

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Spring 2</b></p> <p><b><u>Marvellous Men and women</u></b></p> <p><b>History</b></p>	<p><b>Ready, Steady, Grow</b></p> <p>What do we know about royalty? ( Summer 1)</p>	<p><b>Changes</b></p>	<p><b>Kings and Queens</b></p> <p>This topic looks at the Royal family (tree) and focusses on Queen Elizabeth 1 (1558-1603) as daughter of Henry 8<sup>th</sup>. Looking at what life was like then and now. They learn about the <b>conflict</b> with Spain and the failed Armada <b>invasion</b>.</p>	<p><b>Disaster at sea</b></p> <p>This topic looks at the Titanic (1912 when George 5 was king); the facts and evidence surrounding the event along with what life was like then and now.</p> <p>The topic compares the actions of the more local Penlee lifeboat disaster in 1981.</p>	<p><b>Scavengers and Settlers</b> Pupils look at history proceeding (pre-history-dinosaurs).</p> <p><b>Stone Age</b>(2 -6 million-3300BC <b>to Iron Age</b> (500BC-332BC)They look at early people and what life was like: early settlements, tools etc</p> <p>Links are made to Cornish mining.</p>	<p><b>Ancient Greece</b></p> <p>Pupils look at life in Ancient Greece 700-480BC. The concept of democracy, philosophy, gods and culture.</p>	<p><b>Anglo-Saxons and the Scotts</b> (410-1066AD)</p> <p>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 Conqueor and the Battle of Hastings the causes and effect of the invasion and conflict between France and England (King Harold).</p>	<p><b>Atlantic Slave Trade</b></p> <p>Pupils will learn how slavery dates back to the 15<sup>th</sup> 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.</p>
<p>Global Citizenship</p> <p>KU: Identity and diversity</p> <p>Values and attitudes: Value diversity</p>	<p><b>Self awareness and reflection</b></p> <ul style="list-style-type: none"> <li>recognise, name and deal with feelings in a positive way</li> <li>notice some effects of own actions on others</li> <li>identify how people are feeling (e.g. happy, sad, worried)</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>listen to others</li> <li>take turns to express a view</li> </ul> <p><b>Cooperation and conflict resolution</b></p> <ul style="list-style-type: none"> <li>participate in group activities</li> <li>take turns and share</li> <li>manage disputes peacefully</li> </ul>	<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>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.</p> <p>Willingness to cooperate with others to change things for the better.</p>			
<p><b>Science</b></p>	<p>Grow beans to take home</p> <p>Pots, soil, beans</p> <p>What do beans need</p> <p>Look at the life cycle of a caterpillar</p>	<p>Changes in materials...</p> <ul style="list-style-type: none"> <li>Water to Ice</li> <li>Egg whites and sugar to make meringues</li> <li>Make jelly</li> </ul> <p>Growing beans</p>	<p>Everyday materials</p> <p>Animals including humans</p>	<p>Everyday materials</p>	<p>Rocks</p> <p>Children will link properties rocks to its uses in the Stone Age and beyond. Explain the process of fossilisation build on knowledge of dinosaurs in year 1</p>	<p>Sound</p>	<p>Forces</p>	<p>Evolution and inheritance</p> <p>Children will use North America as the basis for their Science topic due to its rich geographical and palaeontological history. They will use the book ( Origin of the Species by Sabia Readeva to study the beaks of the birds in the Galapagos islands abd consider the evolution of the peppered moths in Manchester, England</p>
<p><b>Art</b></p>	<p>Print with vegetables</p> <p>Weave baskets</p> <p>Thread wool in and out of shopping baskets</p>	<p>Observational drawings. – chicks!</p>						<p>Art by William Jackson- Liverpool slave ship</p>

DT	<p>Make a junk model greenhouse or shed to grow veg in</p> <p>Egg carton caterpillars</p> <p>Make a collage</p> <p>beanstalk with cotton wool clouds</p> <p>Decorate magic beans</p> <p>Build a beanstalk with duplo bricks</p>	Builds and constructs (build a Baddy Den!!) using a wide range of objects, selecting appropriate resources and tools.	Textiles- clothing of Queen Elizabeth. Stitch and outline shape onto fabric and embellish	Use of wheels and axels-, making structures stronger and joins.- design a lifeboat trailer	Spinning thread, making string and rope and mat weaving.	Research inventions by ancient greeks. Design and make own alarm clock and 'house it'	Roman rag dolls-no sew pioneer doll/ basic stiches	
Music		Recognise and explore how sounds can be changed.	Listen and talk about music ( greensleeves, Tudor music);play tuned and untuned instrument	Recognise genres of music	What is a metre of music?, what is an ostinato	Greeks instruments-lyre, musical terminology, lyrics, repeated patterns, ensembles	Anglo-saxon bone whistle- Alfred the Great, Beowulf music; 'happy and sad' keys ( major and minor),voices to create rhythm, describe dynmaics	Origins of Motown music ( linked to southern states on N America); Motown musicians, read grid notation, rhythm cylces
RE		Celebrate Easter – links to new life.	Who is Jewish and how do they live	Why does Easter matter to Christians?	How do festivals and worship show what matters to a Muslim? (Ibadah)	Why do Christians call the day that Jesus died 'Good Friday?' (Salvation)	How do Christians decide how to live: What would Jesus do?(Gospel)	What do Christians believe Jesus did to 'save' people? (Salvation)
English Writing	Draw and label vegetables	F- Rosie's Walk by Pat Hutchins NF-	F- Defeating the Monster- Paper Bag Princess NF- Non chron report text about Kings and Queens	F- Mousehole Cat- Defeating the monster NF- Recount- Penlee Lifeboat disaster	F- Journey The Nine Maidens stone circle NF- Non chron report	F- Myth- Icarus NF-Instructions	F- Beowulf- defeating the monster NF- Persuasive letter	F-Rags to Riches NF- Persuasion: speech NF- Explanation
English Reading	F- Jaspers beanstalk NF- about vegetables <i>Doing the garden</i> <i>Oliver's vegetables</i> <i>Eddies Garden</i>  <i>Going shopping</i>	Read traditional stories such as the 3 Little Pigs and change the endings			Stig of the Dump	Who Let the Gods Out	Beowulf 7.0	Freedom 4.5
Maths	3 d shapes Taking away - knowing there are fewer Adding - knowing there are more Measure vegetables with cubes for length 2d shapes and patterns Ordering numerals - up to 10 Use balances to weigh items Make price tags	Use mathematical ideas and methods to solve practical problems	Measurement: Length and Height Measurement: weight and volume	Geomatry: properties of shapes Number: fractions	Measurement: Length and perimeter Number: fractions	Number: fractions Number: decimals	Number: fractions Number: decimals and percentages	Algebra Geometry: properties of shape Geometry: position and direction Statitics:Graphs, averages and negative numbers

Computing	Use Simple city Garden centre	Eggs & incubator, chicks. New life. Use of programmable toys, link to use of positional language, animal environments.	Use an ipad ( open a site, scroll, find info), online safety, open an app, create instructions	Take a picture, create a collage, research for a purpose, create a document, online safety	Log in, sequence using time delays, create complex sequences, create an app	Database. Choose appropriate search engines, input data, plagiarism	Research, Using minecartft, copyright	Variables and object properties – using espresso, streaming, downloading, uploading, passcodes and passwords
MFL					Nouns including plurals, responding to basic questions			
PSHE Healthy Me	Caring for ourselves What do we need to keep well?  Naming vegetables Healthy eating - sorting foods	Make 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.	Being healthy, healthy choices, clean and healthy, medicine safety, road safety and <b>happy, healthy me.</b>	Being healthy, being relaxed, medicine safety, healthy eating and <b>the 'healthy me' café.</b>	Healthy Me: Being fit and healthy, about drugs, safe and unsafe, amazing body	Healthy Me: Friends and me, group dynamics, smoking, alcohol, healthy friendships, inner strength and assertiveness	Healthy Me: Smoking , Alcohol, Emergency aid, Body image, relationship with food	Healthy Me: Taking responsibility, drugs, Exploitation, Gnags, Emotional and Mental health, managing stress.
PE	Climbing outside – climbing frame as castle	Making different body shapes.	Co-ordination- ball skills  Counterbalance: with a partner	Co-ordination- ball skills  Counterbalance: with a partner	Skill co-ordination- sending and receiving  Cool down- Counterbalance: with a partner	Skill co-ordination- sending and receiving  Cool down- Counterbalance: with a partner	Static balance: one leg  Dynamic balance to agility: jumping and landing	Static balance: one leg  Dynamic balance to agility: jumping and landing





