	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1	Where do animals live?	What can you see in	What is it like to live in	Are all islands the same?	Why is London our capital?	Where would you rather		How have economic
Counties,	History:	the sky? Up, Up and Away	Camborne?	Pupils deepen their	Pupils continue to embed and	live: Athens or London?	across our continent? Having studied a European	activities impacted North America?
Countries and			Having looked at the world	understanding of the UK and its	broaden their knowledge and		country, year 4 (Greece) in	
Continents-	History: dinosaurs What were they	History:	from an international perspective, pupils now	four countries and their capitals cities, and locate them on a map,	understanding of UK villages, towns and cities and counties.		depth, pupils will compare the human and physical	Pupils now explore a study of a continent
Geography	called? How do we	Compare and contrast	explore in depth: local,	globe, atlas, and aerial photo.		European study (Greece - Mediterranean climate	geography of two European	applying knowledge, of
eeegraphy	know they existed?	characters from	regional, and national	Pupils learn what an island is;	Pupils will understand the city as a settlement and its human and	zone) which is contrasting	countries developing	settlements,
		the past – The Wright	perspectives. Scaling up from home, villages, towns,	how islands are made through	physical features. Pupils will	to the UK. This study will	sophistication in their comparison to include:	infrastructure, transport, trade, economic activity,
	Geography:	Brothers	city, county, UK, and	natural processes, how people	learn what attracts people to	focus particularly on	Causes and impact of	land use, natural
	Know that there are	Christopher	countries.	travel to islands and the problems with this; that the UK is	London.	changes in landscape.	poverty.	resources.
	different countries in the world and talk	Columbus	Using maps, aerial photos	an island and that is has lots of	Pupils will consider the factors	Pupils use maps, globes,	Causes and impact of migration chosen and forced.	Pupils identify key
	about differences	Geography:	and fieldwork skills pupils	islands surrounding it.	affecting the location of London	atlas, aerial photos, digital		physical features and
	that have experienced and	Know that there are different countries in	develop an understanding or the difference between	f Pupils will describe the human	and other capital cities.		Pupils learn that Europe takes many forms e.g. political,	human features such as Rocky Mountains,
	seen in photos:	the world (UK, Greece,	human and physical	and physical geography of	Pupils will understand the term	(mountains, rivers and	geographical and economic-	Mississippi River,
	animals associated	China, Egypt) special	features through a study of	Trinidad and Tobago, including Caribbean culture (BAME) and	population and why London has a diverse population and	human features (landmarks etc.) of	that there are groups of	canyons, valleys,
	with certain countries	places/landmarks to visit in the world (linked	the features of their local area.	contrast it with the UK.	compare it with other European	Greece.	countries within in e.g. Scandinavia	biomes, climates zone, names of states,
		to structures)			capitals.	_		landmarks of North
	Show interest in different		Pupils begin to classify different types of		Pupils will know the difference	Pupils compare similarities and differences between	Pupils locate European countries and their capitals on	America and how
	occupations/	My Town-	settlements and land use.		between weather and climate	UK/Greece e.g. location,	maps, atlases and globes,	living in hazardous
	transport (challenge	Camborne- visit to			and compare the weather with other European capitals. They	population, climate, natural	and describe their location	conditions.
	stereotypes): zookeepers, vets,	Library	Pupils develop map reading and drawing skills and		will consider the impact of	resources, trade and	using geographical language such as borders, surrounding	
	farmers/ tractors,		concepts of using a key.		weather on tourism.	economic activity. Learn	seas, north of, bordering	learnt in year 3, linking
	combine harvesters					how physical and human features impact	with and some major rivers,	longitude with time
	Maps and directions					settlement.	mountains, etc.	zones.
	maps and directions						Pupils will look at the	Pupils learn about
							different forms of migration- forced and chosen and the	globalisation and migration and the
							push and pull factors; the	populations of NA e.g.
							challenges and impact of	California:
							migration.	Latino/Mexican
								Pupils consider the
								environmental issues in North America e.g. Oil
								leak-Deep Water Horizon
								(in the bay of the Caribbean), water
								pollution
Global	Power an	nd governance	Identity	and diversity	Diversity of cultures and societ	ies within and bevond own	Diversity of cultures and soc	cieties within and bevond
Citizenship		n class and school	 Similarities and diff 	ferences between people in local	experience. Contributions of difference	fferent cultures to our lives.	own expe	rience.
KU: Identity and	• how	rules can help us		id also in wider context.	Valuing diff Recognising the benefits of liste		Contributions of different Nature of prejudice, racis	
diversity	Critical and	croative thinking	vvnat contribute	s t self-identity and belonging.	perspectives and		combat t	
Values and		creative thinking ask questions		e diversity			Valuing dif	
attitudes: Value	suggest a	way to solve a problem		ers as equal and different. en respectfully to the ideas and			Recognising the benefits of different perspective	
diversity	• wor	nder about ideas		s even when one disagrees.				
	E	mpathy		from the experience from others.				
		tivity to people's feelings						
		d needs						

and care for the and stand ratural environment and all living things: Explore animals world:	system <u>flowers?</u>	How useful are materials? Everyday materials Children will identify, compare and investigate the suitability of a variety of everyday materials. They will look at travel between islands and can use this as a basis for discussion about the use of everyday materials.	<u>How do we see?</u> <u>Light</u> Children will be introduced to the topic of light for the first time. They will look at how light travels, shadows are formed and develop their understanding of Sun safety.	How do we keep ourselves safe using electricity? Electricity Children will name common electrical appliances, construct simple circuits and learn about the effects of lights and switches in a circuit. They will also associate metal with being good conductors and name examples of some common insulators.
Science				common insulators.

How is a plants life cycle different to an animal? Living Things and their Habitats

Children will use their understanding of life cycles from EYFS and Year 3 and compare lifecycles of birds, mammals, insects and amphibians. They will describe the life process of reproduction in some plants.

How have scientists made an impact on health and lifestyles?

Animals including Humans

Children will learn about healthy lifestyles and the impact of diet, drugs and exercise on the way their bodies function. They will learn about the cardiovascular system and build upon their knowledge of human anatomy and the function of the digestive system.

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Special places: Churchthat religions teach that each person is unique and valuable too, e.g.learn about the parable of The Lost Son.special, holy places in Cornwall.Hashanah and Yom Kippur as well as the Passover. They will describe how Jews show their beliefs during worship atfaith. They will also consider how Hindu is unique and are celebrated in Britain.usin is is that each person is unique and that each person is unique and valuable too, e.g.learn about the parable of The Lost Son.special, holy places in Cornwall.Hashanah and Yom Kippur as well as the Passover. They will describe how Jews show their beliefs during worship atfaith. They will also consider how Hindu in the the provide the parable of the is unique and the parable too, e.g.		between people						
Churchthat each person is unique and valuable too, e.g.Lost Son.well as the Passover. They will describe how Jews show their beliefs during worship atconsider how Hindu festivals, such as Diwali, th		Special places						
describe how Jews show their such as Diwali, The valuable too, e.g. describe how Jews show their valuable too, e.g. describe how Jews show their beliefs during worship at are celebrated in Britain.			3		special, nory places in Comwall.			
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religious beliefs about God loving								
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and overlays to produc new colours and texture -Incorporate the artists style into my design Artist Study: Andy Warhol Roy Lichtenstein- Pop Art Movement American artistElectrical Systems More complex switches and circuits (including programming, monitoring and control) Design, make and evaluate ensor activated lights using our knowledge of electrical ircuits and shell structures.ArtEnjoying musical styles Samba masteryCreative Compositio Develop pitch notation		
More complex switches and circuits (including programming, monitoring and control) Image: Style st	DT	Skills: -Experiment using layers and overlays to produce new colours and textures -Incorporate the artists style into my design Artist Study: Andy Warhol Roy Lichtenstein- Pop Art Movement
Samba mastery Develop pitch notation	ore complex switches and circuits (including orogramming, monitoring and control) ssign, make and evaluate nsor activated lights using r knowledge of electrical	Art
know the difference between semibreves, minims, crotchets, paired quavers, semiquavers and rests. Know the timbre of all samba instruments.	Samba mastery Know the difference between semibreves, ninims, crotchets, paired uavers, semiquavers and rests. Know the timbre of all	Develop musical language for tempo. Historical focus on
hristians believe that God is holy and loving? Children will explore what hristians believe about God sing different bible texts and make clear connections. They will also consider how these beliefs are put into practise.	What does it mean if istians believe that God is holy and loving? hildren will explore what istians believe about God ng different bible texts and nake clear connections. ey will also consider how nese beliefs are put into	Why do Hindus want to be good? Children will identify Hindu religious beliefs: Karma, Dharma, Samsara and Moksha and use technical terms accurately. They will give meanings for the story of 'The man in the well' and explain how it relates to

		Genre: Warning tale Focus: Drawing and code making Non- Fiction- Instructions - How to trick an animal!	Fiction: Text The Three Billy Goats Gruff Story Plot Defeat the monster Non-fiction How to Trap a Troll Genre Instructions	Fiction: Text The Magic Porridge Pot Story Plot Finding Story Poetry: Spine poems from an image/ List poems	Fiction: Text Kassim and the Greedy Dragon Story Plot DTM Poetry: Spine poems from an image/ List poems	Fiction: Text The Cobbler & Smok the Dragon Story Plot Defeat the Monster Poetry: Spine poems from an image	Fiction: Text Adventure at Sandy Cove Story Plot Finding Tale Poetry: Spine poems from an image/ List poems	Fiction: Text Beowulf Story Plot Defeat the monster Poetry: Spine poems from an image	Fiction: Text Fowler's Yard Story Plot Wishing Tale Poetry: Spine poems from an image Additional Texts:
English	writing								Volcanoes (explanation), Klondike Gang Strikes Again (newspaper).
English:	Reading	Animal homes 1 by Anna Milbourne Understand the 5	Fiction: Up and Down The Way Back Home Ten Little Aliens Lost and Found Whatever Next Stuck! How to Catch a Star The Queen's Hat Non-Fiction: Queen Elizabeth II: The Queen Who Chose to Serve We Love Festivals – Chinese New Year Lanterns and Fire Crackers: A Chinese New Year	Author Focus: Shirley Hughes My Naughty little Sister Alfie Gets in First An evening at Alfie's Lucy and Tom at the seaside Alfie's feet	Author Focus: Oliver Jeffers Here we Are Stuck The Incredible Book-Eating Boy The Great Paper Caper This Moose Belongs to Me Fiction: Fantastic Mr Fox (magical realism) Non-fiction every Friday. Text on significant person – Princess Diana	Fiction: The Royal Rabbits of London (Adventure) Poetry: God Save the Queen Non-fiction each Friday Text on significant person/event – Thomas Edison - Great Fire of London	Fiction: Who Let the Gods Out? (Fantasy Thriller) Poetry: The Olympians Non-fiction each Friday	Fiction: The Boy at the Back of the Class (Refugees and Political Asylum) Poetry: 'Our hearts are broken' refugee poem Non-fiction each Friday. Texts on significant people: – Neil Armstrong - Mahatma Gandhi	Fiction: Treasure Island (Classic – adventure novel) Poetry: Tyme flyes when you're having fun (sea shanty) Non-fiction each Friday.
Maths	Ľ	Dinosaur sorting shapes – sort for colour, shape Counting- fewer and less Ordering up to 10	Alive in Five Mass and Capacity Growing 6, 7, 8 Length, Height and Time	Number: addition and subtraction within 20 Number: place value within 50-	Measurement: money Number: multiplication and division	Number: multiplication and division Measurement: Length and perimeter	Number: multiplication and division Measurement: length and perimeter	Multiplication and Division B Fractions B	Ratio Algebra Decimals
Computing		Use Simple city Zoo	Super Space Creating, pattern, logical reasoning	Project Evolve Online Safety: 5) Online Relationships <u>Moving a robot:</u> Writing short algorithms and programs for floor robots and predicting program outcomes.	Project Evolve Online Safety: 5) Online Relationships <u>Robot Algorithms</u> : Creating and debugging programs and using logical reasoning to make predictions.	<u>Gooseberry Planet Online</u> <u>Safety:</u> 4) Fake Profiles 5) Selfie Safe <u>Sequencing Sounds:</u> Creating sequences in a block-based programming language to make music.	Gooseberry Planet Online Safety: 4) Safe Sharing 5) Location Sharing Repetition in shapes: Using a text-based programming language to explore count- controlled loops when drawing shapes.2	Gooseberry Planet Online Safety: 4) Sharing Safely 5) Online Gaming Selection in physical computing: Exploring conditions and selection using a programmable microcontroller.	<u>Gooseberry Planet</u> <u>Online Safety:</u> 4) Extreme Promises 5) Video Chat <u>Variables in games:</u> Exploring variables when designing and coding a game.

MFL- Spanish					Animals (Early Language) Recognise, recall and spell 10 animals in Spanish with their indefinite article/ determiner. Use and become familiar with the verb 'soy' (I am).	Ancient Britain (Early Language) Use 'soy' (I am), 'tengo' (I have) and 'vivo' (I live). Name the 6 key periods, say the 3 types of people who lived in Ancient Britian, 3 key hunting and the 3 types of dwellings people lived in.	Do you have a pet? (Intermediate) Repeat, recognise and attempt to spell 8 pets in Spanish. Ask and tell somebody whether they do or do not have a pet and its name.	Planets (Progressive) Name and label the Solar System in Spanish. Describe using adjectives and extend using conjunctions. Role play an interview with an astronaut.
PSHE Dreams and Goals	Develop appropriate of being assertive Talk with others to solve conflicts JIGSAW Dreams and Goals	Dreams and Goals: Keep trying even when it's difficult, work well with a partner or in a group, have a positive attitude, help others to achieve their goals.	Dreams and Goals: My treasure chest of success, steps to goals, achieving together, stretchy learning, overcoming obstacles and celebrating my success.	Dreams and Goals: Goals to success, my learning strengths, learning with others, a group challenge and celebrating our achievement.	<u>Drams and Goals:</u> Dreams and goals, my dreams and ambitions, a new challenge, our new challenge, our new challenge – overcoming obstacles and celebrating my learning.	Dreams and Goals: Hopes and dreams, broken dreams, overcoming disappointment, creating new dreams, achieving goals and we did it!	Dreams and Goals: When I grow up (my dream lifestyle) investigate jobs and careers, my dream job. Why I want it and the steps to get there, dreams and goals of young people in other cultures, how can we support each other and rallying support.	Hopes and Goals: Personal learning goals, steps to success, my dream for the world, helping to make a difference and recognising our achievements.
БЕ	Dinosaur stomping, moving to music	Aesthetic movement: Taking weight on different body parts. Transferring weight and building strength.	Shape and travel.	Shapes solo, partnering shapes, circles solo, artistry abstraction and artistry (making).	Travel and rotation.	SWIMMING Balance and rotation.	Real Dance – shapes solo, circles solo, artistry abstraction and musicality, partnering lifts and artistry (making)	Coordination (footwork)