

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Summer 2</p> <p><b>Changing Britain</b></p> <p>History</p>	<p><b>Where shall we go?</b></p> <p><b>History:</b> What games did people/family used to play at the beach?</p> <p><b>Geography:</b> Encourage pupils talk about what they see – weather</p>	<p><b>Treasure and the Seaside</b></p> <p>Trevithick Day</p> <p><b>History:</b> Talk about experiences that are familiar to them and how these may have differed in the past: transport. Use basic chronology to recognise things happened before they were born.</p> <p><b>Geography:</b> Recognise some environments are different from the one in which they live: local and national region. Cornwall/London</p>	<p><b>Would you rather visit the seaside during Victorian times or today?</b></p> <p>What was the seaside like in the past? (society and people) Cornwall based. What did our ancestors do at the seaside? (Living memory and non-living memory) What was the seaside like then and now?</p>	<p><b>Was Sir Francis Drake a hero or a villain?</b></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><b>What did the Romans do for us?</b></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><b>What might Cornish life look like without Richard Trevithick's inventions?</b></p> <p>Pupils learn about their local history: what life was like in a mining family and the role of the Richard Trevithick, the inventor, and the start of the Industrial Revolution.</p>	<p><b>Who were the Vikings? (793-1066AD)</b></p> <p>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 into the Norman era.</p>	<p><b>What impact did mining have on Cornwall and how did the closing of the mines impact upon the area?</b></p> <p>Pupils learn about the <b>local history</b> of mining in the Cornwall and how in the 19<sup>th</sup> 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><b>Global Citizenship</b></p> <p>KU: Identity and diversity</p> <p>Values and attitudes: Value diversity</p>	<p><b>Commitment to social justice and equity</b></p> <ul style="list-style-type: none"> <li>sense of fair play</li> <li>willingness to take turns and share</li> </ul> <p><b>Respect for people and human rights</b></p> <ul style="list-style-type: none"> <li>starting to think of others</li> <li>positive attitude towards difference and diversity</li> <li>willingness to listen to the ideas of others</li> </ul> <p><b>Concern for the environment and commitment to sustainable development</b></p> <ul style="list-style-type: none"> <li>appreciation of, and care for, living things and own environment</li> <li>sense of wonder and curiosity about the world</li> <li>starting to value resources</li> </ul> <p><b>Commitment to Participation and inclusion</b></p> <ul style="list-style-type: none"> <li>willingness to play fairly and inclusively with others</li> </ul> <p><b>Belief that people can bring about change</b></p> <ul style="list-style-type: none"> <li>belief that everyone can do things to improve surroundings and support others</li> </ul>	<p>Similarities and differences parts of the world including Links between local community and the wider world</p> <p>Sense of belonging and value</p> <p>Awareness of, and pride in,</p>	<p>between places in various own setting. rs. ivity and the wider world ing relationships with the own individuality.</p>	<p>Global connections between people's and countries e.g. through trade and communications. 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>Explore how things work</p> <p>Explore and talk about different forces they can feel: boats moving when blown</p>	<p>Looking after marine life ( link back to habitats in Aut 1) Identify and name living things within the locality – exploring the natural world around them – close observation . Floating and sinking</p> <p>Preserving the planet</p>	<p><b>What are our five senses? Animals including Humans</b></p> <p>Children will identify, name, draw and label the basic parts of the body. They will also learn about the five senses. This science topic will also tie into SRE teaching.</p>	<p><b>Can a plant survive without light? Plants</b></p> <p>Children will build upon their knowledge of plants from EYFS and Year 1 by learning about how seeds/bulbs grow into healthy plants. They will also look at the needs of a plant and what a plant will need to stay healthy.</p>	<p><b>Are all metals magnetic? Forces and Magnets</b></p> <p>Children will compare how things move on different surfaces and know that some forces need contact between two objects but magnetic forces can act at a distance.</p> <p>Children will explore magnetism and predict whether two magnets will attract or repel depending on which poles are facing.</p>	<p><b>Why do scientists use experiments? Working Scientifically TAPS</b></p> <p>Children consolidate their knowledge of States of Matter and continue to develop their working scientifically skills.</p>	<p><b>How does a person age? Animals including humans</b></p> <p>Children will describe the changes as humans develop in the uterus right the way up to old age. Children will build upon the previous learning of life cycles. This will also link with their SRE unit of learning 'Changing Me'.</p>	<p><b>How do circuits work? Electricity</b></p> <p>Children will build upon their year 4 learning of constructing simple circuits with switches and buzzers and naming common electrical appliances by considering how to vary the brightness of the light within a circuit and changing the volume of a buzzer. They will compare and assess the circuits made and begin to use recognised symbols to represent a simple circuit.</p>

		Recycling- Reduce, Reuse, Recycle  Understand the effect of changing seasons on the natural world						The work on electricity links to mining.
Art	Explore colour and colour mixing	<b>Focus: Drawing</b>  <b>Artist Study:</b> Kurt Jackson <b>Local artist</b>  <b>Artist Study:</b> Landscape	<b>Focus: Painting Skills:</b> -Mix colours to create secondary colours -Apply colour with range of tools <b>Artist Study:</b> John Dyer <b>Contemporary artist</b>	<b>Focus: 3D Skills:-</b> Use decorative techniques, patterns and textures in 3D -Experiment by arranging, repeating, overlapping to create pattern <b>-Flower pressing</b> <b>Artist Study:</b> Susan Fowler <b>Local artist</b>	<b>Focus: 3D Skills:</b> -Produce clay work using pinch, slab, coil techniques -Explore carving as a form of 3D art <b>Artist Study:</b> Roman Pottery	DT	<b>Focus: 3D Skills:</b> -Exploration of paper sculpture (folding, tearing, coiling, curling) -Plan and develop ideas <b>Artist Study:</b> Asya Kozina <b>Contemporary paper sculptures.</b>	DT
				specifically on the foliage, pupils will create 3D work based on these art works using coloured modelling dough				
DT	Join different materials and explore different textures	Make large junk models	Art	Art	Art	<b>Electrical Systems</b> Simple circuits and switches including programming and control  Design, make and evaluate a hands-free headlight using our knowledge of simple circuits and switches. Use knowledge of electrical systems, such as circuits to incorporate switches and bulbs.	Art	<b>Food</b> Celebrating culture and seasonality  Design, make and evaluate a savoury pasty which celebrates culture. Demonstrate knowledge of how to use utensils to prepare and cook food. Understand the source of different food products.
Music	Play instruments with increasing control to express their feelings and ideas.  Role Play: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park	<b>Reflect, Rewind and Replay</b> Explore holding a tune with instruments.	<b>Let's Perform Together</b> Composition in Samba. Learning to hold a beat exploring dynamics. Following the conductor.	<b>Our Big Concert</b> Ukulele performance to parents. Use graphic scores, dot notation and stick notation. Write notation using pitch.	<b>Opening Night</b> Experience live music. Learn to copy melodies at different tempos and dynamics. Music appreciation of Cornwall (History).	<b>Feeling through Music</b> Sing in multiple time signatures. Improvise using pitch notes A to E. Record creative ideas using notation.	<b>Composing Chords</b> Compose with pitch and dynamics to evoke a specific atmosphere/environment. Progress to full staff notation. Explore classical music.	<b>Farewell Tour</b> Build self-confidence through performance. Focus on dynamics. Singing with expression, accuracy and dynamics. Instrument free music appreciation.
RE	Continue developing positive attitudes about the differences between people: <b>Bible stories: Parables</b>	Special Stories What times/stories are special and why?	Make the World Better How should we care for the others and for the world, and why does it matter?  Children will learn why Christians and Jews value everyone and read stories linking to this.	Make the World Better What does it mean to belong to a faith community? Children will recognise that loving others is important in lots of communities/ religions. They will read Christian stories that teach everyone is valuable and how we can show we love another person.	Why Believe in God? How and why do people try to make the world a better place? Children will learn that Christians believe how God helps them to make good choices and say sorry for wrongdoings. Muslims believe that people do good and bad deeds and also need God's mercy. They will	Curriculum Kernewek How and why do people in Cornwall mark significant events in community life? Children will identify festivals unique to Cornwall and explain how they were started, e.g. Flora Day, Obby Oss, St Piran's Day and Mazey Day.	Values for life What matters most to Humanists and Christians? Children will identify beliefs about why people are good and bad, exploring what Christians and Humanists believe to be good and bad. Consider similarities and differences between Christian and Humanist values.	Values for life Does faith help people in Cornwall when life gets hard? Children will discuss how religions guide people and how to respond to good and hard times in life. They will identify beliefs in two religions (Christianity and Hinduism) about life after death.

					look at the ten commandments and how following them makes the world a better place.			
<b>English:</b> <b>Writing</b>	<b>Genre:</b> Meeting tale <b>Focus:</b> Using initial sounds in writing  <b>Non-Fiction:Recount</b> – Sally’s adventure	<b>Fiction: Text</b> The Sleepy Bumblebee <b>Story Plot</b> Journey  <b>Non-fiction Text:</b> Mr Bee’s Diary <b>Genre:</b> Recount	<b>Fiction: Text</b> The Three Bears <b>Story Plot</b> Cumulative  <b>Non-fiction Text:</b> Goldilock’s postcard recounting the event. <b>Genre</b> Recount in the style of a postcard	<b>Fiction: Text</b> The Magic Brush <b>Story Plot</b> Finding  <b>Non-fiction: Text:</b> How to Use a Magic Brush <b>Genre:</b> Instructions	<b>Fiction: Text</b> Glad you’re not a Gladiator <b>Story Plot</b> Portal  <b>Non-fiction: Text:</b> Should the Boys Have Been Punished? <b>Genre:</b> Discussion	<b>Fiction: Text</b> Elf Road <b>Story Plot</b> Portal  <b>Non-fiction: Genre</b> Elf Families Information	<b>Fiction: Text</b> The Red Eye <b>Story Plot</b> Losing story  <b>Non-fiction: Text:</b> Should Sally Have Broken into School? <b>Genre:</b> Discussion	<b>Fiction: Text</b> The Ice Forest <b>Story Plot</b> Defeat the Monster  <b>Non-fiction Text:</b> Hybrid text on ice forests <b>Genre:</b> Hybrid information text (instruction/recounting/discussion/explanation)
<b>English: Reading</b>	<b>Fiction:</b> Shark in the Park Octopants Sally and the Limpit  <b>Non- Fiction:</b> My First book of Sea Creatures by Zoe Ingram National Trust: Look and Say what you See at the Seaside by Sebastien Braun Look Inside Seas and Oceans by Megan CULLis and Bao luu - Sea Shells by the Seashore by Marianne Berkes  Be able to express a point of view and debate when they disagree with an adult or a friend using words or actions,.	<b>Fiction:</b> Sharing a Shell Sally and the Limpet Rainbow Fish Smiley Shark Harry Saves the Ocean Spot Goes to the Beach Billy’s Bucket  <b>Non- Fiction:</b> David Attenborough (Little People, Big Dreams) At the Beach (National Geographic Readers) I Spy – At the Seaside RSPB First Book of the Seashore Seaside Holidays Then and Now National Trust: Who’s Hiding at the Seaside?	Author Focus: <b>Micheal Foreman</b> Friends. One World. Dinosaurs and All That Rubbish. Stubby. Noa and the Little Elephant. The Littlest Dinosaur. Seal Surfer. I Didn’t Do It!	Author Focus: <b>Allan Ahlberg</b> I heard it in the Playground Mrs Vole the Vet The Jolly Postman Burglar Bill Funnybones Fiction: The Hodgeheg (Classic)  Non-fiction every Friday.  Text on significant person – Henry VIII	Author Focus: <b>Jeremy Strong</b> collection <b>Empire</b> Fiction: <b>Romans on the Rampage</b> (Historical fiction) Poetry: <b>What the Romans did for us</b> by Jon Bratton  Non-fiction each Friday	Author Focus: <b>Michael Morpurgo</b> Fiction: <b>The Wreck of the Zanzibar</b> (Historical Fiction)  Poetry: Miner’s Poem by Wilfred Owen Poetry: Miner’s Poem by Wilfred Owen  Non-fiction each Friday.	Author Focus: <b>Louis Sachar</b> Fiction: <b>Holes</b> (Adventure) Poetry: If only – poem from Holes Poetry: If only – poem from holes  Non-fiction each Friday.	Author Focus: <b>Lauren St John</b> Fiction: <b>Dead Man’s Cove</b> (Crime/ Mystery) Stories from Shakespeare Poetry: The Obby Oss by Charles Causley Non-fiction each Friday.  Texts from significant people: - Emeline Pankhurst - William SHakespeare
<b>Maths</b>	<b>Carpet maths: 10 min maths/ Continuous provision( indoors and out)</b>  Make comparisons between objects relating to size, length, weight and capacity.	Sharing and grouping Visualising, build and map. Make connections. Consolidation.	Number: place value within 100 Measurement: money Measurement: time	Statistics Geometry: position and direction	Geometry: Properties of shape Statistics	Statistics Geometry: property of shape Geometry: position and direction	Negative numbers Converting units Volume	Consolidation, White Rose maths projects and preparations for KS3

Computing		Use of programmable toys linked to maths – use of positional language.	<u>Project Evolve Online Safety:</u> 8) Copywrite and Ownership  <u>Programming animations:</u> Designing and programming the movement of a character on screen to tell stories.	<u>Project Evolve Online Safety:</u> 8) Copywrite and Ownership  <u>Programming animations:</u> Designing and programming the movement of a character on screen to tell stories.	<u>Gooseberry Planet Online Safety:</u> 10) Searching Final Rapid-Fire Quiz  <u>Events and actions in programs:</u> Writing algorithms and programs that use a range of events to trigger sequences of actions.	<u>Gooseberry Planet Online Safety:</u> 10) Phishing Final Rapid-Fire Quiz  <u>Repetitions in games:</u> Using a block-based programming language to explore count-controlled and infinite loops when creating a game.	<u>Gooseberry Planet Online Safety:</u> 10) Perfect Passwords Final Rapid-Fire Quiz  <u>Selection in quizzes:</u> Exploring selection in programming to design and code an interactive quiz.	<u>Online Safety (town):</u> 10) Pop Up Messages Final Rapid-Fire Quiz  <u>Sensing:</u> Designing and coding a project that captures inputs from a physical device.
MFL- Spanish					<u>Seasons (Early Language)</u> Recognise, recall and spell 4 seasons in Spanish. Say which season is their favourite and why by using conjunctions 'y' and 'porque'.	<u>At the café (Intermediate)</u> Remember and recall a wide variety of foods, snacks and drinks (with their indefinite article/determiner) which are typically served in a Spanish café. Understand how to change a singular noun to a plural form. Perform a short role play ordering items to eat and drink.	<u>Romans (Intermediate)</u> Tell somebody in Spanish the key facts and key people involved in the Roman Empire. Recap the days of the week and learn how these related to the Roman gods and goddesses. In Spanish, explain the most famous inventions and what life was like for the rich and poor.	<u>At the weekend (Progressive)</u> Ask and tell the time is in Spanish. Learn how to say what they do at the weekend in Spanish. Extend sentences with conjunctions.
PSHE Changing Me	Understand gradually how others might be feeling  Transition to YR  JIGSAW changing me	<u>Changing Me:</u> 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.	<u>Changing Me:</u> Life cycles, changing me, my changing body, <b>boy' and girls' bodies</b> , learning and growing and coping with changes.	<u>Changing Me:</u> Life cycles in nature, growing from young to old, the changing me, <b>boys' and girls' bodies</b> , assertiveness and looking ahead.	<u>Changing Me:</u> How babies grow, babies, outside body changes, <b>inside body changes</b> , family stereotypes and looking ahead.	<u>Changing Me:</u> Unique me, having a baby, girls and puberty, circles of change, accepting change and <b>looking ahead</b> .	<u>Changing Me:</u> Self and body image, puberty for girls, puberty for boys, conception, looking ahead and looking ahead to year 6.	<u>Changing Me:</u> My self-image, puberty, girl talk/boy talk, <b>babies – conception to birth</b> , attraction and transition to secondary school.
PE	<u>Gross Motor:</u> Choose the right resources to carry out their own plan. Collaborate with others to manage large items  <u>Fine Motor:</u> Use a comfortable grip with good control when holding pens and pencils	Health and Fitness Agility (ball chasing) and static balances (floorwork).	Flight and rotation.	Fight and rotation.	Flight and balance.	Agility (reaction and response) Ball chasing.	Jumping and landing, sending and receiving.	Static balance (1-leg) and agility (ball chasing).