

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Summer 1</p> <p>Active Planet- Geography</p>	<p>Who's been sitting in my chair?</p> <p>History: What do we know about royalty? Where do they live? Who is the King of England?</p> <p>Geography: Encourage pupils to talk about what they see: Maps and directions</p>	<p>How does your garden grow?</p> <p>History: Trevithick Day Talk about experiences that are familiar to them and how these may have differed in the past: transport Using basic chronology to recognise things happened before they were born.</p> <p>Geography: Knowing about and caring for the environment – recognising some environments are different from the one in which they live</p> <p>My Town- Camborne- visit to Richard Trevithick statue</p>	<p>Why does weather change? This topic builds on knowledge of the equator and looks at weather around the world - this prepares pupils for more depth of knowledge when studying climate zones in KS2. (Continent level)</p> <p>Pupils learn about the seasons and the impact on humans and animals.</p> <p>Pupils describe and compare the seasons using geographical language.</p>	<p>Does it Snow in Africa? Having explored a comparison of 2 contrasting cities and 2 contrasting countries pupils now compare a non- European country- Egypt. Using maps, globes, aerial photos and dollar street, pupils compare the physical and human features such as trade, natural resources, settlement, land use, , tourism, weather and climate and culture. Describe and compare the weather throughout the year and what are the effects.</p>	<p>Are forests all the same? Using maps, globe, atlas and digital mapping, pupils will identify features and of a forest biome and where they are located around the world with a focus on N/S America: Amazon, Tongass, Sequoia, Redwood.</p> <p>Pupils will learn how forests are used as a resource (recreation) and human impact.</p> <p>Pupils will compare a forest biome with a local forest and describe how the land has changed.</p>	<p>What are the vital roles of rivers? Building on previous units of learning and what they learnt about the water cycle in science, they deepen their knowledge of their local rivers, UK rivers, N and S America rivers (Amazon). Pupils learn the features of a river; the journey of a river; importance of water as a resource for life and the impact of rivers on settlements.</p>	<p>Why do people live near volcanoes? Pupils build on their understanding of the formation of mountains and polar climates and learn how volcanoes and earthquakes occur as well as the impact of natural disasters and how people have adapted to live near volcanoes.</p> <p>Research how different companies, organisations, charities respond to disasters..</p>	<p>Why is the aquatic biome important to Cornwall? Pupils explore the main types of settlement; types of businesses/industries in their county: Consider reasons for this e.g., natural resources. Consider how trade in Cornwall has changed over time.</p> <p>Explore the stability of tourism within Cornwall and the impact of weather/COVID. Consider other sustainable, developing industries within the county and what that means for them: socially, economically and environmentally..</p>
<p>Global Citizenship</p> <p>KU: Identity and diversity</p> <p>Values and attitudes: Value diversity</p>	<p>Ability to manage complexity and uncertainty</p> <ul style="list-style-type: none"> ask for help if unsure what to do <p>Informed and reflective action • support others in group or class</p> <p>Sense of identity and self-esteem</p> <ul style="list-style-type: none"> awareness of self and own uniqueness • sense of self-worth and worth of others 	<p>What fairness means</p> <p>Examples of what it can mean to be rich or poor in local and other contexts.</p> <p>Rights in class and school.</p> <p>The need to respect the rights of others.</p> <p>basic human rights and how some people have them denied.</p> <p>Willingness to stand up and speak for others</p> <p>Fairness in dealing with others.</p>	<p>Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels.</p> <p>UN convention on the rights of the child.</p> <p>Reasons why some people have their rights denied.</p> <p>Offence at unfair treatment of others locally and globally.</p> <p>Sense of justice.</p> <p>Growing interest in world events and global issues.</p>	<p>How fairness may not always mean equal treatment.</p> <p>Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels.</p> <p>UN convention on the rights of the child. Reasons why some people have their rights denied.</p> <p>Those responsible for rights being met (e.g. teachers, local and national government). Offence at unfair treatment of others locally and globally.</p> <p>Sense of justice.</p> <p>Growing interest in world events and global issues</p>				
<p>Science</p>	<p>Explore and talk about different forces they can feel: Magnet trains and wands</p> <p>What can we make from paper? Where does paper come from?</p>	<p>Life cycles – plants and butterflies. Caring for growing plants. Identify and name living things within the locality – exploring the natural world around them – close observation.</p>	<p>How do seasons change? Seasonal Changes Children will learn that there are four seasons. They will observe the seasonal changes that occur during Spring and Summer. They will tie in their seasonal understanding with their learning of weather and observe rainfall and temperature.</p>	<p>Can all plants and animals survive in the desert? Living things and their Habitats Children will build upon the understanding of habitats by looking at plants and animals in Africa.</p>	<p>Can we survive without plants? Plants Children will be studying a forest biome and build upon their knowledge of plants from KS1 by looking at how a healthy plant can be maintained. They will identify the structure of plants, explore the requirements for healthy growth, investigate water transportation within plants</p>	<p>How can materials change state? States of Matter Children study the water cycle, define solids, liquids and gases and observe how some materials change state when they are heated or cooled. Their scientific knowledge will feed into the unit of work on Rivers.</p>	<p>Will a feather and a rock fall at the same speed? Forces Children will develop their understanding of forces by learning about air resistance and friction. They will learn more about gravity and recognise that some mechanisms (levers, pulleys and gears) allow a smaller</p>	<p>Working Scientifically Children will have the opportunity to revisit prior knowledge and consolidate new learning by conducting investigations and experiments from a range of scientific topics.</p>

					and explore pollination, fertilisation, seed formation and seed dispersal. This builds upon their knowledge of desert biomes in Yr 3 Aut 1.		force to have a greater effect.	
Art	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc	Focus: Drawing Artist: Claude Monet Artist Study: Impressionist painter	DT	Focus: Painting Skills: Discuss regular and irregular pattern Make many tones of colour Develop ideas Artist Study: Tingatinga Art (African Culture)	Focus: Drawing Skills: Make different tones using graded pencils Awareness of perspective Choose from different mediums to achieve desired effect (pencil, charcoal, pastel) Artist Study: Ivan Shishkin- Landscape Artist	Focus: 3D Skills: Plan and develop ideas Choose materials for the effect they create Add pattern and texture to 3D form Artist Study: John Dahlson- Contemporary environmental artist (Beach Clean)	DT	DT

DT	Join different materials and explore different textures	Fantastic Fruit	Structures Freestanding structures Design, make and evaluate a structure using our knowledge of free-standing structures and joining materials. Develop techniques to ensure that the finished product is strong, stiff and stable.	Art	Art	Art	Structures Frame structures Design, make and evaluate an earthquake resistant frame structure (bridge) using our knowledge of structures and earthquakes. Understand how to use a range of joining techniques appropriate to the materials and structure.	Textiles Combining different fabric shapes Design, make and evaluate an apron/utility belt for a local business using my knowledge of joining fabric and different sewing techniques. Include a means of fastening using upcycled materials.
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	Big Bear Funk Learn more about music appreciation and recognise instruments in music.	Having fun with improvisation: Improvising music to accompany a story. Make connections to sounds and feelings (Timbre).	Playing in an orchestra: Learn to play the Ukulele. Explore notation. Exploring texture by playing short rhythmic patterns.	Exploring improvisation: Improvise using notes, crotchets and quavers. Sing focusing on texture while using xylophones.	The show must go on: Ukulele performance (parents): Play using pitch notation. Following notation to enhance tempo and rhythm . Jazz music appreciation.	Battle of the bands: Recognise the sound of individual notation and play this by ear. Compose melodies using a rhythmic accompaniment. Appreciation of music in film.	Year 6 Play Improving with confidence: Singing with rhythm, harmony & pitch (Texture). Focusing on traditions of England and sea shanties. Perform and improvise with instruments.
RE	Continue developing positive attitudes about the differences between people: Bible stories: Parables	Focus: Gospel – Why times/stories are special and why?	Judaism God/Torah/People Who is Jewish and how do they live? (God/Torah/People) Children will explore Jewish stories about how God looks after his people and look at different Jewish festivals.	Christianity Gospel What is the good news Christians believe Jesus brings? Children will look at the twelve disciples and their stories in the Gospels as well as exploring forgiveness and how Jesus taught this.	Christianity Gospel What kind of world did Jesus want? Children will read the Gospel story; Jesus calling his first disciples and then look at other Gospels to show what kind of world Jesus wanted. They will then consider how Christians live as a result.	Christianity Kingdom of God For Christians, what was the impact of Pentecost? Children will learn the story of Pentecost and what Christians believe about the Kingdom of God on Earth. They will consider the impact of Pentecost on Christians today.	Islam: What does it mean to be a Muslim in Britain today? Children will recap Muslim beliefs, the Prophet and the holy Qu'ran, making connections between Muslim beliefs studied and the way Muslims live in Cornwall today.	Christianity Creation and Science: conflicting or complementary? Children will identify what type of text some Christians say Genesis 1 is and show awareness of different interpretations of it. They will show an understanding of why science and faith go together.
English writing	Genre: Conquering the Monster Tale Focus: Using letter shapes in mark making Non-Fiction-Information - Bear	Fiction: The Very Hungry Caterpillar Genre: Cumulative Focus: Description Non-Fiction-Information (Butterflies)	Fiction: Text Monkey See, Monkey Do Story Plot Journey List Poetry I Spy with my Rainbow Eye	Fiction: Text Elves & The Shoemaker Story Plot Rags to Riches List Poetry Six Things Found in an Elf's Knapsack	Fiction: Text The Manor House Story Plot Tale of Fear List Poetry The Cave of Curiosity	Fiction: Text Reilly Story Plot Warning List Poetry: If I was called to create a wonder	Fiction: Text The Time Slip Scarab Story Plot Portal List Poetry: Around me	Fiction Keep off the Tracks Genre: Warning Tale Additional Texts: Portal Story and Explanation text

English reading	<p>Fiction: Goldilocks and the 3 Bears Red Riding Hood There was Princess Long ago</p> <p>Non- Fiction: My First Book of Woodland Animals by Zoe Ingram Which food will you choose by Claire Potter Know many rhymes; Be able to talk about familiar books; Be able to tell a long story</p>	<p>Fiction: The Tiny Seed Jasper's Beanstalk The Very Greedy Bee Handa's Surprise Ah Spider! Oliver's Fruit Salad</p> <p>Non- Fiction: All about Leaves Leaf Man Our World in Pictures: Trees, Leaves, Flowers & Seeds Eating the Alphabet: Fruits & Vegetables from A to Z Kew: Lift and Look Fruit and Vegetables</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Author Focus: Rachel Bright The Lion Inside The Squirrels who Squabbled The Whale who Wanted More The Way Home for Wolf The Gecko and the Echo</p>	<p>The Snail and the Whale The Mousehole Cat</p> <p>Author Focus: Catherine Raynor Arlo the Lion that Couldn't Sleep Ernest Smelly Louie Abigail My Pet Goldfish Fiction: The Last Polar Bears (Environmental)</p> <p>Non-fiction every Friday.</p> <p>Text on significant person – Mother Teresa</p>	<p>Fiction: Billy and the Minpins Poetry: Little Red Riding Hood and the Wolf by Roald Dahl Non-fiction each Friday</p> <p>Text on significant person – Florence Theresa</p>	<p>Fiction: Orphans of the Tide (Fantasy) Poetry: The Water Cycle by Helen Moore Non-fiction each Friday.</p> <p>Text on significant person – Tim Bernes-Lee</p>	<p>Fiction: The Firework Maker's Daughter (Modern Classic - Adventure) Poetry: Beneath the Earth by Malou Evans Non-fiction each Friday.</p>	<p>Fiction: Dead Man's Cove (Crime/ Mystery) Poetry: The Obby Oss by Charles Causley</p> <p>Texts of significant people: - Emeline Pankhurst - William Shakespeare</p>
Maths	<p>Carpet maths: 10 min maths/ Continuous provision(indoors and out)</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Solve real world mathematical problems with numbers up to 5</p>	<p>To 20 and Beyond How any Now Manipulate, Compose and Decompose, Sharing and Grouping</p>	<p>Number: Multiplication and Division Number: fractions Geometry: position and direction</p>	<p>Number: fractions Measurement: time</p>	<p>Number: fractions Measurement: money</p>	<p>Number: decimals Measurement: money Measurement: time</p>	<p>Shape Position and direction Decimals</p>	<p>Shape Position and direction SAT's revision</p>
Computing	<p>Let's Move radio prog Beebot</p>	<p>Boats Ahoy Algorithms, creating, patterns</p>	<p>Project Evolve Online Safety: 7) Privacy and Security</p> <p>Digital writing: Using a computer to create and format text, before comparing to writing non-digitally.</p>	<p>Project Evolve Online Safety: 7) Privacy and Security</p> <p>Digital writing: Using a computer to create and format text, before comparing to writing non-digitally.</p>	<p>Gooseberry Planet Online Safety: 8) Online Bullying 9) Online Gaming</p> <p>Desktop publishing: Creating documents by modifying text, images, and page layouts for a specified purpose.</p>	<p>Gooseberry Planet Online Safety: 8) chatting Online 9) Keeping Healthy</p> <p>Photo editing: Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled.</p>	<p>Gooseberry Planet Online Safety: 8) Downloading Apps 9) Images</p> <p>Vector drawing: Creating images in a drawing program by using layers and groups of objects.</p>	<p>Gooseberry Planet Online Safety: 8) Clickjacking 9) Fake Profiles</p> <p>3D modelling: Planning, developing, and evaluating 3D computer models of physical objects.</p>

MFL					<p>I know how to... (Early Language) Recognise, recall and spell 10 action verbs in Spanish. Make more complex sentences by adding positive/negatives and conjunctions 'y' (and) & 'pero' (but).</p>	<p>In the classroom (Intermediate) Remember and recall 12 classroom objects with their indefinite article. Replace an indefinite article with a possessive adjective. Say and write what they have and do not have in their pencil case.</p>	<p>My Home (IN) Say whether they live in a house or an apartment and where it is. Repeat, recognise and spell ten rooms. Ask and reply to which rooms they do or do not have in their house.</p>	<p>Healthy Lifestyles (Progressive) Name and recognise 10 foods and drinks considered good for you and 10 which are not. Say what activities you do to keep healthy.</p>
PSHE	Relationships	<p>Relationships: Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Relationships JIGSAW - relationships</p>	<p>Relationships: How to make friends, solve friendship problems help others to feel part of a group, show respect, help themselves and others when they feel upset.</p>	<p>Relationships: Families, making friends, greetings, people who help us, being my own best friend and celebrating my special relationships.</p>	<p>Relationships: Families, keeping safe – exploring physical contact, friends and conflict, secrets, trust and appreciation and celebrating my special relationships.</p>	<p>Relationships: Family roles and responsibilities, friendship, keeping myself safe, being a global citizen and celebrating my web of relationships.</p>	<p>Relationships: Relationship web, love and loss, memories, are animals special, special pets and celebrating my relationships with people and animals.</p>	<p>Relationships: Recognising me, getting on and falling out, girlfriends and boyfriends and relationships and technology.</p>
PE		<p>Gross Motor: Match their developing physical skills to tasks and activities in the setting. Fine Motor: Use a comfortable grip with good control when holding pens and pencils</p>	<p>Manipulative skills: Rolling and trapping. Catching</p>	<p>Shapes solo, artistry musicality, partnering shapes, circles solo, artistry abstraction and artistry (making).</p>	<p>Agility and ball chasing</p>	<p>Agility (reaction and response) and agility (ball chasing).</p>	<p>Flight and travel. Acrobatic sequences and climbing sequences.</p>	<p>Reaction/ response and jumping/landing.</p>