGLm3epx4deNRZAjWUbnJLvR3uxO8aZ1dbq5kcrs** |
| **Launch / outcome (memorable moments)** |  | Whole school event: a day as an Anglo-Saxon | Erupting Volcanoes | Visit to Cornwall’s Spaceport | Visit The Tate gallery  St Ives |  |
| **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  Black and White | Christmas tales by story world | Earth’s Verse  Ripley’s mighty machines - information page | Hidden Figures | Kensuke’s Kingdom | 101 Thing To Do to become a superhero… or evil genius  The lost words |
| **Maths** | 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) |
| **Science** | Living Things and Their habitats  Animals, including humans |  | Properties and changes of materials | Earth and Space | Forces |  |
| **Geography** |  | Local Area and region study | Locational  environmental regions  Human and physical geography  Volcanoes and Earthquakes | Locational Knowledge  North America | Human geography: global trading  economic activity including trade links, natural resources |  |
| **History** |  | Britain's settlement by Anglo-Saxon and Scots |  |  |  | A non-european society that provides a contrast with British History - |
| **Art** | Drawing & sketchbooks  typography and locational maps |  | Painting  Monotypes |  | Sculpture (3D)  Architecture |  |
| **DT** |  | Food  Celebrating culture and seasonality |  | Mechanical Systems  Pulleys or gears |  | Structures |
| **RE** | 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? |
| **Computing** | Sharing information | Video editing | Selection in physical computing | Flat-file databases | Vector drawing | Selection in quizzes |
| **RHSE** | Happy healthy friendships | Similarities & differences | caring and responsibilities | families & relationships | Healthy body Healthy mind | Coping with change |
| **PE** | Rugby  Netball | Football  REAL Gymnastics | OAA  HRE | Tennis  REAL Dance | Striking and fielding  Bowls | Athletics  Dance |
| **Music** | 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 | |
| **Languages** | Presenting Myself | Families | Pets (Do you have any?) | My Home | Dates and Weather | School |

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| **Year 6** | **Autumn** | | **Spring** | | **Summer** | |
| Term | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Curriculum Driver** | **Science** | **History**  **Chronology & Significance** | **Geography**  **Locality/Sense of Place** | **Science** | **Geography**  **World** | **History**  **Cause & Consequence** |
| **British Values** | **Respect** | **Liberty** | **Tolerance** | **Diversity** | **Law** | **Democracy** |
| **Theme** | **The Circulatory System - Have a Heart**  https://lh3.googleusercontent.com/9zq19psfoXFKmVRy2Ccj9MhEyVOvKRW4ib7Tw5Fk7JqS0yMEmkqc9OpxGpcSC8GV-BLbgIdy45w0D6dAn33wnOE3pSKkkHtfpvkKyOSRenlUNPYYzSrMgFGoGASPZbOX8_iVbrU | **The Vikings and Anglo Saxons - The Vikings Are Coming**  **Vicious Vikings - Fact or Fiction?**  https://lh3.googleusercontent.com/3xSE5Fg3fFKrlEWO0yGXpXI7KzuEKfxg206stWzUYmu9ARFMiuDdRYEaEWkT23TQM8GfgnsZqX0g-e1vBoWU6m2NqENiGigwX-SS1K6ltw0I5fRHoupn4VGakSDfOl6LO-zuTMA | **Voyage of Discovery!**  **Charles Darwin (Evolution and Inheritance)**  **What is it like in the Galapagos?**  https://lh3.googleusercontent.com/ZmC7NY820TekovPWyuADMs5mK6MCkw4QF3K0ynh4pq0-dMLZDWqXSBCHqpNk5aghCcbpKBU--1xCW5uWyXfUvweRaTMyFk5V9E_OvPpJ5OOUuqH4ZGl3bUkq1PTwwedyOm0566o | | **A Tale of Two Cities**  **Would you prefer to live in London or Paris?** | **The Victorians: Children of the Revolution**  **Were the Victorian Times a Dark Age or a Golden Age?** |
| **Memorable moment(s)** | 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 | Making your own scientific journal | Y6 trip - beach | Baking bread/bakery visit  Architect/  Inspirational female visit | Y6 camp  School Play |
| **Author/ class reads** | The Witches by Roald Dahl | Viking Boy by Tony Bradman | Darwin’s Dragons  by Lindsay Galvin | The Boy at the Back of the Classroom by ​​Onjali Q. Raúf |  | Jabberwocky  Lewis Carol |
| **English** | Explanation Text  Persuasive Text: letter charity fundraiser BHF | Macbeth - character description  Myths and Legends  Beowulf and Grendel - poem | Titanium  - Narrative (story/newspaper report) | Information Text - Galapagos animals  Journal entry | Biography - inspirational females  Aviatrice | Balanced Argument -  Were the Victorian Times a Dark Age or a Golden Age? |
| **Maths** | 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 |
| **Science** | 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 | Environment/Human and physical geography  biomes(temperate, Arctic tundra, tropical rainforest / vegetation belts/ climate  Locational Knowledge  South America, Galapagos, Isles of Scilly  *Physical and Human Geograph*y  Biomes and vegetation belts/ climate zones  *Locational Knowledge*  Comparing Galapagos with other Islands - Isles of Scily, Gibraltar | | *Place Knowledge*  European Region Study  Paris/ London |  |
| **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) |  |  | Victorians - local history study  The impact of the Industrial Revolution on the lives of Victorian children. |
| **Art** | **Drawing & sketchbooks**  Exploring identity |  | **3D**  2D drawing to 3D making | Painting  Brave colour  Terry Frost - Cornish |  |  |
| **DT** |  | **Textiles** : Combining Different Fabric Shapes  (Making Viking money pouches) |  |  | **Food**  Celebrating culture and seasonality - link to French and British Cuisine - making bread | **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** | **Healthy and Happy Relationships**  How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions. | **Similarities and Differences**  Respectful behaviour on and  offline | **Caring and Responsibilities**  How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school. | **Families and committed Relationships**  \*Sex education: adult relationships and human reproduction, including different ways to start a family | **Healthy Bodies, Healthy Minds**  Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health. | **Coping with Change**  Ways to manage the increasing responsibilities and emotional effects of life changes |
| **PE** | Rugby  Netball | Hockey  REAL Gymnastics | OAA  HRE | Tennis  Yoga ( Bikeability) | Striking and fielding  Swimming | Athletics  Dance |
| **Music** | Ukulele | Singing and performing | Singing and performing | Tuned instrument | Tuned instrument??? | Singing and performing/ school play |
| **Languages** | Presenting Myself | Families | Pets (Do you have any?) | My Home | Dates and Weather | School |