

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Spring 1</b></p> <p><b>Counties, Countries and Continents- Geography</b></p>	<p><b>Where do animals live?</b></p> <p><b>History:</b></p> <p>History: dinosaurs What were they called? How do we know they existed?</p> <p><b>Geography:</b></p> <p>Know that there are different countries in the world and talk about differences that have experienced and seen in photos: animals associated with certain countries</p> <p>Show interest in different occupations/transport (challenge stereotypes): zookeepers, vets, farmers/ tractors, combine harvesters</p> <p>Maps and directions</p>	<p><b>What can you see in the sky?</b></p> <p><b>Up, Up and Away</b></p> <p>History:</p> <p>Compare and contrast characters from the past – The Wright Brothers Christopher Columbus</p> <p>Geography:</p> <p>Know that there are different countries in the world (UK, Greece, China, Egypt) special places/landmarks to visit in the world (linked to structures)</p> <p><b>My Town- Camborne-</b> visit to Library</p>	<p><b>What is it like to live in Camborne?</b></p> <p>Having looked at the world from an international perspective, pupils now explore in depth: local, regional, and national perspectives. Scaling up from home, villages, towns, city, county, UK, and countries.</p> <p>Using maps, aerial photos and fieldwork skills pupils develop an understanding of the difference between human and physical features through a study of the features of their local area.</p> <p>Pupils begin to classify different types of settlements and land use.</p> <p>Pupils develop map reading and drawing skills and concepts of using a key.</p>	<p><b>Are all islands the same?</b></p> <p>Pupils deepen their understanding of the UK and its four countries and their capitals cities, and locate them on a map, globe, atlas, and aerial photo.</p> <p>Pupils learn what an island is; how islands are made through natural processes, how people travel to islands and the problems with this; that the UK is an island and that it has lots of islands surrounding it.</p> <p>Pupils will describe the human and physical geography of Trinidad and Tobago, including Caribbean culture (BAME) and contrast it with the UK.</p>	<p><b>Why is London our capital?</b></p> <p>Pupils continue to embed and broaden their knowledge and understanding of UK villages, towns and cities and counties.</p> <p>Pupils will understand the city as a settlement and its human and physical features. Pupils will learn what attracts people to London.</p> <p>Pupils will consider the factors affecting the location of London and other capital cities.</p> <p>Pupils will understand the term population and why London has a diverse population and compare it with other European capitals.</p> <p>Pupils will know the difference between weather and climate and compare the weather with other European capitals. They will consider the impact of weather on tourism.</p>	<p><b>Where would you rather live: Athens or London?</b></p> <p>Pupils complete a <b>European study (Greece - Mediterranean climate zone)</b> which is contrasting to the UK. This study will focus particularly on changes in landscape.</p> <p>Pupils use maps, globes, atlas, aerial photos, digital mapping identify physical (mountains, rivers and human features (landmarks etc.) of Greece.</p> <p>Pupils compare similarities and differences between UK/Greece e.g. location, population, climate, natural resources, trade and economic activity. Learn how physical and human features impact settlement.</p>	<p><b>Why do people move across our continent?</b></p> <p>Having studied a European country, year 4 (Greece) in depth, pupils will compare the human and physical geography of two European countries developing sophistication in their comparison to include: Causes and impact of poverty. Causes and impact of migration chosen and forced.</p> <p>Pupils learn that Europe takes many forms e.g. political, geographical and economic- that there are groups of countries within in e.g. Scandinavia</p> <p>Pupils locate European countries and their capitals on maps, atlases and globes, and describe their location using geographical language such as borders, surrounding seas, north of ..., bordering with... and some major rivers, mountains, etc.</p> <p>Pupils will look at the different forms of migration- forced and chosen and the push and pull factors; the challenges and impact of migration.</p>	<p><b>How have economic activities impacted North America?</b></p> <p>Pupils now explore a <b>study of a continent</b> applying knowledge, of settlements, infrastructure, transport, trade, economic activity, land use, natural resources.</p> <p>Pupils identify key physical features and human features such as Rocky Mountains, Mississippi River, canyons, valleys, biomes, climates zone, names of states, landmarks of North America and how humans have adapted to living in hazardous conditions.</p> <p>Pupils apply knowledge learnt in year 3, linking longitude with time zones.</p> <p>Pupils learn about globalisation and migration and the populations of NA e.g. California: Latino/Mexican</p> <p>Pupils consider the environmental issues in North America e.g. Oil leak-Deep Water Horizon (in the bay of the Caribbean), water pollution</p>
<p><b>Global Citizenship</b></p> <p><b>KU:</b> Identity and diversity</p> <p><b>Values and attitudes:</b> Value diversity</p>	<p><b>Power and governance</b></p> <ul style="list-style-type: none"> <li>rules in class and school</li> <li>how rules can help us</li> </ul> <p><b>Critical and creative thinking</b></p> <ul style="list-style-type: none"> <li>ask questions</li> <li>suggest a way to solve a problem</li> <li>wonder about ideas</li> </ul> <p><b>Empathy</b></p> <ul style="list-style-type: none"> <li>show sensitivity to people's feelings and needs</li> </ul>	<p><b>Identity and diversity</b></p> <ul style="list-style-type: none"> <li>Similarities and differences between people in local setting and also in wider context.</li> <li>What contributes to self-identity and belonging.</li> </ul> <p>Value diversity</p> <ul style="list-style-type: none"> <li>Valuing others as equal and different.</li> <li>Willingness to listen respectfully to the ideas and views of others even when one disagrees.</li> <li>Willingness to learn from the experience from others.</li> </ul>	<p>Diversity of cultures and societies within and beyond own experience. Contributions of different cultures to our lives. Valuing difference</p> <p>Recognising the benefits of listening to a range of different perspectives and viewpoints.</p>	<p>Diversity of cultures and societies within and beyond own experience.</p> <p>Contributions of different cultures to our lives. Nature of prejudice, racism and sexism ways to combat these. Valuing difference</p> <p>Recognising the benefits of listening to a range of different perspectives and viewpoints.</p>				

<p style="text-align: center; color: green;"><b>Science</b></p>	<p>Begin to understand the need to respect and care for the natural environment and all living things: animals</p> <p>Explore and talk about different forces they can feel: float and sink</p>	<p>Explore the solar system and stars</p> <p>Explore the natural world: shadows and the sun and rainbows</p>	<p><b><u>Do all plants have flowers?</u></b> <b><u>Plants</u></b> Children will identify, name and describe the structure of a variety of common and wild flowering plants and trees.</p> <p><b><u>Seasonal Changes</u></b> Children will observe and describe the seasonal changes that occur during Spring and compare these with Autumn and Winter.</p>	<p><b><u>How useful are materials?</u></b> <b><u>Everyday materials</u></b> Children will identify, compare and investigate the suitability of a variety of everyday materials. They will look at travel between islands and can use this as a basis for discussion about the use of everyday materials.</p>	<p><b><u>How do we see?</u></b> <b><u>Light</u></b> Children will be introduced to the topic of light for the first time. They will look at how light travels, shadows are formed and develop their understanding of Sun safety.</p>	<p><b><u>How do we keep ourselves safe using electricity?</u></b> <b><u>Electricity</u></b> Children will name common electrical appliances, construct simple circuits and learn about the effects of lights and switches in a circuit. They will also associate metal with being good conductors and name examples of some common insulators.</p>	<p><b><u>How is a plants life cycle different to an animal?</u></b> <b><u>Living Things and their Habitats</u></b> Children will use their understanding of life cycles from EYFS and Year 3 and compare lifecycles of birds, mammals, insects and amphibians. They will describe the life process of reproduction in some plants.</p>	<p><b><u>How have scientists made an impact on health and lifestyles?</u></b></p> <p><b><u>Animals including Humans</u></b></p> <p>Children will learn about healthy lifestyles and the impact of diet, drugs and exercise on the way their bodies function. They will learn about the cardiovascular system and build upon their knowledge of human anatomy and the function of the digestive system.</p>
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Art	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	<b>Focus: Painting</b> <b>Artist: Van Gogh</b> <b>Artist study: Post-impressionist painter. Dutch artist</b>	DT	DT	DT	DT	DT	<b>Focus: 3D Skills:</b> -Experiment using layers and overlays to produce new colours and textures -Incorporate the artists style into my design <b>Artist Study: Andy Warhol Roy Lichtenstein- Pop Art Movement American artist</b>
DT	Play dough with lolly stick bars for cages Make vehicles with junk modelling	Let's Look at Vehicles	<b>Food</b> Preparing fruits and vegetables (including cooking and nutrition) Design, make and evaluate a healthy fruit salad involving basic food preparation. Demonstrate an awareness of basic food hygiene.	<b>Textiles</b> Templates and joining techniques. Design, make and evaluate a pouch to securely carry diamonds (linked to English text). Create and use templates to cut fabric. Join fabric using the most appropriate technique, including simple stiches.	<b>Structures</b> Shell structures Design, make and evaluate a shell structure to contain a gift. Use knowledge of nets to construct a purposeful product that includes a London themed design.	<b>Food</b> Healthy and varied diet (including cooking and nutrition) Design, make and evaluate a Greek tzatziki dip with pitta bread and crudités. Design, make and evaluate a food product which is healthy, using appropriate equipment and utensils to prepare and combine food.	<b>Electrical Systems</b> More complex switches and circuits (including programming, monitoring and control) Design, make and evaluate sensor activated lights using our knowledge of electrical circuits and shell structures.	Art
Music	Play animal sounds listening games  Dinosaur stomping, moving to music  Percussion slow and loud, fast and quiet to match dinosaur movements	<b>Everyone</b> Exploring pulse in the structure of songs. Awareness of notation.	<b>Learning to listen</b> Creating a graphic score. Master rhythm and pitch patterns. Perform these to peers.	<b>Recognising different sounds</b> Explore dynamics and tempo. Sing with expression. Explore rhythm through instruments.	<b>Composing using your imagination</b> Structure musical ideas. Compose using structure. Improve and perform to peers using a glockenspiel. Romantic genre focus.	<b>Musical structures</b> Progression of ukulele. Timbre: Recognise the sound of individual instruments. Introduce major and minor chords. Copy short melodic phrases.	<b>Enjoying musical styles</b> Samba mastery Know the difference between semibreves, minims, crotchets, paired quavers, semiquavers and rests. Know the timbre of all samba instruments.	<b>Creative Composition</b> Develop pitch notation. Compose focusing on structure.  Develop musical language for tempo. Historical focus on classical music.
RE	Continue developing positive attitudes about the differences between people  <b>Special places: Church</b>	Christianity: God Why is the word 'God' so important to Christians? Introduce the idea that religions teach that each person is unique and valuable too, e.g. by considering religious beliefs about God loving each person (baptism)	<b>Christianity God</b> What do Christians believe God is like? Children will learn that God is forgiving and explore what this means for Christians. They will learn about the parable of The Lost Son.	<b>Curriculum Kernewek</b> What makes some people and places in Cornwall sacred? Children will look at the story of St Piran and the meaning behind the Cornish flag and explore special, holy places in Cornwall.	<b>ISLAM:</b> How do festivals and family life show what matters to Jewish people? Children will learn about the Jewish festivals: Rosh Hashanah and Yom Kippur as well as the Passover. They will describe how Jews show their beliefs during worship at festival times.	<b>HINDUISM</b> What does it mean to be Hindu in Britain today? Children will learn how Hindus live in Britain today and how they show their faith. They will also consider how Hindu festivals, such as Diwali, are celebrated in Britain.	<b>CHRISTIANITY:</b> What does it mean if Christians believe that God is holy and loving? Children will explore what Christians believe about God using different bible texts and make clear connections. They will also consider how these beliefs are put into practise.	<b>HINDUISM:</b> Why do Hindus want to be good? Children will identify Hindu religious beliefs: Karma, Dharma, Samsara and Moksha and use technical terms accurately. They will give meanings for the story of 'The man in the well' and explain how it relates to Hindu beliefs.



<p><b>English :</b> <b>writing</b></p>	<p><b>Genre:</b> Warning tale</p> <p><b>Focus:</b> Drawing and code making</p> <p><b>Non- Fiction-Instructions</b> - How to trick an animal!</p>	<p><b>Fiction: Text</b> The Three Billy Goats Gruff <b>Story Plot</b> Defeat the monster</p> <p><b>Non-fiction Genre</b> How to Trap a Troll Instructions</p>	<p><b>Fiction: Text</b> The Magic Porridge Pot <b>Story Plot</b> Finding Story <b>Poetry:</b> Spine poems from an image/ List poems</p>	<p><b>Fiction: Text</b> Kassim and the Greedy Dragon <b>Story Plot</b> DTM</p> <p><b>Poetry:</b> Spine poems from an image/ List poems</p>	<p><b>Fiction: Text</b> The Cobbler &amp; Smok the Dragon <b>Story Plot</b> Defeat the Monster</p> <p><b>Poetry:</b> Spine poems from an image</p>	<p><b>Fiction: Text</b> Adventure at Sandy Cove <b>Story Plot</b> Finding Tale</p> <p><b>Poetry:</b> Spine poems from an image/ List poems</p>	<p><b>Fiction: Text</b> Beowulf <b>Story Plot</b> Defeat the monster</p> <p><b>Poetry:</b> Spine poems from an image</p>	<p><b>Fiction: Text</b> Fowler's Yard <b>Story Plot</b> Wishing Tale</p> <p><b>Poetry:</b> Spine poems from an image</p> <p><b>Additional Texts:</b> Volcanoes (explanation), Klondike Gang Strikes Again (newspaper).</p>
<p><b>English:</b> <b>Reading</b></p>	<p><b>Fiction:</b> Dear Zoo The Shopping Basket I know an Old Lady who swallowed a Fly Owl Babies</p> <p><b>Non-Fiction:</b> My First Book of Forest Animals by Zoe Ingram Peep Inside Animal homes 1 by Anna Milbourne</p> <p>Understand the 5 key concepts about print.</p>	<p><b>Fiction:</b> Up and Down The Way Back Home Ten Little Aliens Lost and Found Whatever Next Stuck! How to Catch a Star The Queen's Hat</p> <p><b>Non-Fiction:</b> Queen Elizabeth II: The Queen Who Chose to Serve We Love Festivals – Chinese New Year Lanterns and Fire Crackers: A Chinese New Year</p>	<p>Author Focus: <b>Shirley Hughes</b> My Naughty little Sister Alfie Gets in First An evening at Alfie's Lucy and Tom at the seaside Alfie's feet</p>	<p>Author Focus: <b>Oliver Jeffers</b> Here we Are Stuck The Incredible Book-Eating Boy The Great Paper Caper This Moose Belongs to Me <b>Fiction: Fantastic Mr Fox</b> (magical realism) <b>Non-fiction every Friday.</b> <b>Text on significant person – Princess Diana</b></p>	<p><b>Fiction: The Royal Rabbits of London (Adventure)</b> <b>Poetry: God Save the Queen</b> <b>Non-fiction each Friday</b></p> <p><b>Text on significant person/event – Thomas Edison - Great Fire of London</b></p>	<p><b>Fiction: Who Let the Gods Out? (Fantasy Thriller)</b> <b>Poetry: The Olympians</b> <b>Non-fiction each Friday</b></p>	<p><b>Fiction: The Boy at the Back of the Class (Refugees and Political Asylum)</b> <b>Poetry: 'Our hearts are broken' refugee poem</b></p> <p><b>Non-fiction each Friday.</b></p> <p><b>Texts on significant people: – Neil Armstrong - Mahatma Gandhi</b></p>	<p><b>Fiction: Treasure Island (Classic – adventure novel)</b> <b>Poetry: Tyme flyes when you're having fun (sea shanty)</b></p> <p><b>Non-fiction each Friday.</b></p>
<p><b>Maths</b></p>	<p>Dinosaur sorting shapes – sort for colour, shape</p> <p>Counting- fewer and less</p> <p>Ordering up to 10</p>	<p>Alive in Five Mass and Capacity Growing 6, 7, 8 Length, Height and Time</p>	<p>Number: addition and subtraction within 20</p> <p>Number: place value within 50-</p>	<p>Measurement: money Number: multiplication and division</p>	<p>Number: multiplication and division Measurement: Length and perimeter</p>	<p>Number: multiplication and division Measurement: length and perimeter</p>	<p>Multiplication and Division B Fractions B</p>	<p>Ratio Algebra Decimals</p>
<p><b>Computing</b></p>	<p>Use Simple city Zoo</p>	<p>Use beebots – design pathways.</p> <p>Identify the uses of everyday technology, use ICT and programmable toys.</p>	<p><b>Project Evolve Online Safety:</b> 5) Online Relationships</p> <p><b>Moving a robot:</b> <b>Writing short algorithms and programs for floor robots and predicting program outcomes.</b></p>	<p><b>Project Evolve Online Safety:</b> 5) Online Relationships</p> <p><b>Robot Algorithms:</b> <b>Creating and debugging programs and using logical reasoning to make predictions.</b></p>	<p><b>Gooseberry Planet Online Safety:</b> 4) Fake Profiles 5) Selfie Safe</p> <p><b>Sequencing Sounds:</b> <b>Creating sequences in a block-based programming language to make music.</b></p>	<p><b>Gooseberry Planet Online Safety:</b> 4) Safe Sharing 5) Location Sharing</p> <p><b>Repetition in shapes:</b> <b>Using a text-based programming language to explore count-controlled loops when drawing shapes.2</b></p>	<p><b>Gooseberry Planet Online Safety:</b> 4) Sharing Safely 5) Online Gaming</p> <p><b>Selection in physical computing:</b> Exploring conditions and selection using a programmable microcontroller.</p>	<p><b>Gooseberry Planet Online Safety:</b> 4) Extreme Promises 5) Video Chat</p> <p><b>Variables in games:</b> <b>Exploring variables when designing and coding a game.</b></p>

MFL- Spanish					<b>Animals (Early Language)</b> Recognise, recall and spell 10 animals in Spanish with their indefinite article/ determiner. Use and become familiar with the verb 'soy' (I am).	<b>Ancient Britain (Early Language)</b> Use 'soy' (I am), 'tengo' (I have) and 'vivo' (I live). Name the 6 key periods, say the 3 types of people who lived in Ancient Britain, 3 key hunting and the 3 types of dwellings people lived in.	<b>Do you have a pet? (Intermediate)</b> Repeat, recognise and attempt to spell 8 pets in Spanish. Ask and tell somebody whether they do or do not have a pet and its name.	<b>Planets (Progressive)</b> Name and label the Solar System in Spanish. Describe using adjectives and extend using conjunctions. Role play an interview with an astronaut.
PSHE	Dreams and Goals  Develop appropriate of being assertive  Talk with others to solve conflicts  JIGSAW Dreams and Goals	Dreams and Goals: Keep trying even when it's difficult, work well with a partner or in a group, have a positive attitude, help others to achieve their goals.	<b>Dreams and Goals:</b> My treasure chest of success, steps to goals, achieving together, stretchy learning, overcoming obstacles and <b>celebrating my success.</b>	<b>Dreams and Goals:</b> Goals to success, my learning strengths, learning with others, <b>a group challenge</b> and celebrating our achievement.	<b>Dreams and Goals:</b> Dreams and goals, my dreams and ambitions, a new challenge, our new challenge, our new challenge – overcoming obstacles and <b>celebrating my learning.</b>	<b>Dreams and Goals:</b> Hopes and dreams, broken dreams, overcoming disappointment, <b>creating new dreams</b> , achieving goals and we did it!	<b>Dreams and Goals:</b> When I grow up (my dream lifestyle) investigate jobs and careers, my dream job. Why I want it and the steps to get there, <b>dreams and goals of young people in other cultures</b> , how can we support each other and rallying support.	<b>Hopes and Goals:</b> Personal learning goals, steps to success, my dream for the world, <b>helping to make a difference</b> and recognising our achievements.
PE	Dinosaur stomping, moving to music	Aesthetic movement: Taking weight on different body parts. Transferring weight and building strength.	Shape and travel.	Shapes solo, partnering shapes, circles solo, artistry abstraction and artistry (making).	Travel and rotation.	SWIMMING  Balance and rotation.	Real Dance – shapes solo, circles solo, artistry abstraction and musicality, partnering lifts and artistry (making)	Coordination (footwork)