



Choughs Rolling Programme

Curriculum subjects

	Topics	English genres	Maths links	Science	History	Geography	Art & Design	Design & Technology	Music & Drama	Computing	RE	Languages	PE
2015-2016 Year A	<p>The Sky</p> <p>Go outside and look up: what can you see?</p>	<p>Instructions (rain gauge, flying machine)</p> <p>Poetry: weather/seasons</p> <p>Reports on birds</p> <p>Explanation text: bird life cycle posters</p> <p>Recount: trip</p> <p>Traditional tales: myths and legends (Sun and Wind)</p> <p>Weather reports</p> <p>Stories with repetitive phrasing: We're going on a rainbow hunt</p> <p>Labels, lists and captions (clouds)</p>	<p>Collecting data about weather</p> <p>Symmetry and patterns in nature</p>	<p>Working scientifically</p> <p>Seasonal Changes: observe changes across the four seasons and describe weather associated with the seasons and how day length varies</p> <p>Animals (including humans): identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; identify and name a variety of common animals that are carnivores, herbivores and omnivores; describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Link to animals in the sky: birds, butterflies etc.</p> <p>Living Things & Their Habitats: explore and compare the differences between things that are living, dead, and things that have never been alive; identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of</p>	<p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>The Wright brothers and the history of flight</p> <p>Bonfire Night and Guy Fawkes</p> <p>Remembrance Day</p>	<p>Human & Physical Geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>To use a range of materials creatively to design and make products</p> <p>Firework pictures</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>3D models of flying houses.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Rainbows: an exploration of colour</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Painting clouds, sunsets and sunrises (comparing own work to that of artists)</p>	<p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical Knowledge</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>An opening lunch box for Cornish miners.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and detuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>John Brolly</p> <p>Songs about the weather/seasons</p> <p>Making our own wind instruments</p> <p>Composing music about animals, the weather, colour and the seasons</p> <p>Christmas play</p>	<p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Noah's ark</p> <p>Beliefs about the sun, moon and stars</p> <p>Festivals around the world</p> <p>Buddhism</p>	N/A	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p> <p>Parachute games</p> <p>Using our bodies to act out stories and poems</p>

				different kinds of animals and plants and how they depend on each other; identify and name a variety of plants and animals in their habitats, including micro-habitats; describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.				Cooking & Nutrition Use the basic principles of a healthy and varied diet to prepare dishes Eat a rainbow every day.					Rain dances
	China Around China in 55 days: what's it like to live there?	Traditional tales: fairy tales Yeh Hsien & Cinderella Postcards, letters and diaries from a trip to China Instruction: how to play a board game Chinese myths and legends Writing and speaking Chinese words Poetry Contemporary Fiction: Leon and Bob Stories with repetitive phrasing: The Important Book	Writing Chinese numbers (to aid place value) Shape including Chinese tangrams Ordinal numbers in the Chinese Zodiac race (1 st , 2 nd , 3 rd etc.)	Working scientifically Plants: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; identify and describe the basic structure of a variety of common flowering plants, including trees. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Animals, including Humans: notice that animals, including humans, have offspring which grow into adults; find out about and describe the basic needs of animals, including humans, for survival (water, food and air); describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Plants: observe and describe how seeds and bulbs grow into mature plants; find out and describe how plants need water, light and a suitable temperature to	events beyond living memory that are significant nationally or globally Chinese inventions like writing, fireworks (Shang Dynasty)	Locational Knowledge: name and locate the world's seven continents and five oceans Place Knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human & Physical Geography use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical Skills & Fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	To use a range of materials creatively to design and make products Junk model the Great Wall of China To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Terracotta army sculptures To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Shape: Chinese calligraphy. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Chinese crafts: lanterns, slat books, fans	Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable Great Wall of China out of boxes	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. John Brolly Appreciation of Chinese music Songs about China Making Chinese drums Composing music to accompany a story Dragon dances and their music	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Chinese New Year Chinese Zodiac animals Chinese beliefs and traditions Christianity Churches Buddhism in China	Chinese	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns. Multi-skills Dave Tremaine Throwing and catching Parachute games

				grow and stay healthy. Visit Trewidden & research Chinese plants.									
	Cornwall How has it changed?	Cornish myths and legends Traditional tales: Town Mouse and Country Mouse Writing letters and diary entries (past, present and future) Explanation texts: from net to plate, Newlyn Contemporary fiction inc The Sandhorse Family History reports Poetry	Time Measures inc weight (linked to cooking)	Working scientifically Everyday Materials: distinguish between an object and the material from which it is made; identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock; describe the simple physical properties of a variety of everyday materials; compare and group together a variety of everyday materials on the basis of their simple physical properties. Link to Cornish mining Uses of Everyday Materials: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses; find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Significant historical events, people and places in their own locality. Changes within living memory Humphry Davy Family history Ancient Cornwall LS Lowry	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	To use a range of materials creatively to design and make products Mixed media finger painted moorland pictures To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Sand sculptures on beach trip To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Mixed media finger painted moorland pictures To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. LS Lowry (town and countryside art) John Miller paintings	Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Understand where food comes from. Visit a Cornish farm. Technical Knowledge Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. An opening lunch box for Cornish miners.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. John Brolly Acting out Cornish myths and legends Cornish music and poetry, past and present La Frowda singing End of Year performance	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Celebrations in Cornwall Churches Trip to St Levan church Buddhism	Cornish	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns. Gross motor skills Cornish dancing Multi-skills Dave Tremaine
2016-2017 Year B	Space What's out there?	Recount of a trip (Goonhilly) Space poetry	Measuring length for space suits Rocket building using 2D shapes	Working scientifically Seasonal Changes: Observe changes across the four seasons and describe weather	Changes within living memory. Space travel.	Locational Knowledge Name and locate the world's seven continents and five oceans	To use a range of materials creatively to design and make products Moon buggies	Design Design purposeful, functional, appealing products for themselves and other users based on design criteria	Use their voices expressively and creatively by singing songs and speaking	Recognise common uses of information technology beyond school	Christianity: Christmas The Three Kings (star gazers)	N/A	Master basic movements including running, jumping,

		<p>Retelling traditional stories including myths and fairy tales</p> <p>Instructions: how to build a UFO/planet</p> <p>Beegu alien stories</p> <p>Invitations and posters for an alien tea party (Alien Tea on the Planet Zumzee)</p>	<p>Counting in 2s, 5s and 10s using aliens</p> <p>Planet arrays for x and ÷</p>	<p>associated with the seasons and how day length varies. Everyday Materials: Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Uses of Everyday Materials: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Neil Armstrong and Tim Peake</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Geographical Skills & Fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Stars and constellations</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Space silhouettes</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Van Gogh's starry night</p>	<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical Knowledge</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Moon buggies with axles</p> <p>Cooking & Nutrition</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Space food</p>	<p>chants and rhymes</p> <p>Play tuned and detuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>John Brolly</p> <p>Christmas play</p> <p>Sound in space</p> <p>Classroom chants and rhymes</p> <p>Composing music to accompany space stories</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Hinduism</p> <p>Diwali</p> <p>Beliefs about the sun, moon and stars</p>		<p>throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p> <p>Team games DT</p> <p>Acting out space travel with our bodies</p>
	<p>Superheroes</p> <p>What makes a hero super?</p>	<p>Great Fire of London poems and recounts</p> <p>Instruction writing: toys</p> <p>Traditional tales/heroes and villains</p>	<p>3D shape toy design</p> <p>Days of the week</p> <p>Months of the year</p> <p>Money (toy shop)</p>	<p>Working scientifically</p> <p>Seasonal Changes: Observe changes across the four seasons and describe weather associated with the seasons and how day length varies. Identify, name, draw and label the basic parts of the</p>	<p>Changes within living memory.</p> <p>Toys from the past.</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The Great Fire of London</p>	<p>Human & Physical Geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the</p>	<p>To use a range of materials creatively to design and make products</p> <p>Toys</p> <p>To use drawing, painting and sculpture to develop and share their ideas,</p>	<p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and detuned</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>Christianity inc. Easter and the Easter Story</p> <p>Shrove Tuesday</p> <p>Ash Wednesday</p>	N/A	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,</p>

		Reports on Florence Nightingale and Mary Seacole	Position and direction (programmable toys)	human body and say which part of the body is associated with each sense Animals, including Humans. Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Florence Nightingale and Mary Seacole. Significant historical events, people and places in their own locality Local heroes and their history. E.g. RNLI. Lifeboat visit.	Equator and the North and South Poles	experiences and imagination Florence & Mary portraits To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Superhero suits To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Fire paintings	appropriate, information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Designing a toy Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical Knowledge Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Designing superhero suits Cooking & Nutrition Use the basic principles of a healthy and varied diet to prepare dishes Superhero snacks	instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. John Brolly Superhero soundtracks Reading musical notation	Create and debug simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Hinduism Kindness and helping others		and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns. Gymnastics Multi-skills DT
	Plants How does your garden grow?	Mini-beast life cycle explanation texts Cornish myths and legends Traditional Tales: Jack and the Beanstalk, The Enormous Turnip Plant diaries and reports Wedding invitations	Measurement (length and capacity) with plants in the garden Data collection and statistics (wedding planning) Mini-beast addition and subtraction Position and direction (with bee-bots)	Working scientifically Seasonal Changes: Observe changes across the four seasons and describe weather associated with the seasons and how day length varies. Plants: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. Animals (including humans) Identify and name a variety of common	Significant historical events, people and places in their own locality History of St Levan Church.	Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,	To use a range of materials creatively to design and make products Wedding decorations To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Wedding decorations	Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a range of tools and	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	Celebrations Wedding at St Levan Church Weddings from around the world Hinduism	N/A	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing

			Time	<p>animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Living Things & Their Habitats: explore and compare the differences between things that are living, dead, and things that have never been alive. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Plants: Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>		<p>vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Garden sketching</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>La Frowda</p>	<p>equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p>Bug houses</p> <p>Technical Knowledge. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Cooking & Nutrition. Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Healthy wedding snacks</p> <p>Wedding cake</p>	<p>quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>John Brolly</p> <p>La Frowda singing</p> <p>End of Year performance</p> <p>Wedding music</p> <p>Animal calls (insect noises)</p>	Use technology purposefully to create, organise, store, manipulate and retrieve digital content			<p>simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p> <p>Dance (inc. Minack workshop)</p> <p>Athletics with DT</p> <p>Balancing and coordination</p>
2017-2018 Year C	<p>Who am I?</p> <p>What makes me, me?</p>	<p>All about me booklets</p> <p>Myths and legends (Cornwall)</p> <p>Instructions-beach safety posters, local foods</p> <p>Poetry: Sarah Moulton</p> <p>Stories set in Cornwall</p> <p>Industry in Cornwall reports</p> <p>Persuasion: why live in Cornwall?</p>	Design: strength of shapes. 2D shape and 3D shape	<p>Working scientifically. Everyday Materials. Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Changes. Observe changes across the four seasons and describe weather associated with the seasons and how day length varies. Identify and compare the suitability of a variety of everyday materials, including</p>	<p>Significant historical events, people and places in their own locality.</p> <p>Life in the past in Cornwall: what was it like for young children?</p> <p>Family trees, history and name origins</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season</p>	<p>To use a range of materials creatively to design and make products.</p> <p>Memory boxes</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Fishing boats</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Self portraits</p>	<p>Design. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and detuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the</p>	<p>Create and debug simple programs.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Hinduism and Christianity</p> <p>Significant events in both religions: how do they compare?</p> <p>Cornwall at Christmas</p>	N/A	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing</p>

				wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Animals, including Humans Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical Skills & Fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Picasso portraits	materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Fishing boats Technical Knowledge Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.	inter-related dimensions of music. John Brolly Christmas play			simple tactics for attacking and defending Perform dances using simple movement patterns.
Can you discover a new world? How is my new world unique?	Question writing Prediction writing Persuasion: holiday brochures Information texts: local foods, plants and customs from around the world Letter writing and postcards home Stories about adventures and exploring Recounts of adventures and exploring Instructions: healthy smoothies Stories with repetitive phrasing. Manana Iguana.	Time	Working scientifically Animals (including humans) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Living Things & Their Habitats Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in	Events beyond living memory that are significant nationally or globally World exploration. Race to the South Pole. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Aztec empire in Mexico and Cortes. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 World exploration and conquest. The British Empire.	Locational Knowledge Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human & Physical Geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Locate the world's countries, using maps to focus on Europe	To use a range of materials creatively to design and make products Aztec art To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Totem poles To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Totem poles To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Aboriginal art	Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Totem poles Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. John Brolly	Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable	Buddhism: its founder and key beliefs Discovering different cultural beliefs from around the world	French (link to France learning) Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations Appreciate stories, songs, poems and rhymes in the language	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns.

				habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.		(including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		Technical Knowledge Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Cooking & Nutrition Use the basic principles of a healthy and varied diet to prepare dishes Fruit smoothies French food		behaviour; identify a range of ways to report concerns about content and contact.			
	Light and Dark How are they used?	Fairy tales from around the world: Little Red Riding Hood and Pretty Salma Shadow puppet show script writing Reports on nocturnal animals Instruction writing Light and dark poetry	Position & direction with bee-bots Time differences around the world Fractions with food	Working scientifically Plants: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. Plants Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Light Recognise that they need light in order to see things and	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Benin (W Africa) A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	To use a range of materials creatively to design and make products West African art To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Mixed media backgrounds for shadow puppet show with Susie To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Colour wheels	Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Animated shadow puppet backgrounds Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school	Celebrations across different religions Sikhism workshop Sun creation myths (A box full of light)	French Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations Appreciate stories, songs, poems and rhymes in the language	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for

				that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change.	900; Benin (West Africa) c. AD 900-1300.		To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Jonathan Hayter & shadow puppets	materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical Knowledge Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Moving shadow puppets	dimensions of music. John Brolly La Frowda singing End of Year performance	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs			attacking and defending Perform dances using simple movement patterns.
2018-2019 Year D	Old Toys How do you do and how do you play?	Stories with repetitive phrasing We're Going on a Bear Hunt Invitations Teddy Bears' Picnic Contemporary Fiction (Dogger) Letters (Jolly Postman, Postman Pat, Santa) List poems (Shirley Hughes) Recounts of a trip	Teddy counting and patterns Getting to know you data collection Length of old toys (measuring)	Working scientifically Everyday Materials Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. Uses of Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Animals, including Humans Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Significant historical events, people and places in their own locality.	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	To use a range of materials creatively to design and make products Christmas cards To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Old toys sketching and tracing To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Colourful self-portraits To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Matisse cutting	Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Old toys (existing) Technical Knowledge	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. John Brolly Christmas play	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	Hinduism inc. Diwali Christianity: the Christmas story What's Christmas all about discussion	N/A	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns.

				<p>humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>				<p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Post vans</p> <p>Cooking & Nutrition Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Cooking harvest soup</p>					
	<p>China</p> <p>Where in the world is China?</p>	<p>Writing and speaking some Chinese words</p> <p>Traditional tales (Chinese New Year Race)</p> <p>Fairy Tales (Yeh Hsien and Cinderella)</p> <p>Writing postcards and diaries in China (role play)</p> <p>Retelling traditional Chinese stories</p> <p>Explanation texts: Silk worm life cycles and where silk comes from</p> <p>Panda reports</p> <p>Weather poems</p>	<p>Writing Chinese numbers and understanding place value</p> <p>Shape including Chinese tangrams</p> <p>Ordinal numbers in the Chinese zodiac race</p>	<p>Working scientifically</p> <p>Plants: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Plants Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Animals (including humans) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Seasonal Changes Observe changes across the four seasons and describe weather</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Locational Knowledge Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place Knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human & Physical Geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Geographical Skills & Fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>To use a range of materials creatively to design and make products</p> <p>Crafts like lanterns, fans and slat books</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Terracotta army</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Cherry blossom finger painting</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Calligraphy Slat books</p>	<p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Slat books, fans and manterns</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Great Wall of China junk modelling</p> <p>Technical Knowledge Explore and use mechanisms [for example, levers, sliders, wheels and</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and detuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>John Brolly</p>	<p>Create and debug simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Chinese New Year</p> <p>Chinese zodiac animals</p> <p>Chinese beliefs and traditions</p> <p>Christianity</p> <p>Buddhism</p>	Chinese	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p>

				associated with the seasons and how day length varies		Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map		axles], in their products. Cooking & Nutrition Use the basic principles of a healthy and varied diet to prepare dishes Chinese food					
	Once upon a time Who lived happily ever after?	Cumulative tales: The Gingerbread Man Traditional tales: defeating the monster story: The Three Little Pigs (Inc. alternative versions) Town Mouse and Country Mouse letter writing Wolf report writing Goldilocks porridge instruction writing Oral story telling Contemporary fiction: adapting a traditional tale. The Three Billy Goats Gruff	Money (fairy tale shops) What's the time Mr Wolf Position and direction (Three Little Pigs' maps) Mass, capacity and volume (potion making and cooking/baking)	Working scientifically Animals (including humans) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Seasonal Changes Observe changes across the four seasons and describe weather associated with the seasons and how day length varies Living Things & Their Habitats Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Significant historical events, people and places in their own locality.	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	To use a range of materials creatively to design and make products Brendan Jamison house building To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination House building To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Rayner illustrations To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Catherine Rayner bears Simone Ridyard urban sketching	Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Gingerbread man boats Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Billy Goats' bridges Three Little Pigs' Houses Technical Knowledge Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Cooking & Nutrition	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and detuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. John Brolly La Frowda singing End of Year performance	Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Christianity Celebrations Buddhism	N/A	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns.

KS1 Year 1, Year 2, Year 3

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