



## Year Group Termly Themes – Key Stage One

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


















An Daras Trust  
Igniting Curiosity Growing Capabilities

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 and a climate/environment investigation.

### Year F2 – Curriculum Yearly Overview

Year F2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Humanities</b>	<b>(History) Past and Present –</b> Who am I? Who is in my family?  <b>(Geography) People, Culture and Community –</b> Where do I live? Describe my house. Compare my home to others around the world.	<b>(History) Past and Present –</b> 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? <b>(Geography) People, Culture and Community –</b> How communities celebrate different festivals. Halloween, Christmas, Diwali, Bonfire Night and Remembrance day.	<b>(History) Past and Present –</b> Explore astronauts, and how they have changed from the first to now. Clothes, equipment, training. Extinct animals – dinosaurs. <b>(Geography) People, Culture and Community –</b> Space and planets (PLAN EYFS Scheme) Sound and light (PLAN EYFS Scheme) The environment needed for dinosaurs to live.	<b>(History) Past and Present –</b> Farming and how it has changed over the years.  <b>(Geography) People, Culture and Community –</b> 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 and environment.	<b>(History) Past and Present –</b> Kings and Queen, Monarchy and royalty.  <b>(Geography) People, Culture and Community –</b> Draw on information from maps to compare the city to the country (London vs Launceston) What features do Cities have around the world?	<b>(History) Past and Present –</b> Holidays. How have holidays changed over time? Post cards, air travel.  <b>(Geography) People, Culture and Community –</b> What items do I need to take with me? Compare jungle, desert, mountain, seaside. Where would you go on holiday?
<b>Science</b>	<b>The Natural World</b> Season – Investigate Autumn and the changes that occur to the environment. How do different animals live in Autumn?		<b>The Natural World</b> Exploring Space. How can we get to Space? Introduce the children to NASA and astronauts.		<b>The Natural World</b> 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.	
<b>RE</b> <b>Understanding Christianity and Agreed Syllabus</b>	Harvest celebrations <b>Agreed Syllabus F5:</b> What places are special and why?		<b>Salvation F3:</b> Why is Easter special to Christians? <b>Global Objective:</b> Easter for Christians around the world		<b>Creation F1:</b> Why is the word “God” so important to Christians?	
<b>PSHE</b> <b>Scarf</b>	<b>Me and my relationships</b> All about me Who can help me? My feelings	<b>Valuing Difference</b> I’m special, you’re special. Same and different I am a friend	<b>Keeping Safe</b> People who help me keep safe. Safe indoor and outdoors Keeping safe online	<b>Rights and Respect</b> Looking after my friends Being helpful at home Caring for our world	<b>Being my Best</b> Yes, I can! Healthy eating Healthy mind	<b>Growing and changing</b> Life stages Getting bigger Me and my body.
<b>Music</b> <b>Charenga</b>	Me!		Our World		Big Bear Funk	
<b>PE</b> <b>Striver</b>	Funfit	Gymnastics	Catching and Throwing (Argyle)	Dance	Agility, space and movement (Argyle)	Athletics
<b>Art</b> <b>Access Art</b>	Collecting, Arranging, Drawing Collaging with Wax Crayons rubbings		Insect Hotels Galaxy Printing		Clay play Movement Maps	
<b>DT</b> <b>Kapow</b>		Soup Making		Weaving		Structure Boats
<b>Computing</b> <b>Teach Computing</b>						
<b>Metacognition</b>  <b>(Visible Learning/Thinking Matters and Walk Thrus)</b>  <b>1 lesson a half term plus impact cycle</b>	<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>					
<b>English</b>	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 – Writing</div> <div>Talk through stories guided reading</div>	Reception		Outside Inside – Autumn 1		Knowing Yourself – Autumn 2		
	Writing Root Text	 Where the Wild Things Are Maurice Sendak	 Bringing the Rain to Kapiti Plain Verma Aardema	 OR Anansi Gerald McDermott	 Look up! Nathan Bryon and Dapo Adeola	 I am Henry Finch Alexis Deacon	 OR Hailbut Jackson David Lucas
	Theme/Term	Talents & powers – Spring 1					
	Writing Root Text	 The Magic Paintbrush Julia Donaldson and Joel Stewart	 Little Red Lynn Roberts and David Roberts	 OR Super Milly and the Super School Day Stephanie Clarkson	Sowing a seed – Spring 2		
Theme/Term	Strength of mind – Summer 1					Family & friends – Summer 2	
Writing Root Text	 Weirdo Zadie Smith and Nick Laird	 Hairy Maclary from Donaldson's Dairy Lynley Dodd	 OR The Night Pirates Pete Harris and Deborah Allwright	 So Much Trish Cooke and Helen Oxenbury	 Oil Frog Kes Gray and Jim Field	 OR Izzy Gizmo Pip Jones	
Enrichment	Harvest	Christmas Craft	Eden Project	Easter	Woodlands Centre Sports Day	Library	

**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
<b>Humanities</b> <b>Connect – David Weatherly</b>	History – What does it take to become a great explorer?  Impact and influence	Geography – What is the Geography where I live?  Settlement Climate	History – What did Grace Darling do to make her famous and why is she remembered today?  Empire Impact and Influence	Geography – How does weather affect our lives?  Environment Climate Comparison	History – Why is the history of my locality important? Why is Launceston Castle a significant part of our local history? Culture Civilisation	Geography – Why do we love being beside the seaside so much? Climate Curriculum Study  Settlements Climate
<b>Science</b> <b>Science Progression of Skills</b>	Seasonal Changes		Everyday materials		Plants	Animals

<b>RE</b> <b>Understanding Christianity and Agreed Syllabus</b>	<b>1.10 what does it mean to belong to a faith community?</b> <b>Global focus: Fairtrade fair world</b> <b>HARVEST CELEBRATION</b>	<b>1.1 God</b> <b>What do Christians believe God is like?</b> <b>CHRISTMAS SERVICE</b>	<b>1.7 Who is Jewish and how do they live?</b>	<b>1.7 Who is Jewish and how do they live?</b> <b>EASTER SERVICE</b>	<b>1.2 Creation</b> <b>Who do Christians say made the world?</b>	<b>1.9 How should we care for the world and why does it matter?</b> <b>Climate Curriculum Study</b>
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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 Access Art		<a href="#">Spirals</a>		<a href="#">Inspired by Flora and Fauna</a>		Making Birds
DT Kapow	Smoothies		Stable Structures		Puppets	
Computing Teach Computing	Technology around us		Digital Painting		Moving a robot Grouping data	
Metacognition  (Visible Learning/Thinking Matters and Walk Thrus)  1 lesson a half term plus impact cycle	<div><div><a href="#">Planning</a></div><div>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></div></div> <div><div><a href="#">Monitoring</a></div><div>Reflecting on thinking and processes element: Think about thinking (metacognition) <i>describe the thinking strategies used in given situations and tasks</i></div></div> <div><div><a href="#">Evaluation</a></div><div>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></div>					

<b>English</b>  <b>The Literacy Tree</b> – Writing  <b>The Literacy Leaf</b> Guided Reading	<div> <div> <div>Year 1</div> <div> <div>Writing Root/ Spelling Seed Text</div> <div>Theme/Term</div> <div>Writing Root/ Spelling Seed Text</div> <div>Theme/Term</div> <div>Writing Root/ Spelling Seed Text</div> </div> </div> <div> <div>Journeys &amp; exploration – Autumn 1</div> <div>  Cave Baby Julia Donaldson and Emily Gravett  OR Naughty Bus Jan Oke and Jerry Oke  Astro Girl Ken Wilson-Max  OR Sidney, Stella and the Moon Emma Yarlett </div> </div> <div> <div>Similarities &amp; differences – Spring 1</div> <div>  Beegu Alexis Deacon  The Odd Egg Emily Gravett  OR Leo and the Octopus Isabelle Marinov </div> </div> <div> <div>Friendship &amp; kindness – Summer 1</div> <div>  Lost and Found Oliver Jeffers  Yeti and the Bird Nadia Shireen  OR Pig the Pug Aaron Blabey How to be a Dog Jo Williamson </div> </div> </div> <div> <div>Heroes &amp; villains – Autumn 2</div> <div>  I Want My Hat Back Jon Klassen  Billy and the Beast Nadia Shireen  OR Send for a Superhero Michael Rosen &amp; Katharine McEwen </div> </div> <div> <div>Nature &amp; environment – Spring 2</div> <div>  Stanley's Stick John Hegley and Neal Layton  Dinosaurs and all that Rubbish Michael Foreman  OR The Sea Saw Tom Percival </div> </div> <div> <div>Imagination &amp; creativity – Summer 2</div> <div>  Dadaji's Paintbrush Rashmi Sirdeshpande  OR Iggy Peck, Architect Andrea Beaty and David Roberts  The Magic Bed John Burningham  OR Julian is a Mermaid Jessica Love </div> </div>
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**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
<b>Humanities</b> <a href="#">Connect – David Weatherly</a>	Geography – Why don't penguins need to fly?  Climate Environment Comparison	History – The Gunpowder Plot  Influence and impact Democracy	Geography – Why does it matter where our food comes from? Climate Curriculum Study Environment Climate	History – Florence Nightingale and Mary Seole Impact and Influence Empire Relationships	Geography – How does Kampong Ayer compare with where I live?  Settlements Climate Comparison	History – How do our favourite board games compare to those of children in the 1960s?  Culture Relationships
<b>Science</b> Science Progression of Skills	Animals including humans		Everyday materials	Plants and seeds and bulbs - growing	Plants and animals	Living things and their habitats
<b>RE</b> Understanding Christianity and Agreed Syllabus	<b>1.2 Creation</b> <b>Who do Christians say made the world?</b> HARVEST CELEBRATION	<b>1.6 Who is a Muslim and how do they live?</b> Global Objectives: Christian Christmas around the world CHRISTMAS SERVICE	<b>1.4 Gospel</b> <b>What is the good news that Jesus brings?</b>	<b>1.5 Salvation</b> <b>Why does Easter matter to Christians?</b> EASTER SERVICE	<b>1.6 Who is a Muslim and how do they live?</b>	<b>1.8 What makes some people and places in Cornwall sacred?</b>

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 Access Art	<a href="#">Explore and Draw</a>		<a href="#">Expressive Painting</a>		<a href="#">Be an Architect</a>	
DT Kapow		Cooking – Wraps		Mechanisms – Moving Monsters		Sewing- Pouches
Computing Teach Computing	Information technology around us		Digital photography (2.2)		Robot algorithms (2.3)	
Metacognition  (Visible Learning/Thinking Matters and Walk Thrus)  1 lesson a half term plus impact cycle	<a href="#">Planning</a> 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>  <a href="#">Monitoring</a> Reflecting on thinking and processes element: Think about thinking (metacognition) <i>describe the strategies used in given situations and tasks</i>  <a href="#">Evaluation</a> Analysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning <i>identify reasoning used in choices or actions in specific situations.</i>					



<b>English</b>  <b>The Literacy Tree – Writing</b>  <b>The Literacy Leaf Guided Reading</b>	<div> <div>Year 2</div> <div> <div>A twist in the tale – Autumn 1</div> <div> <div>Writing Root/ Spelling Seed Text</div> <div>  Goldilocks &amp; the Three Bears Lauren Child </div> <div>  Wolves Emily Gravett </div> <div>  OR Jim and the Beanstalk Raymond Briggs </div> </div> <div> <div>Literary Leaf Text</div> <div>  The Spider and the Fly Mary Howitt and Tony Dillerizzi </div> <div>  After the Fall Dan Santat </div> <div>  OR Cinderella An Art Deco Fairy Tale Lynn and David Roberts </div> <div>  Dixie O'Day: In the Fast Lane Clara Valliurmy </div> </div> <div>Theme/Term</div> <div>Bravery vs. fear – Spring 1</div> <div> <div>Writing Root/ Spelling Seed Text</div> <div>  The Bear Under the Stairs Helen Cooper </div> <div>  The Minpins Roald Dahl </div> <div>  OR The Bear and the Piano David Litchfield </div> </div> <div> <div>Literary Leaf Text</div> <div>  Rabbit and Bear by Julian Cough &amp; Jim Field </div> <div>  A Book of Bears Katie Viggers </div> <div>  Hotel Flamingo Alex Milway </div> </div> <div>Theme/Term</div> <div>Fictional Worlds &amp; fantasy – Summer 1</div> <div> <div>Writing Root/ Spelling Seed Text</div> <div>  The Dragon Machine Helen Ward </div> <div>  Ocean Meets Sky Eric Fan and Terry Fan </div> <div>  OR Toys in Space Mini Grey </div> </div> <div> <div>Literary Leaf Text</div> <div>  Eric Shaun Tan </div> <div>  Cakes in Space Philip Reeve </div> <div>  Ride-by-Nights Walter de la Mare </div> </div> </div> </div> <div> <div>Creation &amp; conservation – Autumn 2</div> <div> <div>  The Journey Home Frann Preston-Gannon </div> <div>  We Are Water Protectors Carole Lindstrom </div> <div>  OR House Held Up By Trees Ted Kooser </div> </div> <div> <div>  There's a Bang-Tan in my Bedroom James Sellick </div> <div>  Lost Species Jess French </div> <div>  The Magic and Mystery of Trees Jen Green </div> </div> </div> <div>Change &amp; relationships – Spring 2</div> <div> <div>  The Owl and the Pussycat Edward Lear </div> <div>  OR Tadpole's Promise Jeanne Willis </div> <div>  Grandad's Camper Harry Woodgate </div> <div>  OR If All the World Were... Joseph Coelho </div> </div> <div> <div>  Too Small Tola Atinuke </div> <div>  Fanatical about Frogs Owen Davey </div> <div>  The Magic Finger Roald Dahl </div> </div>
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Urban metropolis – Summer 2

The Great Fire of London  
Emma Adams

Rosie Revere, Engineer  
Andrea Beaty

OR A Walk in London  
Salvatore Rubbino

Ada Twist and the Perilous Pantalons  
Andrea Beaty

The Street Beneath my Feet  
Charlotte Cullinan

Grimwood  
Nadia Shireen

**Maths – White Rose Maths / NCETM Prioritisation materials / TTRS / KIRfs**

**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
<b>Humanities</b> <b>Connect – David Weatherly</b>	History – How did the lives of the Ancient Britons change during the Stone Age?  Culture Civilisation Movement	<b>Geography – Why do some earthquakes cause more damage than others?</b>  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	<b>Geography – Why do so many people live in Megacities?</b> Climate Curriculum Study  Settlements Environment Comparison
<b>Science</b>	Animals including humans		Light	Rocks	Plants	

**Science Progression of Skills**

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RE Understanding Christianity and Agreed Syllabus	L2.1 Creation/Fall What do Christians learn from the creation story? HARVEST CELEBRATION	L2.2 People of God What is it like to follow God? Global Objectives: where in the World? Unit 1 Christians Worldwide CHRISTMAS SERVICE	L2.9 How do festivals and worship show what matters to a Muslim? Global Objectives: Where in the World? Unit 1 Christians Worldwide	L2.10 How do festivals and family life show what matters to Jewish people? EASTER SERVICE	L2.4 Gospel What kind of world did Jesus want?	L2.11 How and why do people in Cornwall mark significant events in community life? +L2.13 How do people from religious and non-religious communities celebrate festivals?
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 Access Art	<a href="#">Gestural Drawing with Charcoal</a>		<a href="#">Working with Shape and Colour</a>		<a href="#">Telling Stories Through Drawing and Making</a>	
DT Kapow		Sewing- cushions		Cooking – Fruit Tart		Constructing a castle
Computing Teach Computing	Connecting computers		Stop-frame animation (3.2)		Sequencing sounds (3.3)	
MFL Go Cornish	Klappya Kynsa/Goolan		Klappya Nessa		Kanker	
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>



<div>English</div> <div>The Literacy Tree – Writing</div> <div>The Literacy Leaf Guided Reading</div>	Year 3		Magic & wonder – Autumn 1			Dreams & curiosity – Autumn 2			
	Writing Root/ Spelling Seed Text	 Leon and the Place Between Angela McAllister	 The Heart and the Bottle Oliver Jeffers	 OR The First Drawing Mordcai Gerstein	 The BFG Roald Dahl	 The Tear Thief Carol Ann Duffy	 OR The Tin Forest Helen Ward		
	Literary Leaf Text	 The Lost Spells Robert MacFarlane	 Arthur and the Golden Rope Joe Todd Stanton		 The BFG Roald Dahl	 New and Collected Poems for Children Carol Ann Duffy			
	Theme/Term	Disaster, hope & healing – Spring 1						Overcoming adversity – Spring 2	
	Writing Root/ Spelling Seed Text	 The Pied Piper of Hamelin Michael Morpurgo	 Escape from Pompeii Christina Balit	 OR The Last Garden Rachel Ip	 Cloud Tea Monkeys Mal Peet & Elspeth Graham	 Small in the City Sydney Smith	 OR Black Dog Levi Pinfold	 Cinderella of the Nile Beverley Naidoo	 OR Nen and the Lonely Fisherman Ian Eagleton & James Mayhew
	Literary Leaf Text	 The Pied Piper of Hamelin Robert Browning	 Earth Shattering Events Robin Jacobs		 Old Possum's Book of Practical Cats T. S. Eliot	 Africa, Amazing Africa Atinuke	 The White Fox Jackie Morris		
Theme/Term	From mystery to discovery – Summer 1						Confidence & caution – Summer 2		
Writing Root/ Spelling Seed Text	 The Mysteries of Harris Burdick Chris Van Allsburg	 How to Live Forever Colin Thompson	 OR Flotsam David Wiesner	 Jim, A Cautionary Tale Hilaire Belloc	 Our Tower Joseph Coelho	 OR The Day I Swapped my Dad for Two Goldfish Neil Gaiman			
Literary Leaf Text	 Mr Penguin and the Lost Treasure Alex T. Smith	 I am the Seed that Grew the Tree Fiona Waters		 A Necklace of Raindrops Joan Aiken	 Fortunately, the Milk Neil Gaiman				
Enrichment	Harvest	Theatre Christmas Craft	Recycling Centre	Easter	Swimming	Sports Day			

**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
<b>Humanities</b> <b>Connect – David Weatherly</b>	Geography – Cornish Hedge Detectives (Go Cornish)	History – How did the arrival of the Romans change Britain?	Geography – How can we live more sustainably? Climate Curriculum Study	History – Who were the Anglo-Saxons and how do we know what was important to them?	Geography – Why are jungles so wet and deserts so dry?	History – What did the Vikings want in Britain and how did Alfred help to stop them getting it?
	Human Features Environment	Civilisation Empire Movement	Environment Climate	Culture Relationships Movement	Climate Environment Comparison	Influence and impact Movement
<b>Science</b> <b>Science Progression of Skills</b>	States of matter	Sound	Animals including Humans	Electricity	Living things and their habitats	
<b>RE</b> <b>Understanding Christianity and Agreed Syllabus</b>	L2.1 Creation/Fall What do Christians learn from the creation story?	L2.7 What do Hindus believe God is like? CHRISTMAS SERVICE	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 Salvation Why do Christians call the day Jesus died “Good Friday”?	L2.4 Gospel What kind of world did Jesus want? Global Objectives: Where in the world? Unit 2 Compare	L2.12 how and why do people try to make the world a better place?

	HARVEST CELEBRATION			EASTER SERVICE	contrast Christian worship	
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 Access Art	<a href="#">Storytelling Through Drawing</a>		<a href="#">Exploring Pattern</a>		<a href="#">The Art of Display</a>	
DT Kapow		Cooking- Adapting a recipe		Electricity- Torches		Book sleeve- Fastening
Computing Teach Computing	The internet		Audio production (4.2)		Repetition in shapes (4.3)	Data logging (4.4)
MFL Go Cornish	Klappya Kynsa/Goolan		Klappya Nessa		Kanker	
Metacognition  (Visible Learning/Thinking Matters and Walk Thrus)  1 lesson a half term plus impact cycle	<a href="#">Planning</a> Inquiring – identifying, exploring and organising information and ideas Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas <a href="#">Monitoring</a> Reflecting on thinking and process element: Reflect on processes <a href="#">Evaluation</a> 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>	<a href="#">Planning</a> <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>identify and apply appropriate reasoning and thinking strategies for outcomes</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>

					choosing a course of action or drawing a conclusion.	
<b>English</b>  <b>The Literacy Tree – Writing</b>  <b>The Literacy Leaf Guided Reading</b>						
<b>Enrichment</b>	Harvest  Kernow House	Christmas Craft	Eden Project	Easter	Sports Day	Geography Field Trip

**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
<b>Humanities</b> <b>Connect – David Weatherly</b>	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 – Cornish Mining (Go Cornish)  Influence and impact Culture Relationships	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	U2.1 God What does it mean if God is holy and loving? HARVEST CELEBRATION	U2.8 What does it mean to be a Muslim in Britain today? CHRISTMAS SERVICE	U2.3 Incarnation Why do Christians believe that Jesus is the Messiah?	U2.9 Why is the Torah so important to Jewish people? EASTER SERVICE	U2.4 Gospel What would Jesus do? Global Objectives: Where in the World? Unit 3: Variety of ways festivals celebrated.	U2.14 What do religious and non-religious worldviews teach us about caring for the earth?
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 Access Art	Typography and Maps		Mixed Media Land and City Scapes		Set Design	
DT Kapow		Cooking – Pizza/Bolognese design		Gears and Pulleys		Digital World- Monitoring devices
Computing Teach Computing	Systems and searching		Video production (5.2)		Selection in physical computing (5.3)	Flat-file databases (5.4)
MFL Go Cornish	Klappya Kynsa/Goolan		Klappya Nessa		Kanker	
Metacognition	Planning Inquiring – identifying, exploring and organising information and ideas Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas Monitoring					
(Visible Learning/Thinking	Reflecting on thinking and process element: Reflect on processes Evaluation Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes. Draw conclusions and design a course of action					



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

**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
<b>Humanities</b> <b>Connect – David Weatherly</b>	<b>Geography – How is climate change affecting the world?</b> <b>Climate Curriculum Study</b>  Climate Environment Comparison	History – What was more important to the Ancient Egyptians – life or the Afterlife?  Culture Civilisation	<b>Geography – Why is fair trade fair?</b>  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
<b>Science</b> <b>Science Progression of Skills</b>	Evolution and Inheritance		Electricity	Light	Living things and their habitats	Animals including humans
<b>RE</b> <b>Understanding Christianity and Agreed Syllabus</b>	<b>U2.2 Creation/Fall Creation and Science: conflicting or complementary?</b> HARVEST CELEBRATION	U2.13 <b>What can be done to reduce racism? Can religion help?</b> CHRISTMAS SERVICE	<b>U2.1 God</b> <b>What does it mean if God is holy and loving?</b>	<b>U2.7 Why do Hindus want to be good?</b> EASTER SERVICE	<b>U2.4 Gospel</b> <b>What would Jesus do?</b> Global Objectives: Where in the World? Unit 4: the lives of Christians around the world	<b>U2.12 How does faith help people in Cornwall when life gets hard?</b> U2.10 What <i>matters most to humanists and Christians?</i>
<b>PSHE</b> <b>Scarf</b>	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
<b>Music</b> <b>New Model Music Curriculum Version 2</b>	Music and Technology		Creative Composition		Improvising with Confidence	
<b>PE</b> <b>Striver</b>	Swimming	Gymnastics (floor)	Handball	Basketball (Argyle)	Gymnastics (Apparatus) Dance	Athletics
<b>Art</b> <b>Access Art</b>	<a href="#">2D Drawing to 3D Making</a>		<a href="#">Exploring Identity</a>		<a href="#">Shadow Puppets</a>	



<b>DT</b> <b>Kapow</b>		Mechanical Systems- Automata Toys		Digital World- Navigating		Cooking- Pasties	
<b>Computing</b> <b>Teach Computing</b>	Communication and collaborations		Web page creation (6.2)			Variables in games (6.3)	Spreadsheets (6.4)
<b>MFL</b> <b>Go Cornish</b>	Klappya Kynsa/Goolan		Klappya Nessa			Kanker	
<b>Metacognition</b>  <b>(Visible Learning/Thinking Matters and Walk Thrus)</b>  <b>1 lesson a half term plus impact cycle</b>	<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		<div> <i>The Arrival</i> Shaun Tan</div> <div> <i>Leila and the Blue Fox</i> Kiran Millwood Hargrave <b>COMING SOON</b></div> <div> <i>Windrush Child</i> Benjamin Zephaniah</div> <div>OR</div> <div> <i>The Promise</i> Nicola Davies</div> <div> <i>Can We Save the Tiger?</i> Martin Jenkins</div> <div> <i>The Last Bear</i> Hannah Gold</div> <div> <i>The Hidden Forest</i> Jeannie Baker</div> <div>OR</div>		Literary Leaf Text		<div> <i>Fly Me Home</i> Polly Ho-Yen</div> <div> <i>On the Move: Poems about Migration</i> Michael Rosen</div>		<div> <i>Beetle Boy</i> M. G. Leonard</div> <div> <i>The Tiger Rising</i> Kate DiCamillo</div> <div> <i>Darwin's Voyage of Discovery</i> Jake Williams</div>	
	Theme/Term		Enterprise & activism – Spring 1		Utopia vs. dystopia – Spring 2					
	Writing Root/ Spelling Seed Text		<div> <i>The Invention of Hugo Cabret</i> Brian Selznick</div> <div> <i>Suffragette: The Battle for Equality</i> David Roberts</div> <div> <i>Stonewall</i> Rob Sanders &amp; Jamey Christoph</div> <div>OR</div> <div> <i>The Three Little Pigs Project</i> The Guardian</div> <div> <i>Boy in the Tower</i> Polly Ho-Yen</div> <div> <i>The Last Wild</i> Piers Torday</div> <div>OR</div>		Literary Leaf Text		<div> <i>The Invention of Hugo Cabret</i> Brian Selznick</div> <div> <i>The Little Match Girl Strikes Back</i> Lauren Child</div> <div> <i>Malala</i> Malala Yousafzai <b>COMING SOON</b></div> <div> <i>Politics for Beginners</i> Louie Stowell</div>		<div> <i>Caged Bird</i> Maya Angelou</div> <div> <i>The Wolves of Willoughby Chase</i> Joan Aiken</div>	
	Theme/Term		Fate vs. free will – Summer 1		Crossing borders – Summer 2					
	Writing Root/ Spelling Seed Text		<div> <i>Grimm Tales for Young and Old</i> Phillip Pullman</div> <div> <i>OR The Wind in the Wall</i> Sally Gardner</div> <div> <i>Romeo and Juliet</i> William Shakespeare</div> <div> <i>OR The Princess' Blankets</i> Carol Ann Duffy</div> <div> <i>Rain Player</i> David Wisniewski</div>		<div> <i>The Unforgotten Coat</i> Frank Cottrell Boyce</div> <div> <i>OR Some Places More Than Others</i> Renee Watson</div> <div> <i>A Beautiful Lie</i> Irfan Master</div> <div> <i>OR Night Mail</i> W.H. Auden</div>					
	Literary Leaf Text		<div> <i>Grimm Tales for Young and Old</i> Phillip Pullman</div> <div> <i>Poetry for Kids: William Shakespeare illustrated edition</i> William Shakespeare</div>		<div> <i>Incredible Journeys</i> Levison Wood</div> <div> <i>Poetry for Young People: Langston Hughes</i> Benny Andrews</div> <div> <i>After the War: From Auschwitz to Ambleside</i> Tom Palmer</div>					
Enrichment		Harvest	Christmas Craft	Easter	Kernow House	Art Exhibition				
		Swimming	<u>Bikeability</u>			Bristol Residential				
						Transition Days				
						Prom/Show				

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