



Year Group Termly Themes – Key Stage One

Key: Connection themes / Knowledge (Science History Geography RE PSHE Other non-core)



All history concepts will incorporate the concepts of: Chronology, continuity and change, cause and consequence, similarity, difference and significance

All geography units will incorporate physical features, human features, location and mapping

Year F2 – Curriculum Yearly Overview

Year F2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities	(History) Past and Present – Who am I? Who is in my family? (Geography) People, Culture and Community – Where do I live? Describe my house. Compare my home to others around the world.	(History) Past and Present – Roles of different people in the community. Focus job – postman – how has this role changes over time. How was Christmas celebrated in the past to now? (Geography) People, Culture and Community – How communities celebrate different festivals. Halloween, Christmas, Diwali, Bonfire Night and Remembrance day.	(History) Past and Present – Explore astronauts, and how they have changed from the first to now. Clothes, equipment, training. Extinct animals – dinosaurs. (Geography) People, Culture and Community – Space and planets (PLAN EYFS Scheme) Sound and light (PLAN EYFS Scheme) The environment needed for dinosaurs to live.	(History) Past and Present – Farming and how it has changed over the years. (Geography) People, Culture and Community – Where does our food come from? Maps of the world, tracking our food. What does it take to grow our own food? Who is responsible for growing our food? Fairtrade investigation.	(History) Past and Present – Kings and Queen, Monarchy and royalty. (Geography) People, Culture and Community – Draw on information from maps to compare the city to the country (London vs Launceston) What features do Cities have around the world?	(History) Past and Present – Holidays. How have holidays changed over time? Post cards, air travel. (Geography) People, Culture and Community – What items do I need to take with me? Compare jungle, desert, mountain, seaside. Where would you go on holiday?
Science	The Natural World Season – Investigate Autumn and the changes that occur to the environment. How do different animals live in Autumn?		The Natural World Exploring Space. How can we get to Space? Introduce the children to NASA and astronauts.		The Natural World Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and	

	Nocturnal animals – making sense of habitats. Which animals are nocturnal? Changes of matter – ice, water, steam.		Exploring light and dark. How can we see in the dark? Seasons – Winter and Spring – differences and changes over time – weather, animals and plants.		animals. Create opportunities to discuss how we care for the natural world around us. Seasons – Spring and Summer – differences and changes over time – weather, animals and plants.	
RE Understanding Christianity and Agreed Syllabus	Harvest celebrations Agreed Syllabus F5: What places are special and why?		Salvation F3: Why is Easter special to Christians? Global Objective: Easter for Christians around the world		Creation F1: Why is the word “God” so important to Christians?	
PSHE Scarf	Me and my relationships All about me Who can help me? My feelings	Valuing Difference I’m special, you’re special. Same and different I am a friend	Keeping Safe People who help me keep safe. Safe indoor and outdoors Keeping safe online	Rights and Respect Looking after my friends Being helpful at home Caring for our world	Being my Best Yes, I can! Healthy eating Healthy mind	Growing and changing Life stages Getting bigger Me and my body.
Music Charenga	Me!		Our World		Big Bear Funk	
PE Striver	Funfit	Gymnastics	Catching and Throwing (Argyle)	Dance	Agility, space and movement (Argyle)	Athletics
Art Scottish Borders		Drawing		Painting		Printing
DT DT Overview	Clay models/shapes		Fruit Kebabs		Weaving from nature	
Computing i-Compute		Unit 1		Unit 2		Unit 3
Metacognition (Visible Learning/Thinking Matters and Walk Thrus) 1 lesson a half term plus impact cycle	<u>Planning</u> Inquiring – identifying, exploring and organising information and ideas <i>Pose questions to identify and clarify issues and compare information in their world.</i> <u>Monitoring</u> Reflecting on thinking and processes element: Think about thinking (metacognition) <i>describe the thinking strategies used in given situations and tasks</i> <u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning <i>identify reasoning used in choices or actions in specific situations</i>					
English	Autumn 1 – following RWI making a good start in Reception document. Supported with Letterjoin and Squiggle me a writer for early writing opportunities. Autumn 2 moving onto Literacy tree.					

<div>The Literacy Tree</div> <div>– Writing</div> <div>Talk through stories guided reading</div>	Reception				Knowing Yourself – Autumn 2			
	Writing Root Text		Outside Inside – Autumn 1		Writing Root Text		Sowing a seed – Spring 2	
	Theme/Term		Talents & powers – Spring 1		Theme/Term		Family & friends – Summer 2	
	Writing Root Text		Strength of mind – Summer 1		Writing Root Text			
	Theme/Term				Theme/Term			
Enrichment	Harvest Sports Day	Post office visit? Christmas Craft	Space Dome?	Easter		Art Exhibition		

Maths – [White Rose Maths](#) / [NCETM Prioritisation materials](#) / [Numicon](#) / [KIRFs](#)

English Reading/Writing – [RWI](#) / [Squiggle me a writer](#) / [Spelling Shed](#) / [Letterjoin](#)

Year 1 – Curriculum Yearly Overview

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities Connect – David Weatherly	History – What does it take to become a great explorer? Impact and influence	Geography – What is the Geography where I live? Settlement Climate	History – Why do we know so much about Sappho? Civilisation Empire	Geography – How does weather affect our lives? Environment Climate Comparison	History – Why is the history of my locality important? Exploring local history Norman Invasion/Why was Launceston Castle built and making connections to the conquering of Britain in 1066. Culture Civilisation	Geography – Why do we love being beside the seaside so much? Climate Curriculum Study Settlements Climate
Science Science Progression of Skills	Seasonal Changes		Everyday materials		Plants	Animals

RE Understanding Christianity and Agreed Syllabus	God – What do Christians believe God is like?	Incarnation – Why does Christmas matter to Christians?	What does it mean to belong to a faith community?	Who is a Jewish and how do they live?	Who is a Jewish and how do they live?	How should we care for the World and why does it matter? Climate Curriculum Study
PSHE Scarf	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
Music New Model Music Curriculum Version 2	My Musical Heartbeat		Exploring Sounds		Having Fun with Improvisation	
PE Striver	Gymnastics (Floor and apparatus)	Games 1 – balance and control when using a ball in the hand	Games 2 – Accuracy when aiming. Kicking a ball (Argyle)	Games 4 – controlling a ball with feet	Dance 2- creating dance phrases	Athletics (Argyle)
Art Scottish Borders		Drawing 6 weeks		Painting 6 weeks		Printing 6 weeks
DT DT Overview	Cooking with foraged ingredients		Junk modelling/papier mache project – wheels and axles		Clay tiles	
Computing i-Compute	Ialgorithm		Iprogram 1		Iwrite	
Metacognition (Visible Learning/Thinking Matters and Walk Thrus) 1 lesson a half term plus impact cycle	<u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to identify and clarify issues, and compare information in their world.</i> <u>Monitoring</u> Reflecting on thinking and processes element: Think about thinking (metacognition) <i>describe the thinking strategies used in given situations and tasks</i> <u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning <i>identify reasoning used in choices or actions in specific situations</i>					

English The Literacy Tree – Writing The Literacy Leaf Guided Reading	<div> <div>Year 1</div> <div> <div>Writing Root/ Spelling Seed Text</div> <div> <div>Theme/Term</div> <div> <div>Writing Root/ Spelling Seed Text</div> <div>Theme/Term</div> <div>Writing Root/ Spelling Seed Text</div> </div> </div> </div> </div>					
	<div> <div>Journeys & exploration – Autumn 1</div> <div> <div>Heroes & villains – Autumn 2</div> <div> <div>Nature & environment – Spring 2</div> <div>Imagination & creativity – Summer 2</div> </div> </div> </div>					
	<div> <div>Similarities & differences – Spring 1</div> <div> <div>Friendship & kindness – Summer 1</div> </div> </div>					
	<div> <div>Harvest Sports Day</div> <div>Christmas Craft</div> <div></div> <div>Easter</div> <div>Trust Woodlands Centre</div> <div>Art Exhibition</div> </div>					














































Maths – [White Rose Maths](#) / [NCETM Prioritisation materials](#) / [TTRS](#) / [KIRFs](#)

English Reading/Writing – [RWI](#) / [AR](#) / [Spelling Shed](#) / [Letterjoin](#)

Year 2 – Curriculum Yearly Overview

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities Connect – David Weatherly	Geography – Why don't penguins need to fly? Climate Environment Comparison	History – How do our favourite board games compare to those of children in the 1960s? Culture Relationships	Geography – Why does it matter where our food comes from? Climate Curriculum Study Environment Climate	History – Who is the greatest history maker? Influence and impact	Geography – How does Kampong Ayer compare with where I live? Settlements Climate Comparison	History – why was Charles sent to prison? Empire Relationships
Science Science Progression of Skills	Animals including humans		Everyday materials	Plants and seeds and bulbs - growing	Plants and animals	Living things and their habitats
RE Understanding Christianity and Agreed Syllabus	Creation – Who made the World	Who is a Muslim and how do they live?	Gospel – What is the good news that Jesus brings?	Salvation – Why does Jesus matter to Christians?	Who is a Muslim and how do they live?	Kernewek -What makes some people and places in Cornwall sacred?

PSHE Scarf	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
Music New Model Music Curriculum Version 2	Pulse, Rhythm, and Pitch		Inventing a Musical Story		10 week unit of First Access Music Lessons	
PE Striver	Gymnastics (Floor and apparatus)	Games 1 – object control (Argyle)	Games 2 – Ball skills – kicking and striking	Games 4 – hand dribbling skills (Argyle)	Dance 1 – Body shapes and patterns	Athletics
Art Scottish Borders	Drawing 6 weeks		Painting 6 weeks		Collage 6 weeks	
DT DT Overview		Cooking – Smoothies/Soup		Mechanisms – Moving Monsters		Sewing
Computing i-Compute	Iprogram 1		ianimate		Idomail	
Metacognition (Visible Learning/Thinking Matters and Walk Thrus) 1 lesson a half term plus impact cycle	<u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify and explore information and ideas from source materials.</i> Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <i>develop and/or produce spoken or written texts in print or digital forms</i> <u>Monitoring</u> Reflecting on thinking and processes element: Think about thinking (metacognition) <i>describe the strategies used in given situations and tasks</i> <u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning <i>identify reasoning used in choices or actions in specific situations.</i>					

<div>English</div> <div>The Literacy Tree – Writing</div> <div>The Literacy Leaf Guided Reading</div>	<table><tr><td>Year 2</td><td colspan="4">A twist in the tale – Autumn 1</td></tr><tr><td>Writing Root/ Spelling Seed Text</td><td> <i>Goldilocks & the Three Bears</i> Lauren Child</td><td> <i>Wolves</i> Emily Gravett</td><td> OR <i>Jim and the Beanstalk</i> Raymond Briggs</td><td></td></tr><tr><td>Literary Leaf Text</td><td> <i>The Spider and the Fly</i> Mary Howitt and Tony DiTerlizzi</td><td> <i>After the Fall</i> Dan Santat</td><td> OR <i>Cinderella An Art Deco Fairy Tale</i> Lynn and David Roberts</td><td> <i>Dixie O'Day: In the Fast Lane</i> Clara Valliurmy</td></tr><tr><td>Theme/Term</td><td colspan="4">Bravery vs. fear – Spring 1</td></tr><tr><td>Writing Root/ Spelling Seed Text</td><td> <i>The Bear Under the Stairs</i> Helen Cooper</td><td> <i>The Minpins</i> Roald Dahl</td><td> OR <i>The Bear and the Piano</i> David Litchfield</td><td></td></tr><tr><td>Literary Leaf Text</td><td> <i>Rabbit and Bear</i> by Julian Cough & Jim Field</td><td> <i>A Book of Bears</i> Katie Viggers</td><td> <i>Hotel Flamingo</i> Alex Milway</td><td></td></tr><tr><td>Theme/Term</td><td colspan="4">Fictional Worlds & fantasy – Summer 1</td></tr><tr><td>Writing Root/ Spelling Seed Text</td><td> <i>The Dragon Machine</i> Helen Ward</td><td> <i>Ocean Meets Sky</i> Eric Fan and Terry Fan</td><td> OR <i>Toys in Space</i> Mini Grey</td><td></td></tr><tr><td>Literary Leaf Text</td><td> <i>Eric</i> Shaun Tan</td><td> <i>Cakes in Space</i> Philip Reeve</td><td> <i>Ride-by-Nights</i> Walter de la Mare</td><td></td></tr></table>	Year 2	A twist in the tale – Autumn 1				Writing Root/ Spelling Seed Text	 <i>Goldilocks & the Three Bears</i> Lauren Child	 <i>Wolves</i> Emily Gravett	 OR <i>Jim and the Beanstalk</i> Raymond Briggs		Literary Leaf Text	 <i>The Spider and the Fly</i> Mary Howitt and Tony DiTerlizzi	 <i>After the Fall</i> Dan Santat	 OR <i>Cinderella An Art Deco Fairy Tale</i> Lynn and David Roberts	 <i>Dixie O'Day: In the Fast Lane</i> Clara Valliurmy	Theme/Term	Bravery vs. fear – Spring 1				Writing Root/ Spelling Seed Text	 <i>The Bear Under the Stairs</i> Helen Cooper	 <i>The Minpins</i> Roald Dahl	 OR <i>The Bear and the Piano</i> David Litchfield		Literary Leaf Text	 <i>Rabbit and Bear</i> by Julian Cough & Jim Field	 <i>A Book of Bears</i> Katie Viggers	 <i>Hotel Flamingo</i> Alex Milway		Theme/Term	Fictional Worlds & fantasy – Summer 1				Writing Root/ Spelling Seed Text	 <i>The Dragon Machine</i> Helen Ward	 <i>Ocean Meets Sky</i> Eric Fan and Terry Fan	 OR <i>Toys in Space</i> Mini Grey		Literary Leaf Text	 <i>Eric</i> Shaun Tan	 <i>Cakes in Space</i> Philip Reeve	 <i>Ride-by-Nights</i> Walter de la Mare		<table><tr><td colspan="4">Creation & conservation – Autumn 2</td></tr><tr><td> <i>The Journey Home</i> Frann Preston-Gannon</td><td> <i>We Are Water Protectors</i> Carole Lindstrom</td><td> OR <i>House Held Up By Trees</i> Ted Kooser</td><td></td></tr><tr><td> <i>There's a Rang-Tan in my Bedroom</i> James Sellick</td><td> <i>Lost Species</i> Jess French</td><td> <i>The Magic and Mystery of Trees</i> Jen Green</td><td></td></tr><tr><td colspan="4">Change & relationships – Spring 2</td></tr><tr><td> <i>The Owl and the Pussy-cat</i> Edward Lear</td><td> OR <i>Tadpole's Promise</i> Jeanne Willis</td><td> <i>Grandad's Camper</i> Harry Woodgate</td><td> OR <i>If All the World Were...</i> Joseph Coelho</td></tr><tr><td> <i>Too Small Tola</i> Atinuke</td><td> <i>Fanatical about Frogs</i> Owen Davey</td><td> <i>The Magic Finger</i> Roald Dahl</td><td></td></tr><tr><td colspan="4">Urban metropolis – Summer 2</td></tr><tr><td> <i>The Great Fire of London</i> Emma Adams</td><td> <i>Rosie Revere, Engineer</i> Andrea Beaty</td><td> OR <i>A Walk in London</i> Salvatore Rubbino</td><td></td></tr><tr><td> <i>Ada Twist and the Perilous Pantalons</i> Andrea Beaty</td><td> <i>The Street Beneath my Feet</i> Charlotte Gullian</td><td> <i>Grimwood</i> Nadia Shireen</td><td></td></tr></table>	Creation & conservation – Autumn 2				 <i>The Journey Home</i> Frann Preston-Gannon	 <i>We Are Water Protectors</i> Carole Lindstrom	 OR <i>House Held Up By Trees</i> Ted Kooser		 <i>There's a Rang-Tan in my Bedroom</i> James Sellick	 <i>Lost Species</i> Jess French	 <i>The Magic and Mystery of Trees</i> Jen Green		Change & relationships – Spring 2				 <i>The Owl and the Pussy-cat</i> Edward Lear	 OR <i>Tadpole's Promise</i> Jeanne Willis	 <i>Grandad's Camper</i> Harry Woodgate	 OR <i>If All the World Were...</i> Joseph Coelho	 <i>Too Small Tola</i> Atinuke	 <i>Fanatical about Frogs</i> Owen Davey	 <i>The Magic Finger</i> Roald Dahl		Urban metropolis – Summer 2				 <i>The Great Fire of London</i> Emma Adams	 <i>Rosie Revere, Engineer</i> Andrea Beaty	 OR <i>A Walk in London</i> Salvatore Rubbino		 <i>Ada Twist and the Perilous Pantalons</i> Andrea Beaty	 <i>The Street Beneath my Feet</i> Charlotte Gullian	 <i>Grimwood</i> Nadia Shireen	
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English Reading/Writing – [RWI](#) / [AR](#) / [Spelling Shed](#) / [Letterjoin](#)

Year 3 – Curriculum Yearly Overview

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities Connect – David Weatherly	History – How did the lives of the Ancient Britons change during the Stone Age? Culture Civilisation Movement	Geography – Why do some earthquakes cause more damage than others? Settlements Comparison Environment	History – What is the secret of the standing Stones? (Bronze Age Britain) Culture Civilisation	Geography – Beyond the Magic Kingdom: What is the Sunshine State really like? Settlements Climate Comparison	History – How do artefacts help us understand the lives of people in Iron Age Britain? Culture Relationships	Geography – Why do so many people live in Megacities? Climate Curriculum Study Settlements Environment Comparison
Science	Plants		Light	Rocks	Animals including humans	

Science Progression of Skills						
RE Understanding Christianity and Agreed Syllabus	People of God – what is it like to follow God?	How do festivals and worship show what matters to a Muslim?	Incarnation – What is the Trinity? (Include baptism of Jesus as revealing the Trinity)	How do festivals and family life show what matters to Jewish people?	Kingdom of God – When Jesus left, what was the impact of Pentecost?	How and why do people in Cornwall mark significant events in community events?
PSHE Scarf	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
Music New Model Music Curriculum Version 2	Writing Music Down		More Musical Styles		Enjoying Improvisation	
PE Striver	Netball (Argyle)	Gymnastics (Floor)	Football	Gymnastics (Apparatus) Dance - Cheerleading	Cricket (Argyle)	Athletics Swimming tbc
Art Scottish Borders	Drawing 6 weeks		Painting 6 weeks		Printing 6 weeks	
DT DT Overview		Puppets		Cooking – soup and bread		Clay and construction
Computing i-Compute	Iprogram		inetwork		Iemail	
MFL La Jolie Ronde		La Jolie Ronde lessons 1-3 plus Christmas Lesson 1 and 2		La Jolie Ronde lessons 4-5 plus Shrove Tuesday, Easter 1 and 2 Lessons		La Jolie Ronde lessons 6-11
Metacognition (Visible Learning/Thinking Matters and Walk Thrus) 1 lesson a half term plus impact cycle	<u>Planning</u> Inquiring – identifying, exploring and organising information and ideas Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <u>Monitoring</u> Reflecting on thinking and process element: Reflect on processes <u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes. Draw conclusions and design a course of action					
	<i>Identify main ideas and select and clarify information from a range of source.</i>	Think about thinking (metacognition) <i>Reflect on, explain and check the processes used to come to conclusions.</i>	<i>Identify and apply appropriate reasoning and thinking strategies or outcomes.</i>	<i>Experiment with a range of options when seeking solutions and putting ideas into action.</i>	<i>Transfer knowledge into new context transfer and apply information in one setting to enrich another.</i>	<i>Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion.</i>

English The Literacy Tree – Writing The Literacy Leaf Guided Reading	Year 3 Magic & wonder – Autumn 1 Writing Root/ Spelling Seed Text: <i>Leon and the Place Between</i> Angela McAllister Literary Leaf Text: <i>The Lost Spells</i> Robert MacFarlane Theme/Term: Disaster, hope & healing – Spring 1 Writing Root/ Spelling Seed Text: <i>The Pied Piper of Hamelin</i> Michael Morpurgo Literary Leaf Text: <i>The Pied Piper of Hamelin</i> Robert Browning Theme/Term: From mystery to discovery – Summer 1 Writing Root/ Spelling Seed Text: <i>The Mysteries of Harris Burdick</i> Chris Van Allsburg Literary Leaf Text: <i>Mr Penguin and the Lost Treasure</i> Alex T. Smith			Dreams & curiosity – Autumn 2 Writing Root/ Spelling Seed Text: <i>The BFG</i> Roald Dahl Literary Leaf Text: <i>The BFG</i> Roald Dahl Theme/Term: Overcoming adversity – Spring 2 Writing Root/ Spelling Seed Text: <i>Cloud Tea Monkeys</i> Mal Deet & Elspeth Graham Literary Leaf Text: <i>Old Possum's Book of Practical Cats</i> T. S. Eliot Theme/Term: Confidence & caution – Summer 2 Writing Root/ Spelling Seed Text: <i>Jim, A Cautionary Tale</i> Hilaire Belloc Literary Leaf Text: <i>A Necklace of Raindrops</i> Joan Aiken		
	Harvest Sports Day			Christmas Craft		
	Trust Woodlands Centre			Easter		
	Dance Show			Swimming Art Exhibition		

Maths – White Rose Maths / NCETM Prioritisation materials / TTRS / KIRFs

English Reading/Writing – RWI / AR / Spelling Shed / Letterjoin

Year 4 – Curriculum Yearly Overview

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities Connect – David Weatherly	Geography – How and why is my local environment changing? Comparison Environment	History – How did the arrival of the Romans change Britain? Civilisation Empire Movement	Geography – How can we live more sustainably? Climate Curriculum Study Environment Climate	History – Who were the Anglo-Saxons and how do we know what was important to them? Culture Relationships Movement	Geography – Why are jungles so wet and deserts so dry? Climate Environment Comparison	History – What did the Vikings want in Britain and how did Alfred help to stop them getting it? Influence and impact Movement
Science Science Progression of Skills	States of matter	Sound	Animals including Humans	Electricity	Living things and their habitats	

RE Understanding Christianity and Agreed Syllabus	Creation/Fall-What do Christians learn from the creation story?	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain?	Salvation – Why do Christians call the day Jesus died ‘Good Friday’?	Gospel – What kind of world did Jesus want?	How and why do people try to make the world a better place?
PSHE Scarf	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
Music New Model Music Curriculum Version 2	Musical Structures		Compose with your Friends		Expression and Improvisation	
PE Striver	Basketball (Argyle)	Gymnastics (Floor)	Handball	Gymnastics (Apparatus) Dance - Bollywood	Tennis	Athletics (Argyle)
Art Scottish Borders		Drawing 6 weeks	Painting 6 weeks		Clay relief from observational drawing	
DT DT Overview	Cooking – Savory snacks			Sound – electricity models – Buzzer toys		Weaving and Textiles
Computing i-Compute	Iprogram 1		imail		Iprogram 2	
MFL La Jolie Ronde		La Jolie Ronde lessons 1-7		La Jolie Ronde lessons 8 - 14		La Jolie Ronde lessons 15-20
Metacognition (Visible Learning/Thinking Matters and Walk Thrus) 1 lesson a half term plus impact cycle	<u>Planning</u> Inquiring – identifying, exploring and organising information and ideas Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <u>Monitoring</u> Reflecting on thinking and process element: Reflect on processes <u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes. Draw conclusions and design a course of action					
	<i>Pose questions to expand their knowledge about the world</i> <i>Identify pertinent information in an investigation and separate into smaller parts or ideas</i>	<i>Identify main ideas and select and clarify information from a range of sources.</i> <i>Explain and justify ideas and outcomes.</i>	<i>Collect, compare, and categorise facts and opinions found in a wide range of sources</i> <i>Experiment with a range of options when seeking solutions and putting ideas into action</i> <i>Apply logic and reasoning</i>	<u>Planning</u> <i>Expand on known ideas to create new and imaginative combinations.</i> <i>Think about thinking</i> <i>Reflect on, explain and check the processes used to come to conclusions.</i>	<i>Explore situations using creative thinking strategies to propose a range of alternatives.</i> <i>Transfer and apply information in one setting to enrich another.</i> <i>Draw on prior knowledge and use evidence when</i>	<i>Expand on known ideas to create new and imaginative combinations.</i> <i>Explain and justify ideas and outcomes.</i>

				identify and apply appropriate reasoning and thinking strategies for outcomes	choosing a course of action or drawing a conclusion.	
English The Literacy Tree – Writing The Literacy Leaf Guided Reading						
Enrichment	Harvest Sports Day Kernow House	Christmas Craft Trust Woodlands Centre		Easter		Art Exhibition






















































































































Maths – [White Rose Maths](#) / [NCETM Prioritisation materials](#) / [TTRS](#) / [KIRFs](#)

English Reading/Writing – [RWI](#) / [AR](#) / [Spelling Shed](#) / [Letterjoin](#)

Year 5 – Curriculum Yearly Overview

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities Connect – David Weatherly	History – Why did the Maya change their way of life? Culture Civilisation	Geography – How do volcanoes affect the lives of people living on Hiemaey? Climate Environment	History – Why was winning the Battle of Britain in 1940 so important? Influence and impact Empire	Geography – What is a river? Climate Curriculum Study Environment Settlements	History – What did King George VI mean when he said ‘the history of York is the history of England’? Influence and impact	Geography – Why are mountains so important? Climate Environment

		Settlements	Movement Relationships		Culture Relationships	
Science Science Progression of Skills	Properties of materials	Changing materials	Earth and Space	Forces	Animals including humans	
RE Understanding Christianity and Agreed Syllabus	People of God – How can following God bring freedom and justice? Global Objectives Where in the world – variety of ways festivals are celebrated	What does it mean to be a Muslim in Britain today?	Incarnation – Was Jesus the Messaiah?	Salvation – What did Jesus do to save humans?	Kingdom of God – what kind of king is Jesus?	What matters most to Humanists and Christians?
PSHE Scarf	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
Music New Model Music Curriculum Version 2	Melody and Harmony in Music		Composing and Chords		Freedom to Improvise	
PE Striver	Gymnastics (Floor)	Rugby (Argyle)	Cricket	Swimming tbc Outdoor Adventurous Activities Lesson 1,2,3	Gymnastics (Apparatus) Dance	Athletics
Art Scottish Borders	Drawing 6 weeks		Painting 6 weeks		Printing 6 weeks	
DT DT Overview		Cooking – Pizza design		Geared models - cams		Clay pot with emblems
Computing i-Compute	lprogram 1		icrypto		lmodel	
MFL La Jolie Ronde		La Jolie Ronde lessons 1-5 plus 2 Christmas theme lessons		La Jolie Ronde lessons 8 - 13		La Jolie Ronde lessons 14-20
Metacognition	<u>Planning</u> Inquiring – identifying, exploring and organising information and ideas Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <u>Monitoring</u>					

(Visible Learning/Thinking Matters and Walk Thrus) 1 lesson a half term plus impact cycle	Reflecting on thinking and process element: Reflect on processes <u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes. Draw conclusions and design a course of action																																																																								
	<i>Pose questions to clarify and interpret information and probe further to discover causes and consequences.</i> <i>Identify and clarify relevant information and prioritise ideas.</i>	<i>Assess and test options to identify the most effective solution and put ideas into action</i> <i>Assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</i>	Organise and process information Analyse, condense, and combine relevant information from multiple sources. Reflecting on thinking and processes element: reflect on processes Identify and justify the thinking behind choices they have made.	<i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i> Analysing, synthesising and evaluating reasoning and procedure element: evaluate procedures and outcomes Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria.	<i>Identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions.</i> <i>Apply knowledge gained from one context to another unrelated context and identify new meaning</i>	<i>Combine ideas in a variety of ways and from a range of sources to create new possibilities</i> <i>Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</i>																																																																			
English The Literacy Tree – Writing The Literacy Leaf Guided Reading	<table><tr><td>Year 5</td><td colspan="3">Ambition & desire – Autumn 1</td><td colspan="3">Power vs. principles – Autumn 2</td></tr><tr><td>Writing Root/ Spelling Seed Text</td><td> The Man Who Walked Between the Towers Mordicai Gerstein</td><td> Robot Girl Malorie Blackman</td><td> OR Hidden Figures Margot Lee Shetterly</td><td> The Tempest William Shakespeare</td><td> The Odyssey Gillian Cross</td><td> OR Percy Jackson Rick Riordan</td></tr><tr><td>Literary Leaf Text</td><td> The Good Thieves Katherine Rundell</td><td> Cosmic Frank Cottrell Boyce</td><td> Hidden Figures Young Readers' Edition Margot Lee Shetterly</td><td> Cogheart Peter Bunzl</td><td> Who Let the Gods Out Maz Evans</td><td> OR Mythologica Dr. Stephen P. Kershaw</td></tr><tr><td>Theme/Term</td><td colspan="3">Belonging & equality – Spring 1</td><td colspan="3">Legends & folklore – Spring 2</td></tr><tr><td>Writing Root/ Spelling Seed Text</td><td> The Lost Thing Shaun Tan</td><td> The Island Armin Greder</td><td> OR Freedom Bird Jerdine Nolen</td><td> The Sleeper and the Spindle Neil Gaiman and Chris Riddell</td><td> Beowulf Michael Morpurgo</td><td> OR The Lost Happy Endings Carol Ann Duffy</td></tr><tr><td>Literary Leaf Text</td><td> The Wonderling Mira Bartok</td><td> Me, My Dad and the End of the Rainbow Benjamin Dean</td><td> Black and British: A short, essential history David Olusoga</td><td> When the Stars Come Out Nicola Edwards</td><td> Sir Gawain and the Green Knight Michael Morpurgo</td><td> OR The Listeners Walter de la Mare</td></tr><tr><td>Theme/Term</td><td colspan="3">Lessons from history – Summer 1</td><td colspan="3">Mystery & truth – Summer 2</td></tr><tr><td>Writing Root/ Spelling Seed Text</td><td> Kaspar, Prince of Cats Michael Morpurgo</td><td> OR Children of the Benin Kingdom Dina Orji</td><td> Alte Zachen Ziggy Hansor</td><td> OR Anne Frank Josephine Poole</td><td> High Rise Mystery Sharma Jackson</td><td> OR The Strange Case of Origami Yoda Tom Angleberger</td><td> Curiosity Markus Motum</td><td> OR Firebird Saviour Pirotta and Catherine Hyde</td></tr><tr><td>Literary Leaf Text</td><td> The Story of Titanic for Children Joe Fullman</td><td> Poems from the Second World War Gaby Morgan</td><td> When Hitler Stole Pink Rabbit Judith Kerr</td><td> Letters from the Lighthouse Emma Carroll</td><td> Overheard in a Tower Block Joseph Coelho</td><td> The Secret of Haven Point Lisette Auton COMING SOON</td><td> Real-life Mysteries: Can you explain the unexplained? Susan Martineau and Vicky Barker</td><td></td></tr></table>						Year 5	Ambition & desire – Autumn 1			Power vs. principles – Autumn 2			Writing Root/ Spelling Seed Text	 The Man Who Walked Between the Towers Mordicai Gerstein	 Robot Girl Malorie Blackman	 OR Hidden Figures Margot Lee Shetterly	 The Tempest William Shakespeare	 The Odyssey Gillian Cross	 OR Percy Jackson Rick Riordan	Literary Leaf Text	 The Good Thieves Katherine Rundell	 Cosmic Frank Cottrell Boyce	 Hidden Figures Young Readers' Edition Margot Lee Shetterly	 Cogheart Peter Bunzl	 Who Let the Gods Out Maz Evans	 OR Mythologica Dr. Stephen P. Kershaw	Theme/Term	Belonging & equality – Spring 1			Legends & folklore – Spring 2			Writing Root/ Spelling Seed Text	 The Lost Thing Shaun Tan	 The Island Armin Greder	 OR Freedom Bird Jerdine Nolen	 The Sleeper and the Spindle Neil Gaiman and Chris Riddell	 Beowulf Michael Morpurgo	 OR The Lost Happy Endings Carol Ann Duffy	Literary Leaf Text	 The Wonderling Mira Bartok	 Me, My Dad and the End of the Rainbow Benjamin Dean	 Black and British: A short, essential history David Olusoga	 When the Stars Come Out Nicola Edwards	 Sir Gawain and the Green Knight Michael Morpurgo	 OR The Listeners Walter de la Mare	Theme/Term	Lessons from history – Summer 1			Mystery & truth – Summer 2			Writing Root/ Spelling Seed Text	 Kaspar, Prince of Cats Michael Morpurgo	 OR Children of the Benin Kingdom Dina Orji	 Alte Zachen Ziggy Hansor	 OR Anne Frank Josephine Poole	 High Rise Mystery Sharma Jackson	 OR The Strange Case of Origami Yoda Tom Angleberger	 Curiosity Markus Motum	 OR Firebird Saviour Pirotta and Catherine Hyde	Literary Leaf Text	 The Story of Titanic for Children Joe Fullman	 Poems from the Second World War Gaby Morgan	 When Hitler Stole Pink Rabbit Judith Kerr	 Letters from the Lighthouse Emma Carroll	 Overheard in a Tower Block Joseph Coelho	 The Secret of Haven Point Lisette Auton COMING SOON	 Real-life Mysteries: Can you explain the unexplained? Susan Martineau and Vicky Barker	
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Enrichment	Harvest Sports Day	Christmas Craft Kernow House		Easter Swimming		Art Exhibition Adventure Okehampton Residential																																																																			

	Trust Woodlands Centre					
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Maths – [White Rose Maths](#) / [NCETM Prioritisation materials](#) / [TTRS](#) / [KIRFs](#)

English Reading/Writing – [RWI](#) / [AR](#) / [Spelling Shed](#) / [Letterjoin](#)

Year 6 – Curriculum Yearly Overview

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities Connect – David Weatherly	Geography – How is climate change affecting the world? Climate Curriculum Study Climate Environment Comparison	History – How did a pile of dragon bones help solve and Ancient Chinese mystery? Culture Civilisation	Geography – Why is fair trade fair? Climate Settlements Environment Comparison	History – The story of the Trojan Horse: historical fact, legend or classical myth? Culture Civilisation Empire Relationships Movement	Geography – Who are Britain's National Parks for? Environment Settlements Climate Comparison	History – Why did Britain once rule the largest empire the world has ever seen? Influence and impact Culture Civilisation Relationships Movement Empire
Science Science Progression of Skills	Evolution and Inheritance		Electricity	Light	Living things and their habitats	Animals including humans
RE Understanding Christianity and Agreed Syllabus	Creation/Fall-Creation and science: conflicting or complementary?	What do Hindus want to be good?	What does it mean if God is holy and loving? Global objective: Where in the world – the lives of Christians around the world.	Salvation – Why do some people believe in God and some people do not?	Gospel – What would Jesus do?	How does faith in God help people in Cornwall when life gets hard?
PSHE Scarf	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
Music New Model Music Curriculum Version 2	Music and Technology		Creative Composition		Improvising with Confidence	

PE Striver	Swimming	Gymnastics (floor)	Handball	Basketball (Argyle)	Gymnastics (Apparatus) Dance	Athletics
Art Scottish Borders		Drawing 6 weeks		Painting 6 weeks		Collage 6 weeks
DT DT Overview	Cooking – Pasties		Program/Monitor/ Control - Microbits		Car models – wheels, axles and pulleys	
Computing i-Compute	Iprogram		iapp		Imodel	
MFL La Jolie Ronde		La Jolie Ronde lessons 1-6		La Jolie Ronde lessons 7 - 12		La Jolie Ronde lessons 13-20
Metacognition (Visible Learning/Thinking Matters and Walk Thrus) 1 lesson a half term plus impact cycle	<u>Planning</u> Inquiring – identifying, exploring and organising information and ideas Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <u>Monitoring</u> Reflecting on thinking and process element: Reflect on processes <u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes. Draw conclusions and design a course of action					
	<i>Pose questions to clarify and interpret information and probe further to discover causes and consequences.</i> <i>Identify and clarify relevant information and prioritise ideas.</i> <i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i>	<i>Analyse, condense, and combine relevant information from multiple sources.</i> <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria</i>	<i>Pose questions to clarify and interpret information and probe further to discover causes and consequences</i> <i>Identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions.</i> <i>Assess and test options to identify the most effective solution and put ideas into action</i> <i>Think about thinking Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i>	<i>Analyse, condense, and combine relevant information from multiple sources.</i> <i>Assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</i> <i>Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</i>	<i>Pose questions to clarify and interpret information and probe further to discover causes and consequences.</i> <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria</i>	<i>Apply knowledge gained from one context to another unrelated context and identify new meaning</i> <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria</i>

<div>English</div> <div>The Literacy Tree – Writing</div> <div>The Literacy Leaf Guided Reading</div>	Year 6		Migration & movement – Autumn 1				Evolution & inheritance – Autumn 2															
	Writing Root/ Spelling Seed Text		 <i>The Arrival</i> Shaun Tan		 <i>Leila and the Blue Fox</i> Kiran Millwood Hargrave COMING SOON		 OR <i>Windrush Child</i> Benjamin Zephaniah		 <i>The Promise</i> Nicola Davies		 OR <i>Can We Save the Tiger?</i> Martin Jenkins		 <i>The Last Bear</i> Hannah Gold		 OR <i>The Hidden Forest</i> Jeannie Baker							
	Literary Leaf Text		 <i>Fly Me Home</i> Polly Ho-Yen		 <i>On the Move: Poems about Migration</i> Michael Rosen				 <i>Beetle Boy</i> M. G. Leonard		 <i>The Tiger Rising</i> Kate DiCamillo		 <i>Darwin's Voyage of Discovery</i> Jake Williams									
	Theme/Term		Enterprise & activism – Spring 1																			
	Writing Root/ Spelling Seed Text		 <i>The Invention of Hugo Cabret</i> Brian Selznick		 <i>Suffragette: The Battle for Equality</i> David Roberts		 OR <i>Stonewall</i> Rob Sanders & Jamey Christoph				 <i>The Three Little Pigs Project</i> The Guardian		 <i>Boy in the Tower</i> Polly Ho-Yen		 OR <i>The Last Wild</i> Piers Torday							
	Literary Leaf Text		 <i>The Invention of Hugo Cabret</i> Brian Selznick		 <i>The Little Match Girl Strikes Back</i> Lauren Child		 <i>Malala</i> Malala Yousafzai COMING SOON		 <i>Politics for Beginners</i> Louie Stowell				 <i>Caged Bird</i> Maya Angelou		 <i>The Wolves of Willoughby Chase</i> Joan Aiken							
	Theme/Term		Fate vs. free will – Summer 1																			
	Writing Root/ Spelling Seed Text		 <i>Grimm Tales for Young and Old</i> Phillip Pullman		 OR <i>The Wind in the Wall</i> Sally Gardner		 <i>Romeo and Juliet</i> William Shakespeare		 OR <i>The Princess' Blankets</i> Carol Ann Duffy		 <i>Rain Player</i> David Wisniewski				 <i>The Unforgotten Coot</i> Frank Cottrell Boyce		 OR <i>Some Places More Than Others</i> Renee Watson		 <i>A Beautiful Lie</i> Irfan Master		 OR <i>Night Mail</i> W H Auden	
	Literary Leaf Text		 <i>Grimm Tales for Young and Old</i> Phillip Pullman				 <i>Poetry for Kids: William Shakespeare</i> illustrated edition William Shakespeare						 <i>Incredible Journeys</i> Levison Wood		 <i>Poetry for Young People: Langston Hughes</i> Benny Andrews		 <i>After the War: From Auschwitz to Ambleside</i> Tom Palmer					
	Enrichment		Harvest Sports Day Swimming		Christmas Craft <u>Bikeability</u>				Easter		Kernow House		Art Exhibition Bristol Residential Transition Days Prom/Show Trust Woodlands Centre									

Maths – White Rose Maths / NCETM Prioritisation materials / TTRS / KIRFs

English Reading/Writing – RWI / AR / Spelling Shed / Letterjoin