

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	All About Me	Let's Celebrate!	Toys and Games.	Animals around us.	In the Gardens.	Under the Sea.
Curriculum Focus	History: What makes me special?	Geography: Where is my house?	History: What is in the toy box?	Geography: What is a map?	History: How has our school changed?	Geography: What else is in our world?
<p><i>Every child develops in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally. As a result, these themes may be adapted at various points to allow for children's interests and specific needs to flow through the provision.</i></p>						
General Themes and possible learning opportunities	All about me/myself Starting school, my new class & new beginnings. My body Harvest My family People who help us Staying safe and healthy Being kind Our family Growing up Autumn / weather Kandinsky	Halloween Bonfire night Nocturnal and hibernating animals Diwali The Nativity Winter / weather Christmas lists Letters to Father Christmas Charity Old and new toys (Christmas)	Toy and Games Space Planets Vehicles past and present Trains Design a structure – bridges? Design your own toys. Neil Armstrong. Superheroes.	Animals and their babies Animals from around the world Dinosaurs Easter Find an egg. Fossils – Mary Anning Make clay ammonites/ bones/dinosaurs. Spring /weather. Herbivores/Carnivores Habitats	Weather / seasons The great outdoors Mini beasts – bug hotel. Plants and flowers Planting seeds Make a sculpture – Snail – Matisse Life cycles Pond dipping Mini beasts/ pollinators	Summer / weather Holidays / clothes Where do we live? And where have you been on holiday? Transport Send me a postcard Beaches in the past Beach art Marine life Cornish Marine life Going on holiday Reduce, reuse, recycle Andy Goldsworthy
Further Enrichment	People who help us visit Autumn walks/Scavenger hunt Keeping ourselves healthy Plant bulbs for Spring? Handwashing Birthdays Favourite songs Talent Show Harvest festival	Nativity Diwali Remembrance Bonfire Night/Guy Fawkes Anti bullying week Children in need Road safety week Nativity performance Halloween Birthdays	Chinese New Year. Lent Valentines' day Story telling week. Random acts of kindness Internet safety day RSPB bird watch What do you want to be when you grow up? Large scale construction.	Easter celebrations Mother's Day World book day Shrove Tuesday / Lent St Davids day Science week World book day St Piran's day Finding an egg Fossil hunting Map work.	St George's day Start of Ramadan/Eid Screen free week. Bike to school. Walk to school. Weather Forecasts Nature Scavenger Hunt Walk to park/picnic? Caterpillars to butterflies Planting seeds. Mini beasts' hunts	Earth day Father day Seaside visit Newquay aquarium? Summer fair Flower show Sports day Posting letters/postcards Map work. Sun & sea safety Sea Shanties.
Trips		Santa Train		Heligan Garden		Mawgan Porth Beach
Communication and Language	 <p>Main topic book: Once there were Giants.</p>	 <p>Main topic book: You must bring a Hat.</p>	 <p>Main topic book: Toys in Space</p>	 <p>Main Topic Book: The Three Little Pigs.</p>	 <p>Main Topic Book: Superworm</p>	 <p>Main Topic Book: Lighthouse Keeper's Lunch</p>
Linked to English						
Variety of texts, traditional						

<p>tales and old favourites. Also taken from Pie Corbett's Reading Spine Books</p>	<p>The Colour Monster. Little Acorn. Stickman. The Smartest Giant in Town. Leaf Man. This is Our House The Rainbow Fish You Choose The Gruffalo Rosie's Walk Owl Babies Farmer Duck Avocado Baby (1) Elmer (1) Peace at Last (1)</p>	<p>Funny bones Winnie the Witch The gingerbread man. Meg and Mog The Scarecrows Wedding. The Gingerbread man. Goodnight Moon Whatever Next! You Choose Fairy Tales. Can't you sleep, little bear? (1) Rama and Sita The Jolly Postman. The Christmas story. And other Christmas stories.</p>	<p>What we build The dinosaur that pooped a planet. Drip Moon The Naughty Bus Oi! Get off my train! Introduce non-fiction texts. Lost in the Toy Museum Old Bear Dogger Mr Grumpy's Outing Mrs Armitage on Wheels On the Way Home Beegu (1) Lost and Found (1) Cops and Robbers (1)</p>	<p>The emperors egg. The tiger who came to tea Pig in the pond. Dart Frogs Dinosaur Roah! The Journey Home Harry and the bucket full of dinosaurs Amazing Animal Journey On the Way home The Odd Egg Monkey Puzzle Six Dinner Sid Billy and the Beast Knuffle Bunny (1) The Tiger who came to Tea (1) The Elephant and the Baby (1)</p>	<p>Jack and the beanstalk. The tiny seed Jasper's beanstalk Oliver's Vegetables Tree The very hungry caterpillar Agh spider What the lady bird heard My Butterfly Bouquet Errol's Garden The Last Garden Bloom Superworm What's Your Habitat? There's A Tiger in the Garden Oi Frog! Rain before Rainbows Take off your Brave Where the Wild things are (1)</p>	<p>Sharing a shell Snail and the whale Somebody swallowed Stanley. Tiddler The fish who could wish Commotion in the ocean P is for Passport Zoom The World Atlas Sharing a Shell The Sea Saw Deep-Sea Diary Sally and the Limpet The Storm Whale Handa's Surprise Clean Up!</p>
<p>Pre-Teach Reading</p>	<p>Room on a broom </p>	<p>Bob, The Man on the Moon </p>	<p>The Koala Who Could </p>	<p>The Tiny Seed </p>	<p>The Wide Wide Sea </p>	<p>A Place Called Home </p>

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Communication and Language	<p>Settling in activities Making friends Children talking about experiences that are familiar to them. What are your passions/ goals / dreams? This is me! Rhyming and alliteration Sharing facts all about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Develop vocabulary. Tell me a story - retelling familiar stories. Story language Word hunts Listening and responding to stories Following instructions Taking part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary throughout the day. Choose books that will develop their vocabulary</p>	<p>Using language well. Ask's how and why questions... Answer how & why questions. Story invention – talk it! Ask questions to find out more and to check children understand. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding.</p>	<p>Describe events in detail – time connectives. Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story. Explorify – zoom out-what is it? Explain your reasoning.</p>	<p>Re-read books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Explorify – zoom out/odd one out-explain your thinking-agree or disagree with peers & explain why.</p>	<p>Show and tell. Weekend news. Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
PSED	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships.</p>	<p>Getting on and falling out. How to deal with anger Emotions Learning about qualities and differences Celebrating differences Self - Confidence Build constructive and respectful relationships.</p>	<p>Good to be me feelings. Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in some scenarios.</p>	<p>Healthy me Random acts of Kindness Looking after pets Looking After our planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>What makes a good friend? Looking after others Friendships Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves throughout play and so on.</p>	<p>Taking part in sports day – winning and losing. Model positive behaviour and highlight exemplary behaviour of children in class. Narrating what was kind and considerate about the behaviour. Look how far I've come! Going into year 1!</p>
Linked to Jigsaw	Being me in my World – 'Who am I and how do I fit?'	Celebrating – 'Respect for similarity and difference. Anti-bullying and being unique'	Dreams and Goals – 'Aspirations, how to achieve goals and understanding the emotions that go with this'	Healthy Me – 'Being and keeping safe and healthy'	Relationships – 'Building positive, healthy relationships'	Changing me – 'Coping positively with change'

<p>Physical Development: Fine Motor Skills</p> <p><u>Handwriting focuses throughout the year:</u></p> <ul style="list-style-type: none"> -From drawing lines and circles. -Hold pencils, pens, and paintbrushes. -Progression of pencil grip. -Showing preference for a dominant hand. -Correct letter formation. -Providing extra support and guidance where needed. 	<p>Threading, cutting, weaving, playdough disco and other Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills.</p> <p><u>Handwriting</u></p> <p>Begin to teach and model correct letter formation using gross motor movements in the air and then fine using a pencil & paper.</p>	<p>Threading, cutting, weaving, playdough disco and other Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills.</p> <p><u>Handwriting</u></p> <p>Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials.</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough disco and other Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills.</p> <p><u>Handwriting</u></p> <p>Begin to form letters correctly. Handle tools, objects, construction, and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Cutting with Scissors.</p> <p>One handed hole punch.</p>	<p>Threading, cutting, weaving, playdough disco and other Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills.</p> <p><u>Handwriting</u></p> <p>Hold pencil effectively with comfortable grip.</p> <p>Forms recognisable letters most correctly formed.</p> <p>Button Clothing / zip up own coats.</p>	<p>Threading, cutting, weaving, playdough disco and other Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills.</p> <p><u>Handwriting</u></p> <p>Develop pencil grip and letter formation continually.</p> <p>Use one hand consistently for fine motor tasks.</p> <p>Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.</p> <p>Button Clothing / zip up own coats</p>	<p>Threading, cutting, weaving, playdough disco and other Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills.</p> <p><u>Handwriting</u></p> <p>Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture.</p> <p>Start to draw pictures that are recognizable.</p> <p>Build things with smaller linking blocks, such as Lego.</p> <p>Button Clothing / zip up own coats</p>
<p>Physical Development: Gross Motor Skills</p> <p>Wake & shake throughout year - repeating same few so become familiar in Autumn 1, then increase throughout the rest of the terms.</p>	<p>Cooperation games i.e. parachute games. Moving in different ways e.g. See the bunnies sleeping. Climbing – outdoor equipment</p> <p>Support individuals with putting on coats. How to be healthy? Help individual children to develop good personal hygiene. Regular reminders about thorough handwashing and toileting.</p>	<p>Dance and moving to music. Balancing or climbing with crate play.</p> <p>Skipping ropes in outside area.</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, Support individuals to put on/take off waterproofs & wellies</p>	<p>Show different ways of moving.</p> <p>Yoga/Balance-children moving with confidence.</p> <p>dance related activities</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.</p> <p>Support individuals to put on/take off waterproofs & wellies.</p>	<p>Obstacle activities children moving over, under, through and around equipment.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> <p>Support individuals to put on/take off waterproofs & wellies independently.</p>	<p>Ball skills- throwing and catching, aiming, dribbling, pushing, patting, or kicking. Also using bats/rackets.</p> <p>Encourage children to be highly active and get out of breath several times every day.</p> <p>Provide opportunities for children to spin, rock, tilt, fall, slide and bounce.</p> <p>Support individuals to put on/take off waterproofs & wellies independently/zip up own coats</p>	<p>Races / team games involving gross motor movements.</p> <p>Dance related activities/</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Support individuals to put on/take off waterproofs & wellies independently/zip up own coats.</p>
<p>Linked to P.E.</p>	<p>Introduction to P.E and movement.</p>	<p>Gymnastics</p>	<p>Games</p>	<p>Dance</p>	<p>Ball Skills</p>	<p>Team Games</p>

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<p>Literacy:</p> <p>Reading</p> <p><u>Word Reading</u> Children will be working in different groups for Read Write Inc.</p> <p><u>Comprehension</u> Developing a passion for reading children will choose a library book to take home weekly.</p>	<p>RWI expectations for End of AUT1: Set 1 (16).</p> <p>Phonological awareness- rhyme, syllables, initial sounds, Fred Talk</p> <p>Name recognition.</p> <p>Books without words.</p> <hr/> <p>5 Concepts of Print:</p> <ul style="list-style-type: none"> -Understanding that print relays a message. - Knowledge about book orientation and directionality of print. -Book Handling (holding book the right way up, turning pages). -Emerging Knowledge of the alphabet. -Awareness of looks, pages, letters and words. 	<p>RWI expectations for End of AUT2: Set 1 (all). Blend sounds to words.</p> <p>Choosing books to read. Having favorite books/rhymes.</p> <p>Understanding author, illustrator, and blurb. Sequencing familiar stories through pictures. Engage in extended conversations about stories, learning new vocabulary.</p> <p>Retell stories related to events through acting/role play.</p> <p>Pie Corbett Actions to retell the story – Story Maps.</p> <p>Enjoys an increasing range of books.</p>	<p>RWI expectations for End of SPR1: Blend Sounds to Read ditty.</p> <p>Encourage children to record stories through picture drawing/mark making if needed. Sequence stories – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letters – sound correspondences.</p> <p>Make the books available for children to share at school and at home.</p> <p>Introduce red words starting with 'l' and 'the'.</p>	<p>RWI expectations for End of SPR2: Read Red and Set 1 Special friends.</p> <p>Information leaflets about animals.</p> <p>Read simple phrases and sentences made up of words with known letters. Read a few common exception words matched to RWI group.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>Show more understanding of what they have read.</p>	<p>RWI expectations for End of SUM1: Read Green & 4 double consonants.</p> <p>Information leaflets about gardens, plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Timeline / sequence of how plants grow.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>RWI expectations for End of SUM2: Read Green and first 6 set 2 sounds.</p> <p>Can draw pictures of characters/ event / setting in a story.</p> <p>Stories from other cultures and traditions.</p> <p>Listen to stories, accurately anticipate key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions. Sort books into categories. Independently choose appropriate nonfiction books to find out information. Introduction of Non-Fiction.</p>
<p>Literacy:</p> <p>Writing</p>	<p>Dominant hand Tripod grip Mark making Giving meaning to marks. Writing initial sounds Use initial sounds to label characters / images.</p>	<p>Name writing. Labelling and lists.</p> <p>CVC words Help children identify the sound that is tricky to spell. Sequence a story.</p>	<p>CVC, CVCC, CCVC words</p> <p>Short caption/ sentence.</p> <p>Begin to use red words.</p>	<p>Creating own story maps.</p> <p>Writing captions and labels.</p> <p>Writing simple sentences. Labels and captions – life cycles, dinosaurs, etc.</p> <p>Label animals and their habitats.</p>	<p>Writing for a purpose Phonetically plausible attempts at words.</p> <p>Beginning to use finger spaces.</p> <p>Write simple sentences.</p> <p>Label and write about mini beasts and life cycles.</p>	<p>Story writing. Writing sentences using some red words. Beginning to use full stops, capital letters and finger spaces. Multisyllabic words. Innovation of familiar texts. Character descriptions. Extend sentence using conjunctive. e.g. 'and'. Label and write about different locations.</p>

Maths Linked with White Rose	Getting to know you (2 weeks) Match, sort and compare (2 weeks) Talk about measure and patterns (2 weeks)	It's me 1, 2, 3 (2 weeks) Circles and Triangles (1 week) 1, 2, 3, 4, 5 (2 weeks) Shapes with 4 sides (1 week)	Alive in 5 (2 weeks) Mass and Capacity (1 week) Growing 6, 7, 8 (2 weeks) Length, height and time (2 weeks)	Building 9 and 10 (3 week) Explore 3-D Shapes (2 weeks)	To 20 and beyond (2 weeks) How many now? (2 weeks) Manipulate, compose and decompose (2 weeks)	Sharing and grouping (2 weeks) Visualise, build and map (3 weeks) Make connections (1 week)
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Understanding the World Links to science, history, R.E, Computing	All about me and my family – relatives and community. Explore our new environment. Holidays – places you have been? Differences in families. Different occupations of family members. Season – Autumn Harvest - charity Nocturnal animals Hibernating animals Difference between real and fiction. How has time changed from when you were a baby?	Halloween – potions/predictions Bonfire night – safety, adjectives, etc Remembrance Day Going to church Diwali Our birthdays Jolly postman – What is a map? Where is their home? Where do they live? Season – Winter Christmas in their past. How different cultures/countries celebrate Christmas?	What did you get for Christmas? What did your parents get for Christmas when they were 4/5 years old? Chinese New Year Weather – wind – kites Forces Look at the different modes of transport – old and new. Look at famous bridges- What materials in different ways to create a bridge (3 billy goats gruff) Environmental features Compare maps – google earth. Bee bots. Space – NASA	Body parts – compare animals and our own. What animals come from eggs? Compare and contrast different animals and where they live. Similarities to our pets? What are the differences? Herbivores/omnivores & carnivores Explore fossils. Mary Anning. What is a paleontologist? Are dinosaurs like any animals we know? Dinosaur maps – bee bots. Explore shadows.	Habitats of mini beasts. Planting seeds and observing how they grow. Learn names of parts of a plant. Weather – wind – kites, rain – boats Lifecycles of mini beasts – caterpillars to butterflies. What are pollinators? Mini beast – bee bots. Changes in living things – Changes in the leaves, weather, and seasons. Record the weather. Encourage interactions with the outdoors to foster curiosity and give children freedom to use senses.	Season – Summer Compare different places to go on holiday. What clothes do you take on holiday? Float and sinking Seaside long ago Floating and sinking. Metallic / non-metallic objects. Pirate maps Recycling – the effects on our environment and animals. How can we care for the natural world around us? Beach, sea and sun safety. What makes Cornwall special?
Linked to Science	'Health and Safety' and 'Our body'	'The Senses' and 'Weather and Seasons'	'Forces', 'Space' and 'Machines'	'Animals' and 'Food'	'Plants' and 'Insects'	'Materials' and 'The Beach'
Linked to R.E	Being special – where do I belong?	INCARNATION – Why is Christmas special for Christians?	God/CREATION - Why is the word 'God' so important to Christians?	Why is Easter so special to Christians?	What places are special and why?	What time / stories are special and why? Jonah and the whale

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Expressive Arts and Design	<p>Join in with role play games and use resources available for props; build models using construction equipment. Self-portraits. Harvest collages. Dressing up in different outfits. Harvest art. Kandinsky Leaf man</p> <p>Join in with traditional nursery rhymes & songs. Sing as a group. experiment with colour, use of materials, basic joining. Sing call-and-response songs. Exploring sounds and how they can be changed, tapping out of simple rhythms.</p>	<p>Experiment with colour, use of materials, basic joining. Self-portraits, Firework pictures. Halloween designs. Diwali designs – rice/ chalk Christmas decorations.</p> <p>Learn to sing as part of a group and perform songs to an audience. Listen to music and create their own dances. Listen to Indian music and create own instruments – rice shakers.</p> <p>Exploration of other countries – dressing up in different costumes.</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using. Teach children different techniques for joining materials, adhesive tape, different glues, hole punch and string, split pins. Large scale junk modelling. Design and make rockets. Design and make objects they might need for space, thinking about form and function. Create outer space pictures. Superhero masks. Listen to Chinese music and create own instruments.</p>	<p>Make different textures; make patterns using different colours</p> <p>Houses for the 3 little pigs. Shadow puppets Animal collages Rousseau's tiger</p> <p>Dinosaur skin- mixing colours & printing using bubble wrap?</p> <p>Patterns on Easter eggs. Mother's day crafts Easter crafts</p> <p>Home Corner role play Encourage children to make their own props to support role play.</p> <p>St Pirans day music.</p>	<p>Printing – symmetrical butterflies/using fruit & veg. Life cycles Habitats for animals</p> <p>The Snails – Matisse</p> <p>Artwork themed around Eric Carle / The Seasons</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Tap out simple rhythms.</p> <p>Mini beast songs and rhymes.</p> <p>Observational drawings using pencil/Pastel drawings. Clay fossils/bones</p>	<p>Use different textures and materials. Sand pictures / collages Frida Kahlo inspired self portrait- observational drawing/painting & collage Junk modelling to create creatures from Somebody Swallowed Stanley</p> <p>Colour mixing – underwater pictures. Father's Day Crafts Seaside and sand art Marine life collages Make a sculpture – Andy Goldsworthy Larger scale art Jo Downs</p> <p>Encourage children to create their own music. Sea sounds – make our own movement and dance to it.</p>
Linked to DT		Christmas decorations	Chinese Food	Easter Bonnet	Picnic Food	Pirate Puppet
Link to Music Sing Up!	<p>Shake my Sillies out. Sing Up Music Reception Shake my sillies out Sing Up</p>	<p>Bow, bow, bow, Belinda Sing Up Music Reception Bow, bow, bow Belinda Sing Up</p>	<p>Up and Down Sing Up Music Reception Up and down Sing Up</p>	<p>Cuckoo Polka Sing Up Music Reception Bird spotting: Cuckoo polka Sing Up</p>	<p>Five Fine Bumble Bees Sing Up Music Reception Five fine bumble bees Sing Up</p>	<p>Down there Under the Sea Sing Up Music Reception Down there under the sea Sing Up</p>

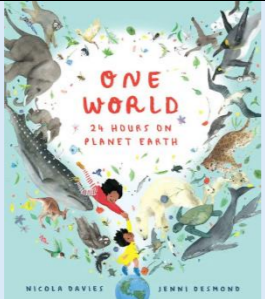

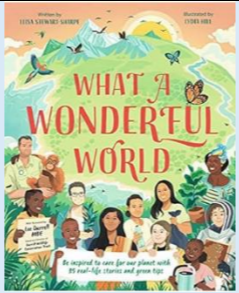
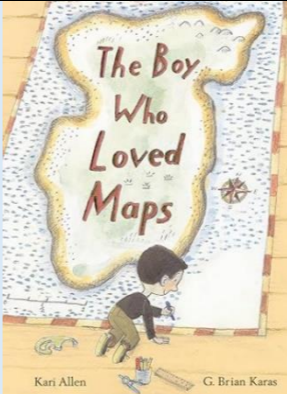
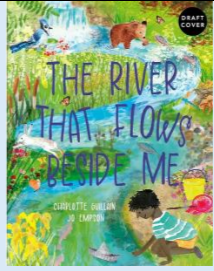
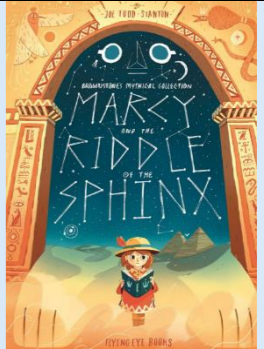
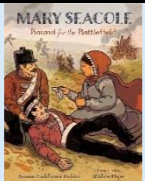


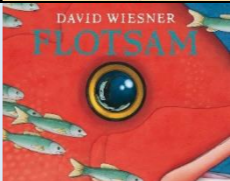

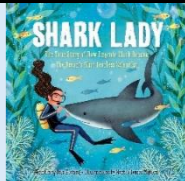

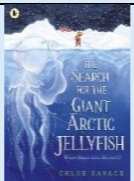
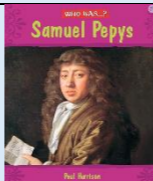
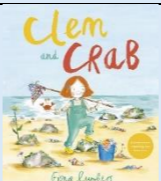
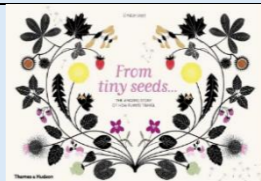
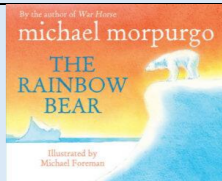
Early Learning Goals – for the end of the year - Holistic / best fit judgement!

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

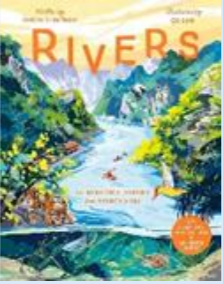


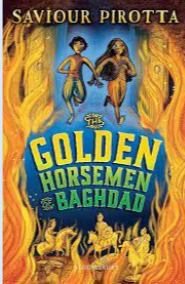
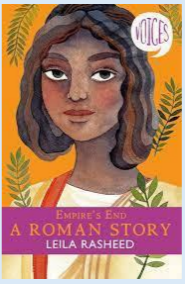

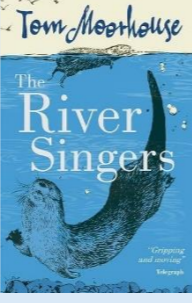
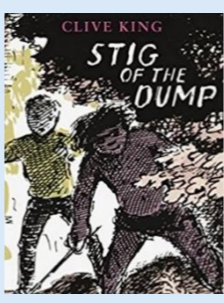
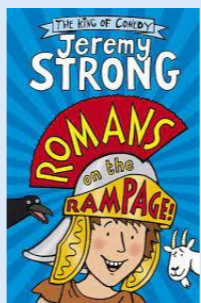
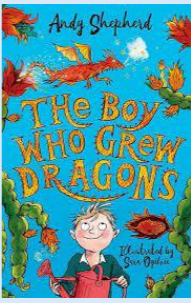
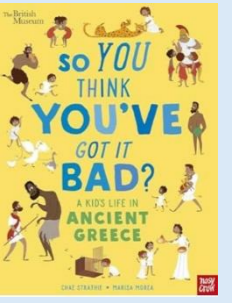
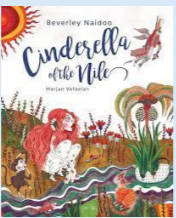
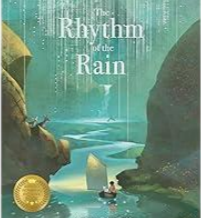
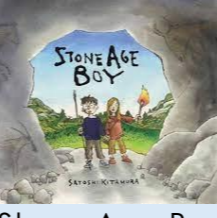

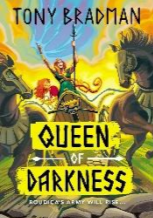
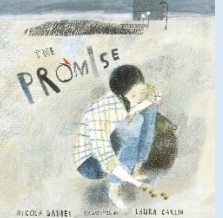
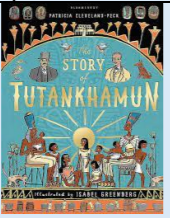
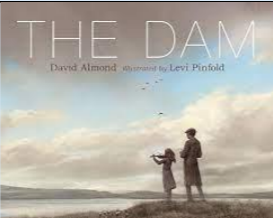
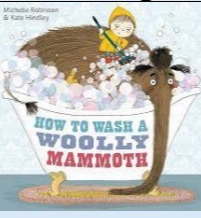
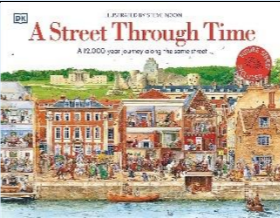

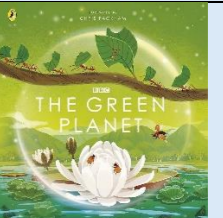
<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>		<p>some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	Where do I live?	Where can you find Castles in Cornwall?	What can I find in my school grounds?	Why do we burn guys on a bonfire?	What can we find in our local area?	How have seaside holidays changed?
Reading for pleasure						
Fiction Writing						
	A series of sentences describing what their friend looks like.	A setting description of what a castle looks like.	Character Description Wanted Poster (2)	A short story about finding an animal in your house and the chaos it causes (1)	To write a story of a journey following the same pattern of the text. (2)	Full Narrative (1) – A day at the seaside
Non Fiction Writing						
	Information Text (2) – Our school	Letter (1) Letter to Father Christmas	Instruction Text (1) Making a fire.	Instruction Text (2) – How to find the buried treasure.	Explanation Text (1) – How can we be safe in our village?	Discussion Text (Oracy) – What is the best beach activity? (2)
Mathematics	Number and Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Properties of Shape		Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Measurement: Length and Height Measurement: Mass and Volume		Number: Multiplication & Division Number: Fractions Geometry: Position & Direction Number: Place Value (within 100) Measurement: Money	
Science	Animals inc humans- Parts of the human body, senses	Seasonal Changes- observe changes across 4 seasons, inc. weather and day length	Animals inc humans- animal groups: fish, amphibians, reptiles, birds, mammals, carnivores, herbivores, omnivores	Materials- identify and name everyday materials, describe properties, compare and group	Plants- identify and name, inc deciduous and evergreen, basic plant and tree structure Date logging and recording	Materials- Prediction Choosing and using materials Exploring different materials Explaining uses and why

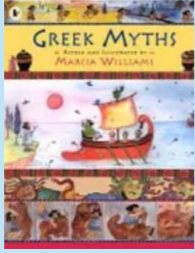
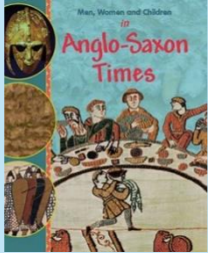

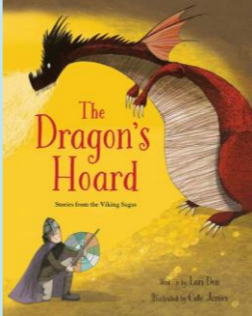




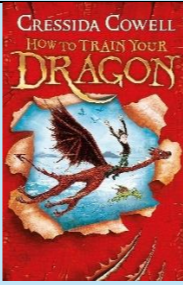
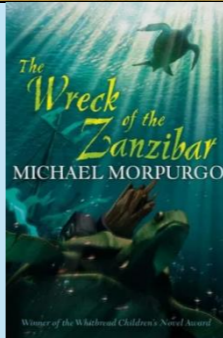

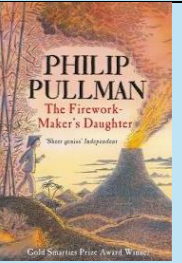
Geography	Where do I live?		What can I find in my school grounds?		What can we find in our local area?	
History		Where can you find Castles in Cornwall?		Why do we burn guys on the bonfire? (KS)		How have seaside holidays changed?
Art	Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks		Exploring Watercolour Exploring watercolour and discovering we can use accidental marks to help us make art.		Playful Making Exploring materials and intention through a playful approach	
D.T.				Mechanisms Design and make a small trolley to carry tools to use in the school garden		Food Purpose - picnic preparing fruit and vegetables
R.E.	1.2 Who do Christians say made the world?		1.7 Who is Jewish and how do they live? (part 1)	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live? (part 2)	1.9 How should we care for the world and others, and why does it matter?
P.S.H.E.	Being me in my world		Dreams and goals	Healthy me	Relationships	Changing me
Computing	Online Safety & Exploring Purple Mash (4) Standalone		Maze Explorers (3)		Pictograms	Grouping and sorting
Music	Colonel Hathi's march		Football	Musical Conversations	Cat and Mouse	Come dance with me
P.E.	Fundamentals Ball skills		Net and wall games Dance	Gymnastics Target games	Fitness Invasion Games	Yoga Athletics

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	Why are Mary Seacole and Florence Nightingale remembered?	Would you prefer to live in a hot or cold place?	Why is The Great Fire of London remembered today?	How could I explore the United Kingdom?	How do modern day explorers compare to explorers of the past?	Why is our world so amazing?
Reading for pleasure						
Fiction Writing						
	Character Description (1) M – Guy Fawkes G – Mary Seacole I – Florence Nightingale	Setting description (2) M – Crimea G – Arctic I – Kenya	Story opening (2) M – Knight arriving at a castle G – Florence arriving at battlefield. I – Fire Starting	Setting Description (2) M – Great Fire of London G – Newquay Harbour I – A beach clean	Action - Journey (1) M – Flotsam submarine G – Christopher Columbus I – Neil Armstrong	Suspense (1) M – Crab G – Shark I – Own animal
Non Fiction Writing						
	Information Text (2) M – Guy Fawkes G – Mary Seacole I – Florence Nightingale	Discussion Text (1) M – Newquay G – Living in a hot country I – Living in a cold country	Recount Text - Diary (1) M – Samuel Pepys G – Trip to Eden Project I – Fire Station Trip	Persuasion Text (1) M – To join our class G – To visit Newquay I – To keep beaches clean	Information Text (2) M – Transport G – Materials I – Habitats	Instruction Text (2) M – How to look after a wound G – How to build a fire-resistant house I – How to make a bug habitat/hotel
Mathematics	Number: Place Value Number: Addition and subtraction Geometry: Shapes		Measurement: Money Number: Multiplication and division Measurement: Length and height Measurement: Mass, capacity and temperature		Number: Fractions Measurement: Time Statistics Geometry: Position and direction	
Science	Animals including humans – Growth	Animals including humans – Life Cycles	Materials	Plants	Habitats	Habitats – Around the world
Geography		Would you prefer to live in a hot or cold place?		How could I explore the United Kingdom?		What makes our world so amazing?
History	Why are Mary Seacole and Florence Nightingale remembered?		How did the Great Fire change London?		How did Columbus and Armstrong change the world?	

Art		Can I explore how colour can convey emotion in a self-portrait? Paul Klee Frida Kahlo		Can I use stamping, lino printing and collage to create flower inspired prints? Orla Kiely		Can I use colour to paint our own coastal Falmouth scene in the style of John Dyer? John Dyer
D.T.	Textiles – simple bag Make a first aid kit bag		Structures Free standing building walls with different structures		Mechanisms – sliders and levers Story board to tell a story to the class	
R.E.	Who is Muslim and how do they live?	Why does Christmas matter to Christians?	Who is Muslim and how do they live?	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus brings?	What makes some places sacred to believers?
P.S.H.E.	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Computing	Digital literacy: Online safety			Computer science: Coding	IT: Questioning	Digital literacy: Effective searching
Music	In the Groove	KS1 Nativity	The Great Fire of London	Boom Whackers	Journeys (Ship on the ocean)	Friendships
P.E.	Fundamentals Ball skills	Net & Wall Games Gymnastics	Sending and receiving Fitness	Invasion games Dance	Target games Yoga	Striking and fielding games Athletics

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	What was lifelike in Ancient Egypt?	What are rivers and how are they used?	How did life change from the Stone Age to the Iron Age?	Are all settlements the same?	How did the Romans change Britain?	What is Italy like today?
Reading for Pleasure						
Guided Reading						
Fiction Writing	 Cinderella of the Nile	 The Rhythm of the Rain	 Stone Age Boy	 Our Tower	 Queen of Darkness	 The Promise
	Narrative – Setting Modelled – Great Fire of London Guided – Inside temple Independent – By Nile	Character Description M – birds and goat G- Forest animals I – Whale and penguins	Story opening/Cliffhanger M – Guy Fawkes G – Meeting a bear in the cave I – Hunting an animal	Action and Suspense M – Chasing an animal G – Chasing the ball I – Entering the woods	Dialogue (2) M – The Dam G – The Tower I – Continuation of Q.O.D.	Full Narrative – Finding an object M – The Promise G – Promise style story I – The Beach
Non Fiction Writing	 The Story of Tutankhamun	 The Dam	 How to wash a woolly mammoth	 A Street Through Time	 Queen of Darkness	 The Green Planet
	First Person Recount Model – Trip to aquarium Guided – Howard Carter Independent - Trip to museum	Discussion M – Seaside holidays G – Hot or cold place I - Should we dam rivers?	Instructions M – Mummification G- Woolly Mammoth I - How to look after an animal.	Persuasive Letter M – Littering on beaches G – Improvements to school I – Letter to MP about St Eval	Information text – 1 M – Christopher Columbus G – Julius Ceasar I - Biography of Boudica	Explanation text M – What do animals need to survive? G – How do seeds disperse? I – How do plants grow?

Mathematics	Number: place Value Number: Addition and Subtraction Number: Multiplication and division A		Number: Multiplication and division B Measurement: Length and perimeter Number: Fractions A Measurement: Mass and Capacity		Number: Fraction B Measurement: Money Measurement: Time Geometry: Shape Statistics	
Science	Animals including Humans	Scientific Enquiry	Rocks, Fossils and Soils	Forces and Magnets	Light	Plants
Geography		Rivers - What are rivers and how are they used?		Settlements - Are all settlements the same?		Italy – What is Italy like today?
History	Ancient Egyptians – What was lifelike in Ancient Egypt?		Stone Age – How did life change from the Stone Age to the Iron Age?		Romans – How did the Romans change Britian?	
Art		Drawing – Mixed Media (aboriginal art) Artist – Michelle Possum		Sculpture – clay work		Drawing and painting – waves Artist – Joanna Stevens
D.T.	Shell structures – using nets (pyramids) packaging gifts boxes.		Leavers and linkages – shaping, joining paper and card – create information books.		Textiles design and make a roman purse	
R.E.	What do Christians learn from the creation story?	What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
P.S.H.E.	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Computing	Unit 3.2 – Online Safety	Unit 3.1 – Coding		Unit 3.3 – Spreadsheets		Unit 3.9 – presenting (MS Powerpoint)
Music	Ancient Egypt (singing)	Play Percussion (Instruments)		St Piran's Day Sea Shanty (singing and percussion)	Celts and Romans (singing)	Ukelele Method 1 (instrument)
P.E.	Fundamentals Netball	Handball Fitness	Hockey Gymnastics	Dodgeball Dance	Tennis OAA	Rounders Athletics

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	How did the Greeks change the World?	How do we compare to our European neighbours?	Were the Saxon times really the Dark Ages?	How are our Coastlines changing?	How should we remember the Vikings?	Why do people live near Volcanoes?
Reading for pleasure						
Guided Reading						
Writing Fiction	Setting description Modelled – Egyptian Tomb Guided – Rome Dockyard Independent – Athens Agora	Dialogue M – Convincing Anubis to allow into the afterlife G – Daedalus convincing Icarus not to fly too high. I – Medusa trying to persuade Perseus to look at her.	Character description M – Anubis G – Minotaur I – Dragon/Free choice	Setting Description - Creating atmosphere M – The labyrinth G – Dragon homeland I – Stormy shipwreck	Chapter opening – Searching for something M – Searching a Pyramid G – Searching for a dragon I – Searching for a beast	Full Narrative – Flashback M – Remembering exploring the pyramid G – Remembering the storm I – Remembering the eruption
Non-Fiction	Explanation Text M- How do plants grow? G- How do you make a Greek pitta pocket I - How does the digestive system work?	Discussion Text M – Was the Romans invasion of Britain a good thing? G– Are the Greek Gods good role models? I– Should we destroy habitats?	Instruction M – How to make it to the afterlife. G – How to escape the Labyrinth I – How to care for your dragon	Recount text (Diary) M – A day on holiday in Newquay G – A day in the life of a Greek hero. I – Visit to beach (link to trip)	Persuasion Text – Letter to parents M – Why we should visit Greece. G – Why I should be allowed to go on a quest. I – Why a dragon would make a good pet.	Information Text M – Earthquakes G – Rivers I – Volcanoes
Poetry	Explore Falling Out of the Sky: Poems about Myths and Monsters: Poems About Myths and Legends Performance The Seeds of Friendship		Performance Falling Out of the Sky: Poems about Myths and Monsters: Poems About Myths and Legends			Create Descriptive poem about a Volcano

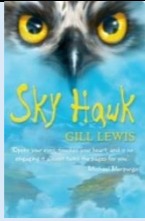


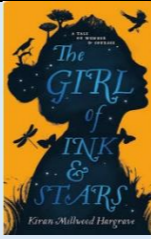
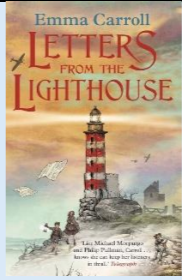
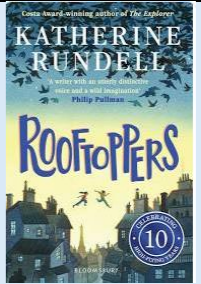



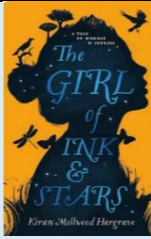
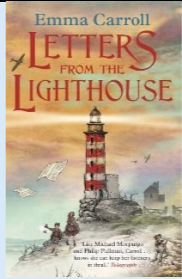
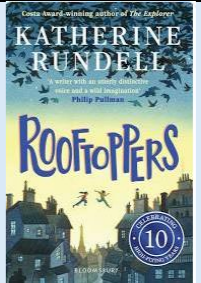
Mathematics	Number: Place Value Number: Addition and Subtraction	Measurement Number: Multiplication and Division (A)	Number: Multiplication and Division (B) Measurement: Length and Perimeter Fractions	Number: Fractions Number: Decimals (A)	Number: Decimals (B) Measurement: Money Measurement: Time	Measurement: Time Geometry: Shape Statistics Geometry: Position and Direction
Science	Animals inc humans– Food chains, digestion and teeth	States of Matter cont.- heating, cooling, evaporation, condensation, water cycle States of Matter Solids, liquids and gases.	Electricity– circuits, conductors and insulators	Sound – vibration, pitch and volume	Living things and their habitats-	Living things and their habitats– classification, environments conservation
Geography		How do we compare to our European Neighbors?		How are our coastlines changing?		Why do people live near volcanoes?
History	How did the Greeks change the world? (KS)		Were the Saxon times really the Dark Ages? (KS)		How should we remember the Vikings? (KS)	
Art		Story Telling through drawing	Exploring Still life		Sculptures, structures, inventiveness and determination	Festival/feasts drawing
D.T.	Healthy and varied diet – eg pitta pockets			Pneumatics – Designing and making a moving creature in a box for a small child		Electrical systems – simple programming and control – noise making toy (warning signal for volcanoes
R.E.	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be a Hindu in Britain today?	L2.3 INCARNATION/ GOD: What is the Trinity and why is it important to Christians?	L2.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'?	L2.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?	L2.11 CK4RE How and why do people in Cornwall mark significant events in community life?
P.S.H.E.	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Computing	Unit4.2 – Online Safety (4) Standalone		Unit 4.6 – Animation (3) Were the Saxon times really the 'Dark Ages'?		Unit 4.5 – Logo (4) How should we remember the Vikings?	

Music	This little light of mine	Composing with colour	The doot doot song	Spain	Favourite Song	Global Pentatonic
P.E.	Invasion Ball skills Yoga	Football Dodgeball	Basketball Gymnastics	Tag Rugby Dance	Tennis Outdoor Pursuits	Athletics Cricket

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	Was the Victorian era the Golden age of British History?	How Is Climate Change Affecting Our World?	How were the Maya more advanced than the Saxons?	Why are the rainforests the lungs of the world?	Why Was World War 1 Called 'The Great War'?	Why does population change?
Reading For Pleasure						
Guided Reading						
Fiction Writing	Setting Description Modelled – Ancient Rome Guided – Viking Lindisfarne Independent – Victorian London	Dialogue between two characters M – Characters in Flooded G – Characters during wildfire I – Characters during deforestation	Chapter opening – meeting a god M – Meeting Queen Victoria G – Meeting Zeus I – Meeting a Mayan God	Suspense M – Perseus and the minotaur G – Auden freeing the robot I – Creeping past a sleeping jaguar.	Story opening - Flashforward M – Boat sinking (Boy 87) G – Plane crash I – Over The Top WW1	Full Narrative – Flashback M – Pompeii flashback G - WW1 flashback I – Refugee flashback
Non-Fiction Writing	Explanation Text M – How does the Lightbulb work? G – How does the Davy Safety Lamp Work? I – Own Victorian Invention	Discussion Text M – Should we dam rivers? G – Should people come to Cornwall on holiday? I – Is fishing bad?	Information Text M – Ancient Egypt G – Ancient Greece I – Ancient Maya	Persuasion Speech M – Should we dam rivers? G – Should we have laws on fishing? I – Cutting down the rainforest	Recount Text M – Roman Soldier G – Viking Raider I – Soldier/Horse WW1	Instruction Text M – What to do if there is an earthquake G – What to do if there is a flood. I – What to do if there is a wildfire.
Poetry	Explore and Perform The Seedling – Paul Laurence Dunbar (Harvest)	Performance Poems from a Green and Blue Planet (Winter)		Written Personification Poetry – Deforestation		Explore and Perform People Need People by Benjamin Zephaniah

Mathematics	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division A Fractions A		Number: Multiplication and Division B Fractions B Number: Decimals and Percentages Measurement: Perimeter and Area Statistics		Geometry: Shape Geometry: Position and Direction Number: Decimals Number: Negative Numbers Measurement: Converting Units Measurement: Volume	
Science	Earth and Space	Animals, including humans	Properties of Materials	Changes of Materials	Living Things and their habitats	Forces
Geography		How Is Climate Change Affecting Our World?		Why are the rainforests the lungs of the world?		Why does population change?
History	Was the Victorian era the Golden age of British History?		How were the Maya more advanced than the Saxons?		Why Was World War 1 Called 'The Great War'?	
Art	Mixed Media Land & City Scapes Explore how artists use a variety of media to capture spirit of the place.		Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.		Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.	
D.T.		Electrical systems monitoring and control – automatic night light programmable		Structures – frame structures – large scale shelters could be used in rain forests or bird hide challenge		Mechanisms – pulleys or gears Toy vehicle – use the kit car as a live large example constructing chasis
R.E.	U2.8 What does it mean to be a Muslim in Britain today?	U2.1: GOD: What does it mean if Christians believe God is Holy and Loving?	U2.4 INCARNATION Was Jesus the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.5 GOSPEL: What would Jesus do?	U2.10 What matters most to Humanists and Christians?
P.S.H.E.	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
Computing	Unit 5.2 - Online Safety (3)	Unit 5.8 - Word Processing (8)	Unit 5.7 - Concept Maps (4)	Unit 5.5 - Game Creator (5)		First lessons with MakeCode and the micro:bit

Music	What shall we do with the drunken sailor?	Why we sing Introduction to songwriting	Madina tun nabi	Building a groove	Balinese Gamelan Composing in ternary form	Kisne banaaya
P.E.						

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	World War 2-2025 (Invasions of Britain 2024)	Natural disasters	Crime and punishment.	The French Alps.	Face Value- A thematic approach to propaganda. SATS	Maps and map reading
Reading for pleasure						
Writing						
Fiction	Character Description M – War Horse G – Treasure Island I – Sherlock Holmes	Setting Description M –Roman Battlefield G – Mayan Rainforest I - Setting Galapagos islands description.	Dialogue M – Conversation from Skyhawk. G – Conversation from D.D. I – Conversation from Holes.	Action Story M – Tsunami Hitting G – Earthquake Hitting I – Hurricane Hitting	Flashback Story M – Lighthouse Storm G – Crossing the Med I – The Piano	Suspense Story M – Hound of the Baskervilles G – Creeping Across No-Mans Land I – Locked in Bodmin Jail
Non-Fiction	Formal Letter M – Letter from Florence N. G – Letter from an WW2 Officer I - To Sherlock Holmes.	Biographies M – David Attenborough G – Harriet Tubman I – Own famous person	Discussion M – Should we wear school uniforms? G – Should we use mobile phones in the classrooms? I – Should children go to prison?	Recount M – Scott of the Antarctic G – From the frontline WW2 I – Surviving a hurricane	Non-Chronological Report M – The River Nile G – Volcanos I - Mountains	Explanation Text M – Darwin's Evolution G – Humphry Davy's Lamp I – Ocean Clean-Up Net
Poetry		Explore and Perform The Night Before Christmas by Clement Clark Moore.		Perform Personification poem		Written Leavers Poem

Mathematics	Place Value Addition Subtraction Division multiplication	Fractions A Fractions B Measurement	Ratio Algebra Decimals Statistics- linked to History	Fractions Decimals Percent Area & perimeter Volume	Scale Statistics Shape Position and direction SATS	Themed projects Problem solving Money, banking & business
Science	Electricity	Light	Animals including humans	Evolution and inheritance.	Living things and their environment.	Looking after our environment and climate change.
Geography		How have natural disasters and human influence effected Mexico City?		What is life like in the Alps? (Field trip to Mawgan Porth local survey)		Can I find my way home? Map reading skills. (Field trip to Minions)
History	WW2 (Vikings- gap filling)		How has crime and punishment changed through history? (Bodmin Jail)		How has propaganda influenced history? (Thematic)	
Art		Drawing and painting skills.		Sculptures Barbara Hepburn/ Henry Moore Local junk from sea.	Scale drawings (Maths)	Printing and painting linked to nature and standing stones. (Minion visit for Geography)
D.T.	Making electrical alarms for money boxes.	Food Celebrating local food and seasonality- Christmas food.	Mechanisms. Creating vehicle mechanisms for Victorian fair grounds- levers, cogs.		Needle work Create a door stop/draft excluder.	Celebrating local food- Royal Cornwall Show- cheese making.
R.E.	<i>U2B:3 People of God: How can following God bring Justice and freedom?</i>	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.2 Creation and science: conflicting or complementary?	U2.8 What kind of King was Jesus?	U2.12 How does faith help people when life gets hard
P.S.H.E.	Being me in my world.	Celebrating difference.	Dreams and goals.	Healthy me.	Relationships.	Changing me.
Computing	6.2 online safety 6.9 Spreadsheets linked into WW2.	6.1 Coding	6.4 Blogging Linked to crime and punishment.	E-Safety Create a survey for Geog. Plotagon 3D animation		Purple Mash unit 6.5 Text adventures
Music	Hey Mr. Miller! (Sing up)	Shadows. (Sing up)	Composing for protest. You to me are everything.	Donna Nobis Pacem Twinkle variation	Race! (sing up)	*Exploring identity through song. *Ame Sau vala tara sal

P.E.

Tag rugby
Gymnastics

Hockey
Dance- shadows
music from sing up.

Basketball
Gymnastics

Y6 residential
Dance- evolving
moves
Tennis

Athletics
Gymnastics

Cricket
Dance- play
performance.
Swimming top
up/rounders