

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Summer 2</p> <p>Changing Britain</p> <p>History</p>	<p>Here comes the sun</p>	<p>Treasure and the Seaside</p>	<p>Seaside Detectives</p> <p>What was the seaside like in the past? (places and people) Cornwall based</p> <p>What did our grandparents do at the seaside? (Living memory)</p> <p>What was the seaside like then and now</p>	<p>Cornwall in Bloom</p> <p>This topic looks at the tropical gardens in Cornwall and where the plants came from and how they got here? (Cornish plant hunters). Links to the explorer Francis Drake (1577), who followed Columbus's journey and Queen Elizabeth 1</p>	<p>Rampaging Romans</p> <p>Pupils learn about the impact of the Romans (27BC-476AD): and what they did for us: roads, language, towns, education. Pupils learn about Boudicca, who led the revolt, but who was defeated, against the Romans</p>	<p>Shipping, Trade and Traders</p> <p>Pupils learn about their local history and the role of the packet ships (1688) travelling from Truro (Lemon Quay) to the River Fal and assisting in the expanding British Empire. Falmouth was an information hub, second to London for knowing the news. It came to an end, as a result of the steam age.,</p>	<p>Vicious Vikings (793-1066AD) These pagan, Scandinavian, pillaging, warriors invaded Britain in part due to a lack of farmland. Sailing on their longboats invading the coast of East Anglia. Pupils look at life then and now and consider the significance of the battle on British history- and in to the Norman era.</p>	<p>Cousin Jacks</p> <p>Pupils learn about the local history of mining in the Cornwall- how in the 19th century the reputation of Cornish miners was 'the best in the world.' It looks at and what life was like then and at the causes and effects of the migration of miners around the world</p>
<p>Global Citizenship</p> <p>KU: Identity and diversity</p> <p>Values and attitudes: Value diversity</p>	<p>Commitment to social justice and equity</p> <ul style="list-style-type: none"> • sense of fair play • willingness to take turns and share <p>Respect for people and human rights</p> <ul style="list-style-type: none"> • starting to think of others <p>Value diversity</p> <ul style="list-style-type: none"> • positive attitude towards difference and diversity • willingness to listen to the ideas of others <p>Concern for the environment and commitment to sustainable development</p> <ul style="list-style-type: none"> • appreciation of, and care for, living things and own environment • sense of wonder and curiosity about the world • starting to value resources <p>Commitment to Participation and inclusion</p> <ul style="list-style-type: none"> • willingness to play fairly and inclusively with others <p>Belief that people can bring about change</p> <ul style="list-style-type: none"> • belief that everyone can do things to improve surroundings and support others 	<p>Similarities and differences between places in various parts of the world including own setting.</p> <p>Links between local community and the wider world</p> <p>Sense of belonging and valuing relationships with others.</p> <p>Awareness of, and pride in, own individuality.</p>	<p>Global connections between people's and countries e.g. through trade and communications.</p> <p>How local actions affect the wider world</p> <p>Positivity about the ways in which one is both similar to others and uniquely different.</p> <p>Value what contributes to own identity.</p>	<p>Global connections between people's and countries e.g. through trade and communications.</p> <p>How local and national actions affect the wider world</p> <p>Positivity about the ways in which one is both similar to others and uniquely different.</p> <p>Value what contributes to own identity.</p>				
<p>Science</p>		<p>Find out about and identify some features of living things, objects and events they observe (seaside links).</p>	<p>Animals Including Humans</p>	<p>Plants</p>				
<p>Art</p>		<p>Explore colour, texture, shape, form and space in two and three dimensions.</p>	<p>Painting- Study John Dyer's paintings of Cornwall beach scenes.</p>	<p>3D work- Investigate the paintings of Sophie Harding inspired by Cornish gardens and compare/contrast with St Ives artist Emma Jeffryes and her paintings of Cornish scenes using flowers. Focusing</p>		<p>3D work- ch child will eventually design and make a clay boat</p>	<p>Drawing/painting or 3D- Colour mixing study using black and white to make different tones of sea colour. This will eventually lead to their own acrylic Viking boat painting,</p>	<p>John Humphrey Spender- 1969</p> <p>Cornish Tin Mines</p>

				specifically on the foliage, pupils will create 3D work based on these art works using coloured modelling dough				
DT		Make large junk models			Design a Roman villa			
Music		Reinforce expectations of using the musical instruments.	Recognise changes in pitch Use instruments to create wave sound effects	Identify and compare pitch of two pieces of music	Sing with pitch and tune	Identify syncopated rythnn through jazz music. Notation	Through 'En Saga'- Learn how instruments can be used for story telling	Hostory of music in Cornwall: Cornish anthem.
RE								
English: Writing		F- 'Proud Peter the Pirate' Jolly Jacob the Jelly-eater!	F- Journey NF- Explanation	F- Rags to Riches NF- Explanation	F- Finding tale NF- Explanation	F- Rags to Ricches NF- Recount- newspaper	F- Finding tale NF- Non chron report	F- Wishing tale NF- Instructions NF- Explanation
English: Reading	<i>Lucy and Tom at the seaside Clem and the Crab Sally and the limpet The storm whale</i>							
Maths		Develop mathematical ideas and language exploring capacity and measuring Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.	Geometry: position and direction Number: place value within 100 Measurement: money Measurement: time	Measurment: time Measurement: mass, capacity and temperature	Geometry: Properties of shapre Measurement: mass and capacity	Statistics Geometry: property of shape Geometry: position and direction	Geometry: Position and direction Measurement: converting uinits Measurement: volume	
Computing		Use of programmable toys linked to maths - use of positional language.						

MFL- Spanish					The spanish calendar, read, write and say the date, construct simple sentences			
PSHE Changing Me		Understand everyone is unique and special, express how they feel when change happens, respect the change they see in other people, know who to ask for help if they are worried about change.	Life cycles, changing me, my changing body, boy' and girls' bodies , learning and growing and coping with changes.	Life cycles in nature, growing from young to old, the changing me, boys' and girls' bodies , assertiveness and looking ahead.	How babies grow, babies, outside body changes, inside body changes , family stereotypes and looking ahead.	Unique me, having a baby, girls and puberty, circles of change, accepting change and looking ahead .	Self and body image, puberty for girls, puberty for boys , conception, looking ahead and looking ahead to year 6.	My self-image, puberty, girl talk/boy talk, babies – conception to birth , attraction and transition to secondary school
PE		Gymnastics- look for balances, controlling body movements.	Agility: ball chasing Static balance: floorwork	Agility: ball chasing Static balance: floorwork	Skill agility ball chasing Cool down- Static balance: floorwork	Skill agility ball chasing Cool down- Static balance: floorwork	Agility: ball chasing Co-ordination: sending and receiving	Agility: ball chasing Co-ordination: sending and receiving

