

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Autumn 1</b> <b>Looking after our planet</b></p> <p><b>Geography</b></p>	<p><b>What is a Nursery Rhyme?</b></p> <p><b>Geography:</b> Show interest in different occupations: school/community</p> <p><b>History:</b> Begin to make sense of their own life-story: photos and memories</p>	<p><b>Who are my family and friends?</b></p> <p><b>Geography:</b> Human geography: Talk about members of our community (e.g. nurses, doctors, police, hairdressers, secretaries, school cook)</p> <p>School/ classroom; positional language</p> <p><b>History:</b> Talk about member of their family (including grandparents) Using basic chronology to recognise things happened before they were born.</p> <p><b>My Town-Camborne-</b> visit to our nearest woods (Tehidy)</p>	<p><b>What is planet Earth?</b></p> <p>Introduction to the concepts of the various representations of the world: as a sphere (globe), maps and atlases.</p> <p>Pupils learn the features of Earth: land (Pangea, continents, countries) and sea.</p> <p>Pupils learn hot and cold regions in relation to the equator.</p>	<p><b>Why do we need to look after our oceans?</b></p> <p>Having established local, regional, and national locational knowledge in Year 1. This topic, using maps, globes and atlases develops a knowledge of the Oceans and 7 continents (and the movements of <b>plates tectonic</b>).</p> <p>Pupils learn the location and names of the ocean seas and continents.</p> <p>Pupils learn how the oceans benefit people and the problems facing the oceans.</p>	<p><b>What could survive the Sahara Desert?</b></p> <p>Building on year KS1 knowledge of hot and cold countries in relation to the equator. Pupils now begin to learn about world biomes; the difference between biomes and climate (<b>desert biome focus and arid climate zones</b>);</p> <p>Pupils identify locations and features of deserts around the world with a focus on a <b>hot desert</b>.</p> <p>Pupils learn the impact of/on humans, plants, and animals in the Sahara, in the country of Egypt, on the continent of Africa.</p> <p>Pupils learn about water as a resource.</p>	<p><b>Why are rainforests important to our planet?</b></p> <p>Pupils build on their understanding of desert and forest biomes and their climate zones and learn about <b>rainforests biomes and tropical climate zones</b> resources with focus on the <b>Amazon on the continent of South America</b> They will identify physical features of the Amazon rainforest ; how the rainforest feeds us and the impact of human activity and link latitude to climate.</p>	<p><b>How is climate change impacting polar biomes?</b></p> <p>A broader knowledge is provided by a study of <b>tundras and polar climates</b> with a focus on <b>and comparison of Arctic and Antarctic</b>. Pupils locate and identify features of arctic tundras around the world.</p> <p><b>Pupils</b> understand the process of <b>plates tectonic</b> and mountain formation and identify famous mountains in the UK and the world.</p> <p>Pupils consider the physical landscape and climate affects human settlement.</p>	<p><b>Are we destroying our oceans?</b></p> <p>A study of the <b>Aquatic biome</b> provides depth of knowledge. Pupils identify features of <b>aquatic biomes and locate them around the world</b>. How the ocean is being used as a sustainable and unsustainable resource and application of theories such as: wave hubs, fishing, marine conservation, plastic pollution and renewable energy for the future. Pupils consider the impact of climate change and rising sea levels.</p>
<p><b>Global Citizenship</b></p> <p><b>KU:</b> Sustainable development</p> <p><b>Values and attitudes:</b> Concern for the environment and commitment to sustainable development</p>	<p><b>Social justice and equity</b></p> <ul style="list-style-type: none"> <li>what is fair and unfair</li> <li>importance of caring and sharing</li> </ul> <p><b>Identity and diversity</b></p> <ul style="list-style-type: none"> <li>uniqueness and value of every person</li> <li>similarities and differences between self and others</li> </ul> <p><b>Globalisation and interdependence</b></p> <ul style="list-style-type: none"> <li>immediate and local environment</li> <li>simple links with other places e.g. through food)</li> </ul>	<p>Positive and negative impacts of people's actions including own personal choices on others and the environment. How people can damage or improve the environment. Concern about the local environment and willingness to care for it.</p> <p>Taking care of resources and not wasting them.</p>	<p>Sense of responsibility for the environment and the use of resources.</p> <p>Commitment to taking action to protect and improve the environment and the quality of life for people locally and globally.</p> <p>People's dependencies on the environment. Environmentally – responsible living</p>	<p>Sense of responsibility for the environment and the use of resources.</p> <p>Commitment to taking action to protect and improve the environment and the quality of life for people locally and globally.</p> <p>People's dependencies on the environment. Basics of climate change(causes and effects) Environmentally – responsible living and global inequalities in ecological footprints.</p>				
<p><b>Science</b></p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and different properties: different types of leaves</p> <p>Explore and talk about different forces they can feel :snap a twig etc.</p>	<p>Identify and name different habitats: woods and garden.</p> <p>Identify and name living things within the locality – exploring the natural world around them – close observation.</p> <p>Harvest-growing crops. Understand the</p>	<p><b>How do seasons change?</b></p> <p>Seasonal Changes Children will learn that there are four seasons. They will observe the seasonal changes that occur during Autumn and Winter. They will tie in their seasonal understanding with their learning of hot/cold regions around the world.</p>	<p><b>Are all habitats the same?</b></p> <p>Living things and their habitats Children will learn all about different habitats, building upon their knowledge of animal groups in Year 1 and they will describe how animals obtain their food and explore things that are living, things that are dead and things that have never been alive.</p>	<p><b>Why do we need to stay healthy?</b></p> <p>Animals including Humans Children will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food. This will tie into their unit of learning looking at survival in an extreme environment. This will</p>	<p><b>How do environmental changes affect food chains?</b></p> <p>Living things and their habitats Children will be studying the Amazon Rainforest and developing their understanding of habitats and food chains. They will identify, group and classify living things.</p>	<p><b>How do materials differ?</b></p> <p>Children will compare and group everyday materials and explore their properties and uses. Pupils will look at dissolving, melting and will investigate solutions. They will describe reversible changes and look at separating mixtures using a range of processes.</p>	<p><b>Why is a microorganism not a plant or animal?</b></p> <p>Living things and their habitats. Children will learn about animal and plant classifications and link to biomes/ecosystems. Children will reactivate and reactivate previous learning about habitats and develop their skills of classifying groups of animals and plants.</p>

		effect of changing seasons on the natural world.			build upon the year 2 topic 'Disaster at Sea'.			
Art	Create closed shapes with continuous lines and begin to use these shapes to represent objects	<p><b>Focus: Painting</b></p> <p><b>Artist:</b> Wassily Kandinsky</p> <p><b>Artist Study:</b> Abstract expressionist</p> <p><b>Cultural capital:</b> Russian artist</p>	<p><b>Focus: Drawing</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Identify and discuss pattern</li> <li>-Create pattern</li> <li>-Extend the variety of drawing tools (pencil, oil pastels)</li> <li>-Symmetry</li> </ul> <p><b>Artist Study:</b> Picasso-<b>Cubism</b></p> <p>Cultural capital: Spanish artist</p>	DT	DT	<p><b>Focus: Painting</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Use colour to reflect mood/feeling</li> <li>-Introduce techniques to enable appropriate proportion</li> </ul> <p><b>Artist Study:</b> Henri Rousseau- <b>Post-Impressionist Painter, Naïve Art</b></p> <p><b>Cultural capital:</b> French artist</p>	<p><b>Focus: Painting</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Mix colour to express mood &amp; divide foreground/background</li> <li>-Effect of light on objects</li> </ul> <p><b>Artist Study:</b> Katsushika Hokusai <b>Landscape Artist</b></p> <p><b>Cultural capital:</b> Japanese artist</p>	DT

DT	Explore different materials freely to develop their ideas about how to use them and what to make.	Hinges and Catches (make special box for a family member)	Art	<b>Mechanisms Wheels and axles.</b> Design, make, and evaluate a vehicle with axles that will move freely with securely fixed wheels.	<b>Food</b> Healthy and varied diet. Design, make and evaluate a healthy sauce for a pasta pot using appropriate equipment and utensils to prepare and combine food. Demonstrating an understanding of a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.	Art	Art	<b>Mechanical Systems</b> Pulleys or gears Design, make, and evaluate a pulley system to transport water from the bottom to the top of a mountain. Explore mechanical systems using pulleys to create working moving models.
Music	Listen with increasing attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.  Role play: Take part in simple pretend play, using an object to represent something else even though they are not similar.	Music: Charanga *Active Listening *Creative Sound making *Early Ensembles *Sound creation *Graphic score *Conducting *Composition *Tempo *Movement and music *Creative composition *Performance.	<b>Exploring Sounds</b> Use texture while singing. Use music technology. Singing with expression. Appreciation: Techno music	<b>Pulse, Rhythm and Pitch</b> Compose to a story/picture while keeping a beat. Timbre and classical music will be explored.	<b>Developing Notation skills</b> Samba lessons: Progression of samba. Compose using known rhythm and notation. Read key music terms to control instruments.	<b>Explore feelings when you play</b> Music throughout history. Use time signatures with notation to compose music. Focus on dynamics.	<b>Freedom to improvise</b> Compose and improvise using sound studios. Use staff notation, graphic symbols and time signatures. Read and perform pitch notation to show structure.	<b>Music and technology</b> Mastery of the ukelele. Create an ensemble using the ukeleles. Create music with multiple sections focusing on timbre. Recognise their contribution to music.
RE	Continue developing positive attitudes about the differences between people:  Discuss: names, eye colour, hair, skin.	<b>Christianity: Creation</b> Where do we belong? Share and record occasions when things have happened in their lives and made them feel special.	Christianity: Creation Who do Christians say, 'made the world'? Children will hear the Creation story and consider how Christians show how they are thankful. They will make links with harvest.	Islamic Faith Who is Muslim and how do they live (part 1)? Children will learn that Muslims believe there is one God (Allah), there are 99 names for Allah and Muhammad is God's messenger.	Christianity: Creation What do Christians learn from the creation story? Children will learn in more detail how they can take care of their world and understand how sin was introduced to the world when Adam and Eve ate the fruit from the tree of knowledge.	Christianity: Incarnation What is the 'Trinity' and why is it important to Christians? Children will learn that the Trinity is God, Jesus (son of God) and the holy spirit. They will describe how Christians show their beliefs about God, The Trinity, indifferent ways during worship.	Judaism Why is the Torah so important to Jewish people?  Children will identify and explain Jewish beliefs about God and that the Torah is the holy book. They will learn that the Torah is sacred and how it is treated with great respect.	Christianity: Kingdom of God For Christians, what kind of king is Jesus? Children will explain the connections between biblical texts and the concept of the Kingdom of God and how Christians put their beliefs into practice because of this.
English : Writing	<b>Fiction:</b> <b>Genre:</b> Rhyming stories <b>Focus:</b> Mark making  <b>Non- Fiction:</b> <b>Re-count</b> – Sequencing stories using images	<b>Fiction:</b> <b>Text</b> - The Little Red Hen  <b>Story Plot</b> Cumulative  <b>Focus</b> Setting  <b>Non-fiction:</b> <b>Text:</b> Little Red Hen's Diary <b>Genre</b> Recount	<b>Fiction:</b> <b>Text</b> The Three Pigs <b>Story Plot</b> Defeat the Monster  <b>Non-fiction:</b> <b>Text</b> Three little pigs' estate agents advert. <b>Genre</b> Persuasion	<b>Fiction:</b> <b>Text</b> Jack and the Beanstalk <b>Story Plot</b> Portal  <b>Non-fiction:</b> <b>Text</b> Giants - Information on giants <b>Genre</b> Information	<b>Fiction:</b> <b>Text</b> Little Red Riding Hood <b>Story Plot</b> Warning  <b>Non-fiction:</b> <b>Text:</b> Why do wolves have sharp teeth and claws?/ Why are wolves so angry? <b>Genre:</b> Explanation	<b>Fiction:</b> <b>Text</b> Cinderella <b>Story Plot</b> Rags to Riches  <b>Non-fiction:</b> <b>Text</b> Stop Being Mean to Cinderella <b>Genre</b> Persuasive letter	<b>Fiction:</b> <b>Text</b> Hansel and Gretel <b>Story Plot</b> Tale of Fear  <b>Non-fiction:</b> <b>Text</b> How Gingerbread Houses are Formed <b>Genre</b> Explanation	<b>Fiction:</b> <b>Text</b> Zelda Claw  <b>Story Plot</b> Tale of Fear  <b>Non-fiction:</b> <b>Text</b> Why are Rain Cats Extinct? <b>Genre</b> Explanation

<p style="text-align: center;"><b>English Reading</b></p>	<p><b>Fiction:</b> Rhymes: Two Little Dickie Birds Miss Polly had a Dolly Five Little monkeys swinging in a tree Five in the bed</p> <p><b>Non- Fiction:</b> First Book of Birds by Zoe Ingram My First book of Garden Birds RSPB by Mike Unwin</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p>	<p><b>Fiction:</b> The Run Away Pea Oi Frog! Goldilocks and the Three Bears One, Two, Three do the Dinosaur Slowly, Slowly said the Sloth.</p> <p><b>Non- Fiction:</b> Weather and the Seasons Tree Full of Wonder The Great Big Book of Families</p> <p>Listening carefully and responding appropriately</p> <p>Familiarising children with areas of provision- including learning dispositions and attitudes</p>	<p>Author Focus: <b>Jill Murphey</b> Dear hound 5 minutes peace Whatever next On the way home The worst witch</p>	<p>Author Focus: <b>Julia Donaldson</b> The Snail and the Whale Stick Man Room on the Broom The Gruffalo The Highway Rat Fiction: The Mousehole Cat Non-fiction each Friday.</p>	<p>Author Focus: <b>Stephen Davies</b> Fiction: Sophie and the Albino Camel (Adventure) Poetry: Pyramid by Dave Calder Non-fiction each Friday.</p>	<p>Author Focus: <b>Katherine Rundell</b> Explorers – Katherine Rundell Poetry: Rainforest Storm Poem Non-fiction each Friday.</p>	<p>Author Focus: <b>Abi Elphinstone</b> Sky Song- Abi Alphine Stone Poetry: Mountain poem Non-fiction each Friday.</p>	<p>Author Focus: <b>Phillipa Pearce</b> Tom's Midnight Garden (classic) Poetry: The Contest (Aesop fable) Non-fiction each Friday. Significant people: - Greta Thunberg - Alexander Fleming</p>
<p style="text-align: center;"><b>Maths</b></p>	<p><b>Carpet maths: 10 min maths/ Continuous provision (indoors and out)</b></p> <p>Develop fast recognition of up to 3 objects without having to count them individually</p> <p>Compare quantities using language: 'more than', 'fewer than'</p>	<p>Getting to Know You Match – Sort Talk About Measure and Patterns</p>	<p>Number: Place value within 10 Number: addition within 10</p>	<p>Number: place value Number: addition and subtraction</p>	<p>Number: Place Value Number: Addition &amp; Subtraction</p>	<p>Number: Place Value Number: Addition &amp; Subtraction</p>	<p>Number: Place Value Number: Addition &amp; Subtraction</p>	<p>Number: Place value Number: Addition, Subtraction, Multiplication and Division</p>
<p style="text-align: center;"><b>Computing</b></p>	<p>Match clothes to body parts – 'dress the bear' program – My World</p>	<p>Exploring media.</p>	<p><b>Project Evolve Online Safety:</b> 1) Self-image 2) Health, well-being and lifestyle</p> <p><b>Technology around us:</b> Recognising technology in school and using it responsibly.</p>	<p><b>Project Evolve Online Safety:</b> 1) Self-image 2) Health, well-being and lifestyle</p> <p><b>What is information technology?</b> Identifying IT and how its responsible use improves our world in school and beyond.</p>	<p><b>Gooseberry Planet Online Safety:</b> Rapid Fire Quiz 1) People Online</p> <p><b>Connecting computers:</b> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</p>	<p><b>Gooseberry Planet Online Safety:</b> Rapid Fire Quiz 1) People Online</p> <p><b>The internet:</b> Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</p>	<p><b>Gooseberry Planet Online Safety:</b> Rapid Fire Quiz 1) Digital Footprint</p> <p><b>Sharing information:</b> Identifying and exploring how information is shared between digital systems.</p>	<p><b>Gooseberry Planet Online Safety:</b> Rapid Fire Quiz 1) Digital Footprint</p> <p><b>Internet communication:</b> Recognising how the WWW can be used to communicate and be searched to find information.</p>

MFL						<b>Phonics and Pronunciation (Early Language)</b> Learning a selection of the key phonemes to facilitate accurate and authentic pronunciation	<b>Fruits (Early Language)</b> Name and recognise up to 10 fruits in Spanish. Attempt to spell some (including the correct article). Ask and respond to whether somebody likes or dislikes a particular fruit.	<b>My Family (Intermediate)</b> Tell somebody the members, names and various ages of their family by using numbers up to 100. Understand the possessive adjectives 'mi' and 'mis'.	<b>Habitats (Intermediate)</b> Explain the key elements animals and plants need to survive in their habitat. Give examples of the most common habitats and animals that live there.
PSHE	<b>Being Me in My World</b> Play names games to familiarise with new class members Introduce routines in small groups Discuss feelings JIGSAW - Being in my world	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	<b>Being Me in My World:</b> Help others feel welcome, try to make our school community a better place, think about everyone's right to learn, care about other people's feelings, work well with others and choose to follow the learning charter.	<b>Being Me in My World:</b> Hopes and fears, rights and responsibilities, rewards and consequences, our learning charter and owning our learning charter.	<b>Being Me in My Own World:</b> Getting to know each other, our nightmare school, our dream school, rewards and consequences, our learning charter and owning our learning charter.	<b>Being Me in My Own World:</b> Becoming a class team, being a school citizen, rights responsibilities and democracy, rewards and consequences, our learning charter and owning our learning charter.	<b>Being Me in My Own World:</b> My year ahead, being me in Britain, Year 5 responsibilities, rewards and consequences, our learning charter and owning our learning charter.	<b>Being Me in My Own World:</b> My year ahead, being a global citizen, the learning charter, our learning charter and owning our learning charter.	
PE	<b>Gross Motor:</b> Continue to develop their movement, balancing, riding and ball skills  <b>Fine Motor:</b> Use one-handed tools and equipment, making snips in paper with scissors	Functional movement: Developing body position, co-ordination, changing directions and speeds.	Footwork and static balance.	Footwork and balance to agility.	Shapes solo, circles solo, partnering shapes and circles, artistry making.	Coordination (footwork) and balance to agility.	Coordination (ball skills) and dynamic balance (on a line)	SWIMMING  Real Dance – shapes solo, circles solo, artistry abstraction and musicality, partnering lifts.	