



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
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 and environment.	(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 Access Art	Collecting, Arranging, Drawing Collaging with Wax Crayons rubbings		Insect Hotels Galaxy Printing		Clay play Movement Maps	
DT Kapow		Soup Making		Weaving		Structure Boats
Computing Teach Compute						
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.					

The Literacy Tree – Writing - Talk through stories guided reading	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 Hallbut Jackson David Lucas
	Theme/Term		Talents & powers – Spring 1			Sowing a seed – Spring 2		
	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	 The Tiny Seed Eric Carle	 I Will Not Ever Never Eat a Tomato Lauren Child	 OR The Extraordinary Gardener Sam Boughton
	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
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 – 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
Science Science Progression of Skills	Seasonal Changes		Everyday materials		Plants	Animals

RE Understanding Christianity and Agreed Syllabus	1.10 what does it mean to belong to a faith community? Global focus: Fairtrade fair world HARVEST CELEBRATION	1.1 God What do Christians believe God is like? CHRISTMAS SERVICE	1.7 Who is Jewish and how do they live?	1.7 Who is Jewish and how do they live? EASTER SERVICE	1.2 Creation Who do Christians say made the world?	1.9 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 Access Art		Spirals		Inspired by Flora and Fauna		Making Birds
DT Kapow	Smoothies		Stable Structures		Puppets	
Computing Teach Compute	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>Planning 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>Monitoring Reflecting on thinking and processes element: Think about thinking (metacognition) <i>describe the thinking strategies used in given situations and tasks</i></div><div>Evaluation 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>					

English The Literacy Tree – Writing The Literacy Leaf 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 & 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 & 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 & 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 & 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 & Katharine McEwan </div> </div> <div> <div>Nature & environment – Spring 2</div> <div>  Stanley's Stick John Hegley and Neil Layton  Dinosaurs and all that Rubbish Michael Foreman  OR The Sea Saw Tom Percival </div> </div> <div> <div>Imagination & 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>
---	---

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 – 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
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	1.2 Creation Who do Christians say made the world? HARVEST CELEBRATION	1.6 Who is a Muslim and how do they live? Global Objectives: Christian Christmas around the world CHRISTMAS SERVICE	1.4 Gospel What is the good news that Jesus brings?	1.5 Salvation Why does Easter matter to Christians? EASTER SERVICE	1.6 Who is a Muslim and how do they live?	1.8 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 Access Art	Explore and Draw		Expressive Painting		Be an Architect	
DT Kapow		Cooking – Wraps		Mechanisms – Moving Monsters		Sewing- Pouches
Computing Teach Compute	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	<div><div>Planning</div><div>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></div></div> <div><div></div><div>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></div></div> <div><div>Monitoring</div><div>Reflecting on thinking and processes element: Think about thinking (metacognition) <i>describe the strategies used in given situations and tasks</i></div></div> <div><div>Evaluation</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>					

English The Literacy Tree – Writing The Literacy Leaf Guided Reading	<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 & the Three Bears Lauren Child Wolves Emily Gravett <div>OR Jim and the Beanstalk Raymond Briggs</div> </div> </div> <div> <div>Literary Leaf Text</div> <div> The Spider and the Fly Mary Howitt and Tony Dillerizzi After the Fall Dan Santat <div>OR Cinderella An Art Deco Fairy Tale Lynn and David Roberts</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 The Minpins Roald Dahl <div>OR The Bear and the Piano David Litchfield</div> </div> </div> <div> <div>Literary Leaf Text</div> <div> Rabbit and Bear by Julian Cough & Jim Field A Book of Bears Katie Viggers <div>OR Hotel Flamingo Alex Milway</div> </div> </div> <div>Theme/Term</div> <div>Fictional Worlds & fantasy – Summer 1</div> <div> <div>Writing Root/ Spelling Seed Text</div> <div> The Dragon Machine Helen Ward Ocean Meets Sky Eric Fan and Terry Fan <div>OR Toys in Space Mini Grey</div> </div> </div> <div> <div>Literary Leaf Text</div> <div> Eric Shaun Tan Cakes in Space Philip Reeve <div>OR Ride-by-Nights Walter de la Mare</div> </div> </div> </div> </div> <div> <div>Creation & conservation – Autumn 2</div> <div> <div> The Journey Home Frann Preston-Gannon We Are Water Protectors Carole Lindstrom <div>OR House Held Up By Trees Ted Kooser</div> </div> </div> <div> <div> There's a Bang-Tan in my Bedroom James Sellick Lost Species Jess French <div>OR The Magic and Mystery of Trees Jen Green</div> </div> </div> <div>Change & relationships – Spring 2</div> <div> <div> The Owl and the Pussycat Edward Lear <div>OR Tadpole's Promise Jeanne Willis</div> Grandad's Camper Harry Woodgate <div>OR If All the World Were... Joseph Coelho</div> </div> </div> <div> <div> Too Small Tala Atinuke Fanatical about Frogs Owen Davey <div>OR The Magic Finger Roald Dahl</div> </div> </div> <div>Urban metropolis – Summer 2</div> <div> <div> The Great Fire of London Emma Adams Rosie Revere, Engineer Andrea Beaty <div>OR A Walk in London Salvatore Rubbino</div> </div> </div> <div> <div> Ada Twist and the Perilous Pantaloons Andrea Beaty The Street Beneath my Feet Charlotte Cullinan <div>OR Grimwood Nadia Shireen</div> </div> </div> </div>	Enrichment		Harvest		Woodlands Centre Christmas Craft	Kernow House	Easter	Museum Sports Day	Animal Sanctuary
---	---	------------	--	---------	--	-------------------------------------	--------------	--------	----------------------	------------------

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
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	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	Gestural Drawing with Charcoal		Working with Shape and Colour		Telling Stories Through Drawing and Making	
DT Kapow		Sewing- cushions		Cooking – Fruit Tart		Constructing a castle
Computing Teach Compute	Connecting computers		Stop-frame animation (3.2)		Sequencing sounds (3.3)	
MFL Go Cornish						
Metacognition (Visible Learning/Thinking Matters and Walk Thrus) 1 lesson a half term plus impact cycle	Planning Inquiring – identifying, exploring and organising information and ideas Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas Monitoring 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					
	Identify main ideas and select and clarify information from a range of source.	Think about thinking (metacognition) Reflect on, explain and check the processes used to come to conclusions.	Identify and apply appropriate reasoning and thinking strategies or outcomes.	Experiment with a range of options when seeking solutions and putting ideas into action.	Transfer knowledge into new context transfer and apply information in one setting to enrich another.	Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion.

<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	 <i>Leon and the Place Between</i> Angela McAllister	 <i>The Heart and the Bottle</i> Oliver Jeffers	 OR <i>The First Drawing</i> Mordcai Gerstein	 <i>The BFG</i> Roald Dahl	 <i>The Tear Thief</i> Carol Ann Duffy	 OR <i>The Tin Forest</i> Helen Ward		
	Literary Leaf Text	 <i>The Lost Spells</i> Robert MacFarlane	 <i>Arthur and the Golden Rope</i> Joe Todd Stanton		 <i>The BFG</i> Roald Dahl	 <i>New and Collected Poems for Children</i> Carol Ann Duffy			
	Theme/Term	Disaster, hope & healing – Spring 1						Overcoming adversity – Spring 2	
	Writing Root/ Spelling Seed Text	 <i>The Pied Piper of Hamelin</i> Michael Morpurgo	 <i>Escape from Pompeii</i> Christina Balit	 OR <i>The Last Garden</i> Rachel Ip	 <i>Cloud Tea Monkeys</i> Mal Peet & Elspeth Graham	 <i>Small in the City</i> Sydney Smith	 OR <i>Black Dog</i> Levi Pinfold	 <i>Cinderella of the Nile</i> Beverley Naidoo	 OR <i>Nen and the Lonely Fisherman</i> Ian Eagleton & James Mayhew
	Literary Leaf Text	 <i>The Pied Piper of Hamelin</i> Robert Browning	 <i>Earth Shattering Events</i> Robin Jacobs		 <i>Old Possum's Book of Practical Cats</i> T. S. Eliot	 <i>Africa, Amazing Africa</i> Atinuke	 <i>The White Fox</i> Jackie Morris		
	Theme/Term	From mystery to discovery – Summer 1						Confidence & caution – Summer 2	
	Writing Root/ Spelling Seed Text	 <i>The Mysteries of Harris Burdick</i> Chris Van Allsburg	 <i>How to Live Forever</i> Colin Thompson	 OR <i>Flotsam</i> David Wiesner	 <i>Jim, A Cautionary Tale</i> Hilaire Belloc	 <i>Our Tower</i> Joseph Coelho	 OR <i>The Day I Swapped my Dad for Two Goldfish</i> Neil Gaiman		
	Literary Leaf Text	 <i>Mr Penguin and the Lost Treasure</i> Alex T. Smith	 <i>I am the Seed that Grew the Tree</i> Fiona Waters		 <i>A Necklace of Raindrops</i> Joan Aiken	 <i>Fortunately, the Milk</i> 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
Humanities Connect – David Weatherly	Geography – How and why is my local environment changing?	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?
	Comparison Environment	Civilisation Empire Movement	Environment Climate	Culture Relationships Movement	Climate Environment Comparison	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	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	Storytelling Through Drawing		Exploring Pattern		The Art of Display	
DT Kapow		Cooking- Adapting a recipe		Electricity- Torches		Book sleeve- Fastening
Computing Teach Compute	The internet		Audio production (4.2)		Repetition in shapes (4.3)	Data logging (4.4)
MFL Go Cornish						
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>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.	
English The Literacy Tree – Writing The Literacy Leaf Guided Reading						
Enrichment	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
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	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 Compute	Systems and searching		Video production (5.2)		Selection in physical computing (5.3)	Flat-file databases (5.4)
MFL Go Cornish						
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	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
-----------------------------------	--

Matters and Walk Thrus) 1 lesson a half term plus impact cycle	<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>																																																															
English The Literacy Tree – Writing The Literacy Leaf Guided Reading	<table border="1"> <thead> <tr> <th>Year 5</th><th colspan="3">Ambition & desire – Autumn 1</th><th colspan="3">Power vs. principles – Autumn 2</th></tr> </thead> <tbody> <tr> <td>Writing Root/ Spelling Seed Text</td><td> The Man Who Walked Between the Towers Mordcai 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><th colspan="3">Belonging & equality – Spring 1</th><th colspan="3">Legends & folklore – Spring 2</th></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 Last Happy Endings Carol Ann Duffy</td></tr> <tr> <td>Literary Leaf Text</td><td> The Wondering 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><th colspan="3">Lessons from history – Summer 1</th><th colspan="3">Mystery & truth – Summer 2</th></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 Hanaor</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> TITANIC The Story of Titanic for Children Joe Pullman</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> The Secret of Haven Point Lisette Auton COMING SOON</td><td> REAL-LIFE MYSTERIES Real-life Mysteries: Can you explain the unexplained? Susan Martineau and Vicky Barker</td></tr> </tbody> </table>						Year 5	Ambition & desire – Autumn 1			Power vs. principles – Autumn 2			Writing Root/ Spelling Seed Text	 The Man Who Walked Between the Towers Mordcai 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 Last Happy Endings Carol Ann Duffy	Literary Leaf Text	 The Wondering 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 Hanaor	 OR The Strange Case of Origami Yoda Tom Angleberger	 Curiosity Markus Motum	 OR Firebird Saviour Pirotta and Catherine Hyde	Literary Leaf Text	 TITANIC The Story of Titanic for Children Joe Pullman	 Poems from the Second World War Gaby Morgan	 When Hitler Stole Pink Rabbit Judith Kerr	 Letters from the Lighthouse Emma Carroll	 The Secret of Haven Point Lisette Auton COMING SOON	 REAL-LIFE MYSTERIES Real-life Mysteries: Can you explain the unexplained? Susan Martineau and Vicky Barker
Year 5	Ambition & desire – Autumn 1			Power vs. principles – Autumn 2																																																																	
Writing Root/ Spelling Seed Text	 The Man Who Walked Between the Towers Mordcai 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 Last Happy Endings Carol Ann Duffy																																																															
Literary Leaf Text	 The Wondering 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 Hanaor	 OR The Strange Case of Origami Yoda Tom Angleberger	 Curiosity Markus Motum	 OR Firebird Saviour Pirotta and Catherine Hyde																																																															
Literary Leaf Text	 TITANIC The Story of Titanic for Children Joe Pullman	 Poems from the Second World War Gaby Morgan	 When Hitler Stole Pink Rabbit Judith Kerr	 Letters from the Lighthouse Emma Carroll	 The Secret of Haven Point Lisette Auton COMING SOON	 REAL-LIFE MYSTERIES Real-life Mysteries: Can you explain the unexplained? Susan Martineau and Vicky Barker																																																															
Enrichment	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
Humanities Connect – David Weatherly	Geography – How is climate change affecting the world? Climate Curriculum Study Climate Environment Comparison	History – What was more important to the Ancient Egyptians – life or the Afterlife? 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	U2.2 Creation/Fall Creation and Science: conflicting or complementary? HARVEST CELEBRATION	U2.13 What can be done to reduce racism? Can religion help? CHRISTMAS SERVICE	U2.1 God What does it mean if God is holy and loving?	U2.7 Why do Hindus want to be good? EASTER SERVICE	U2.4 Gospel What would Jesus do? Global Objectives: Where in the World? Unit 4: the lives of Christians around the world	U2.12 How does faith help people in Cornwall when life gets hard? U2.10 What <i>matters most to humanists and Christians?</i>
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 Access Art	2D Drawing to 3D Making		Exploring Identity		Shadow Puppets	

DT Kapow		Mechanical Systems- Automata Toys		Digital World- Navigating		Cooking- Pasties
Computing Teach Compute	Communication and collaborations		Web page creation (6.2)		Variables in games (6.3)	Spreadsheets (6.4)
MFL Go Cornish						
Metacognition (Visible Learning/Thinkin g 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>

English The Literacy Tree – Writing The Literacy Leaf Guided Reading	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	 <i>OR Windrush Child</i> Benjamin Zephaniah	 <i>The Promise</i> Nicola Davies	 <i>OR Can We Save the Tiger?</i> Martin Jenkins	 <i>The Last Bear</i> Hannah Gold	 <i>OR 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						Utopia vs. dystopia – Spring 2	
	Writing Root/ Spelling Seed Text	 <i>The Invention of Hugo Cabret</i> Brian Selznick	 <i>Suffragette: The Battle for Equality</i> David Roberts	 <i>OR Stonewall</i> Rob Sanders & Jamey Christoph	 <i>The Three Little Pigs Project</i> The Guardian	 <i>Boy in the Tower</i> Polly Ho-Yen	 <i>OR 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						Crossing borders – Summer 2		
Writing Root/ Spelling Seed Text	 <i>Grimm Tales for Young and Old</i> Phillip Pullman	 <i>OR The Wind in the Wall</i> Sally Gardner	 <i>Romeo and Juliet</i> William Shakespeare	 <i>OR The Princess' Blankets</i> Carol Ann Duffy	 <i>Rain Player</i> David Wisniewski	 <i>The Unforgotten Coat</i> Frank Cottrell Boyce	 <i>OR Some Places More Than Others</i> Renee Watson	 <i>A Beautiful Lie</i> Irfan Master	 <i>OR 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 illustrated edition</i> 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 Swimming	Christmas Craft <u>Bikeability</u>		Easter	Kernow House	Art Exhibition Bristol Residential Transition Days Prom/Show			

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

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