

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Spring 2</p> <p>Marvellous Men and women</p> <p>History</p>	<p>Where does it grow?</p> <p>History: How did farmers use to farm? How do they farm now? What would our families have used in the past if they were farmers?</p> <p>Geography: Know that there are different countries in the world and talk about differences that have experienced and seen in photos: flags, food, weather</p>	<p>What changes in Spring?</p> <p>History: St Piran's Day – why do we celebrate this?</p> <p>Geography: Changes in weather – exploring the natural world:</p> <p>Know that there are different countries in the world (UK and Australia) recognising similarities and differences between life in this country and life in others (avoid stereotyping).</p> <p>My Town-Camborne- visit to 'Spin' launderette</p>	<p>Kings and Queens Who was the better monarch?</p> <p>This topic looks at significant monarchs from British history to present and their impact on Britain.</p>	<p>Was the building of the Titanic a good idea?</p> <p>This topic looks at the Titanic (1912 when George V was king); the facts and evidence surrounding the event along with what life was like in 1912 then and now.</p> <p>This unit of work compares the actions of the more local Penlee lifeboat disaster in 1981.</p>	<p>Which era would you rather live in? The Stone Age, Iron Age or Bronze Age.</p> <p>Pupils look at history proceeding (pre-history) dinosaurs. Stone Age(2-6 million-3300BC to Iron Age (500BC-332BC)They look at early people and what life was like: early settlements, tools etc</p>	<p>Where would you rather live: Athens or London?</p> <p>Pupils look at life in Ancient Greece 700-480BC. The concept of democracy, philosophy, gods and culture. They will also compare Ancient Greece to another civilisation studied – Ancient Maya.</p>	<p>Did Britain improve when the Romans left?</p> <p>Anglo-Saxons and the Scots (410-1066AD) Pupils develop their chronology and learn how the Roman occupation came to an end and why the Anglo Saxons and Scots invaded, where they settled. about William the Conqueror and the Battle of Hastings the causes and the effect of the invasion. Pupils will learn how the Anglo-Saxons and Scots era ended.</p>	<p>How did slavery end?</p> <p>Atlantic Slave Trade Pupils will learn how slavery dates back to the 15th century (Columbus) and how Europeans enslaved millions of people from parts of West Africa by transporting them across the Atlantic Ocean and selling them in the Americas. It will look at the 'Triangular trade' and the three stages of slave trade. They will also consider the impact the slave trade had on Britain and continues to have on black families in Britain today.</p>
<p>Global Citizenship</p> <p>KU: Identity and diversity</p> <p>Values and attitudes: Value diversity</p>	<p>Self awareness and reflection</p> <ul style="list-style-type: none"> recognise, name and deal with feelings in a positive way notice some effects of own actions on others <p>identify how people are feeling (e.g. happy, sad, worried)</p> <p>Communication</p> <ul style="list-style-type: none"> listen to others take turns to express a view <p>Cooperation and conflict resolution</p> <ul style="list-style-type: none"> participate in group activities take turns and share manage disputes peacefully 	<p>Rules in class and school</p> <p>How rules can help us.</p> <p>Belief that people can make a difference, both on their own and when they work together.</p>	<p>The need for rules in own school and wider society and how people can take part in making and changing them.</p> <p>Basics of how own country is governed.</p> <p>Belief that individuals and groups can improve situations.</p> <p>Willingness to cooperate with others to change things for the better.</p>	<p>The need for rules in own school and wider society and how people can take part in making and changing them.</p> <p>Basics of how own country and region is governed.</p> <p>Belief that individuals and groups can improve situations. Willingness to cooperate with others to change things for the better.</p>				
<p>Science</p>	<p>Plant seeds and care for growing plants</p> <p>Understand the key features the life cycle of a plant and an animal</p> <p>Begin to understand the need to respect and care for the natural environment and all living things: animals</p>	<p>New Life- eggs and chicks</p> <p>Changes in materials: Explore a range of materials including natural materials.</p> <p>Observe measure and record how materials when heated and cooled.</p> <p>Understand the effect of changing seasons on the natural world.</p>	<p>What is the best material?</p> <p>Everyday Materials</p> <p>Children will identify, name, describe and investigate a variety of common everyday materials. Materials will be grouped and compared based on their physical properties.</p>	<p>How can we answer a scientific question? Working Scientifically</p> <p>Children will develop their investigative skills in a range of scientific enquiries. They will plan, carry out and conclude during this unit.</p>	<p>Are all rocks the same? Rocks</p> <p>Children will link their understanding of rocks to the uses during the Stone Age and beyond. They will be able to explain the process of fossilisation and build upon their knowledge of dinosaurs and fossils from year 1.</p>	<p>Whose teeth are those? Animals including Humans</p> <p>Children will learn that Hippocrates is known as the Father of Medicine and study the human digestive system, the function of teeth and how to keep their teeth healthy.</p>	<p>Why do children in Australia go to school whilst you are asleep? Earth and Space</p> <p>Children will build on their learning from KS1 by looking at the movement of the Earth and the other planets relative to the sun in the solar system. Children will describe the movement of the moon and its phases and use the idea of the Earth's rotation to describe day and night.</p>	<p>What is adaption? Evolution and inheritance</p> <p>Children will recap their knowledge from KS1 about animals and their offspring. They will learn that some living things have changed over time and build upon their understanding of fossils. Children will look at how plants and animals have adapted to their environment and that adaptation may lead to evolution.</p>

<p style="text-align: center; color: green;">Art</p>	<p style="text-align: center;">Use drawing to represent ideas like movement or loud noises</p>	<p style="text-align: center;">Focus: 3D</p> <p style="text-align: center;">Artist: Andy Goldsworthy</p> <p style="text-align: center;">Artist study: Sculptor and photographer</p>	<p style="text-align: center;">DT</p>	<p style="text-align: center;">Focus: Drawing</p> <p style="text-align: center;">Skills:</p> <ul style="list-style-type: none"> - Experiment with tools and surfaces (chalk on concrete, oil pastel on paper) -Experiment with tone to create light and dark <p>Artist Study: Ralph Curnow (Marine artist, he spent 11 years on crew of Penlee lifeboat) Focus on 'waves'</p>	<p style="text-align: center;">DT</p>	<p style="text-align: center;">Focus: Drawing</p> <p style="text-align: center;">Skills:</p> <ul style="list-style-type: none"> - Work with precision and attention to detail -Use an artistic style to influence drawing -Geometric pattern -Tea bag paper for final piece <p>Artist Study: Ancient Greek Vases- Pottery</p>	<p style="text-align: center;">Focus: Drawing</p> <p style="text-align: center;">Skills:</p> <ul style="list-style-type: none"> -Use different techniques to replicate texture on a surface -Draw familiar objects with correct proportions <p>Artist: Saxon Art Study: Bayeux Tapestry</p>	<p style="text-align: center;">Focus: Painting</p> <p style="text-align: center;">Skills:</p> <ul style="list-style-type: none"> -Apply previous paint and colour learning to create chosen effect -Explore mixed media to convey a message <p>Artist Study: 'Sweet Clara and the Freedom Quilt' by Deborah Hopkinson (Book)</p>
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DT	Develop their own ideas and then decide which materials to use to express them)	Let's Look at Products (Cups)	Mechanisms Sliders and levers Design, make and evaluate a picture with moving parts using our knowledge of stories and cutting and joining skills.	ART	Textiles 2-D shape to 3-D product Design, make and evaluate a scavenger bag that a Stone Age person may have used when hunting and gathering. Join two pieces of fabric choosing the most appropriate stitch. Create and use templates to cut fabric with accuracy.	Art	Art	Art
Music	Create their own songs or improvise a song around one they know Role play: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park	Our World Explore the pulse and the beat to musical styles.	My musical heartbeat: Explore the samba drums. Rhythm in body percussion. Cultural appreciation Samba.	Exploring improvisation: Improvise with technology. Find the beat within the structure of music. Rock & Roll genre.	Learning more music styles: Build awareness of pitch . Identify pitch when written as notation. Perform and sing in Song Fest.	Expression and improvisation: Classical music focus. Structure singing using pitch accuracy. Compose music using instruments while keeping a melody.	Sing and play with different styles: Samba performance (parents) Explore texture in two parts (rhythmic and melodic lines). South African traditions, exploring the history of music across culture.	Music styles connect us: Play a 16 beat melody focusing on pitch . Read notation & notate and perform independently. Cultural focus on Middle East.
RE	Continue developing positive attitudes about the differences between people: Religious: Easter	Christianity: Salvation Why is Easter special to Christians (church visit)?	Judaism God/Torah/People Who is Jewish and how do they live? Children will learn about special objects in Jewish homes. They will learn that Jews believe that it is important to love God.	Christianity Salvation Why does Easter matter to Christians? Children will learn the story of Holy Week and the events that led to Jesus' death. They will learn about the idea of resurrection.	Islam: How do festivals and worship show what matters to a Muslim? Children will learn about God in the Islamic religion and how they worship in different ways. They revisit the five pillars of Islam and learn about Ramadan.	Christianity Salvation Why do Christians call the day that Jesus died 'Good Friday?' Children will learn the meaning of salvation and how Jesus came to rescue people. They will recap on the events of Holy Week and focus on why the day Jesus died is known as Good Friday.	Christianity: How do Christians decide how to live: What would Jesus do? Children will identify features of Gospel texts and make clear connections between them and how Christians live in our community.	Christianity What do Christians believe Jesus did to save people? Children will recap the birth/death of Jesus and explain what Christians mean when they say that Jesus' death was a sacrifice and the idea of salvation.
English Writing	Genre: Conquering the Monster Tale Focus: Giving meaning to marks Non-Fiction-Instructions – How to grow a garden	Fiction: Gingerbread Man Genre: Journey Focus: Settings Non-Fiction-Instructions (making Gingerbread biscuits)	Non-fiction Text: How to Make Magic Porridge Genre Instruction Performance Poetry Pirate Pete by James Carter	Non-fiction: Model Text: Dragon discovered (Roskear) Genre Recount in the style of newspaper Performance Poetry Rhythm of life - Pie Corbett	Non-fiction: Text Rainbow dragons Genre Information text Performance Poetry The Dragon That Ate our School	Non-fiction: Text Is it better to live by the sea or in a city? Genre Discussion Performance Poetry: The Ning Nang Nong	Non-fiction: Text Discover Denmark Genre Persuasive Performance Poetry: The Kraken	Non-fiction Text The World of Junk Yard Creatures Genre: Information Performance Poetry: Charge of the Light Brigade Additional Texts: Persuasive letter and A Monster Calls (fantasy)

English Reading	<p>Fiction: Enormous Turnip Maisie Grows a Garden Jack and the Beanstalk</p> <p>Non-Fiction: Lift the Flap Questions & Answers about your Body (Usborne Lift-the-flap-Books:1 by Katie Daynes First Facts Bugs by DK My First book of Garden Bugs RSPB by Mike Unwin</p> <p>Know many rhymes; Be able to talk about familiar books; Be able to tell a long story</p>	<p>Fiction: Chair Baby Chair Three Little Pigs The Lion Inside Owl Babies The Mixed up Chameleon</p> <p>Non-Fiction: Busy Grow (Campbell Busy Books, 38) National Trust: Big Outdoors for Little Explorers</p> <p>Explain why things might happen.</p>	<p>Author in Focus: Kes Gray Oi Dog Oi Frog Oi Cat Oi Duckbilled Platypus How Many Legs</p>	<p>Author Focus: Sue Hendra Keith the Cat with the Magic Hat Barry the Fish with Fingers Supertato No-Bot and Doug the Bug Fiction: Dolphin Boy (local author and friendship)</p> <p>Non-fiction every Friday.</p> <p>Text on significant person: – Mother Teresa</p>	<p>Fiction: Stone Age Boy 3.5 (Historical fiction)- 1 week On this</p> <p>Poetry: I was born in the Stone Age by Michael Rosen</p> <p>Non-fiction each Friday</p>	<p>Fiction: Who Let the Gods Out? (Fantasy Thriller) Poetry: The Olympians Non-fiction each Friday.</p>	<p>Fiction: Anglo Saxon Boy (Historical Fiction) Poetry: Battle of Hastings Poem</p> <p>Non-fiction each Friday.</p> <p>Texts on significant people – Albert Einstein - Amelia Earhart</p>	<p>Fiction: Freedom (Historical Fiction) Poetry: The Slave's Dream by Henry Wadsworth Longfellow Non-fiction each Friday.</p> <p>Texts on significant people – Charles Darwin - Nelson Mandela - Martin Luther King</p>
Maths	<p>Carpet maths: 10 min maths/ Continuous provision(indoors and out)</p> <p>Know that the last number reached when counting a small amount of objects tells you how many there are in total (cardinal principle)</p>	<p>Length, height and time Building 9 and 10 Explore 3D shapes</p>	<p>Measurement: Length and Height Measurement: weight and volume</p>	<p>Measurement: length and height Measurement: mass, capacity and temperature</p>	<p>Number: fractions Measurement: mass and capacity</p>	<p>Number: fractions Number: decimals</p>	<p>Decimals and Percentages Perimeter and area Statistics</p>	<p>Fractions, decimals and percentages Area, perimeter and volume Statistics</p>
Computing	<p>Use Simple city Garden centre</p>	<p>Springtime Abstraction, creating, decomposition</p>	<p>Project Evolve Online Safety: 6) Managing Online Information</p> <p>Grouping data: Exploring object labels, then using them to sort and group objects by properties.</p>	<p>Project Evolve Online Safety: 6) Managing Online Information</p> <p>Pictograms: Collecting data in tally charts and using attributes to organise and present data on a computer.</p>	<p>Gooseberry Planet Online Safety: 6) Sharing Online (copywrite) 7) Video Chat</p> <p>Branching databases: Building and using branching databases to group objects using yes/no questions.</p>	<p>Gooseberry Planet Online Safety: 6) Online Gaming 7) Online Bullying</p> <p>Data logging: Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p>	<p>Gooseberry Planet Online Safety: 6) Boundaries 7) Illegal Downloads</p> <p>Flat-file databases: Using a database to order data and create charts to answer questions.</p>	<p>Gooseberry Planet Online Safety: 6) Online Bullying 7) Online Gaming</p> <p>Introducing spreadsheets: Answering questions by using spreadsheets to organise and calculate data.</p>
MFL					<p>Instruments (Early Language) Recognise, recall and spell 10 instruments in Spanish with their indefinite article/ determiner. Use and become familiar with the verb 'toco' (I play).</p>	<p>Presenting Myself (Intermediate) Use greetings in Spanish, ask somebody how they are feeling and reply. Count from 1 – 20 in Spanish. Ask somebody their name, how old they are and where they live in Spanish and reply.</p>	<p>What is the weather? (Intermediate) Repeat and recognise the vocabulary for weather in Spanish. Ask and reply what the weather is like today. Describe the weather across different regions.</p>	<p>War World II (Progressive) Decode texts about WW2 in Spanish. Name the countries involved in WW2. Say the differences between city and country life during the war.</p>

<p>PSHE</p>	<p>Healthy Me</p>	<p>Make healthy choices about :food, drink, activity and tooth-brushing</p> <p>JIGSAW - Healthy me</p>	<p>Healthy Me: healthy choices, balanced diet physically active, keep themselves and others safe, enjoy healthy friendships and know how to keep calm and deal with difficult situations.</p>	<p>Healthy Me: Being healthy, healthy choices, clean and healthy, medicine safety, road safety and happy, healthy me.</p>	<p>Healthy Me: Being healthy, being relaxed, medicine safety, healthy eating and the 'healthy me' café.</p>	<p>Healthy Me: Being fit and healthy, what do I know about drugs? Being safe, being safe at home and my amazing body.</p>	<p>Healthy Me: Friends and me, group dynamics, smoking, alcohol, healthy friendships, inner strength and assertiveness.</p>	<p>Healthy Me: Smoking, Alcohol, Emergency aid, Body image, relationship with food.</p>	<p>Healthy Me: Food, drugs, alcohol, emergency aid, emotional and mental health and managing stress.</p>
<p>PE</p>	<p>Gross Motor: Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which relate to music and rhythm.</p> <p>Fine Motor: Be increasingly independent as they get dressed and undressed, putting coats on and doing up zips</p>	<p>Aesthetic movement: Balance, holding body positions, balance while travelling.</p>	<p>Co-ordination- ball skills</p> <p>Counterbalance: with a partner</p>	<p>Balance and travel.</p>	<p>Coordination (ball skills), sending and receiving.</p>	<p>Shapes solo, circles solo, partnering shapes, circles and lifts, artistry making.</p>	<p>SWIMMING</p> <p>Rhythmic sequences and bench sequences.</p>	<p>Rhythmic sequences and bench sequences.</p>	