



## 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
<b>Humanities</b>	<p><b>(History) Past and Present –</b> Who am I? Who is in my family?</p> <p><b>(Geography) People, Culture and Community –</b> Where do I live? Describe my house. Compare my home to others around the world.</p>	<p><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?</p> <p><b>(Geography) People, Culture and Community –</b> How communities celebrate different festivals. Halloween, Christmas, Diwali, Bonfire Night and Remembrance day.</p>	<p><b>(History) Past and Present –</b> Explore astronauts, and how they have changed from the first to now. Clothes, equipment, training. Extinct animals – dinosaurs.</p> <p><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.</p>	<p><b>(History) Past and Present –</b> Farming and how it has changed over the years.</p> <p><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.</p>	<p><b>(History) Past and Present –</b> Kings and Queen, Monarchy and royalty.</p> <p><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?</p>	<p><b>(History) Past and Present –</b> Holidays. How have holidays changed over time? Post cards, air travel.</p> <p><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?</p>
<b>Science</b>	<p><b>The Natural World</b> Season – Investigate Autumn and the changes that occur to the environment. How do different animals live in Autumn?</p>		<p><b>The Natural World</b> Exploring Space. How can we get to Space? Introduce the children to NASA and astronauts.</p>		<p><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</p>	

	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
<b>Art</b> <b>Access Art</b>	Collecting, Arranging, Drawing	Insect Hotels	Clay Play
	Collaging with Wax Crayon Rubbings	Galaxy Painting	Movement Maps
<b>DT</b> <b>DT Overview</b>	Clay hedgehogs	Fruit Kebabs	Weaving from nature
<b>Computing</b> <b>i-Compute</b>	I can sequence I make music I can sort	I make art  I stay safe	I can control I can direct
<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>		

**English**

**The Literacy Tree – Writing**

**The Literacy Leaf Guided Reading**

<b>Reception</b>	<b>Outside Inside – Autumn 1</b>			<b>Knowing Yourself – Autumn 2</b>		
<b>Writing Root Text</b>	 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 Holibut Jackson David Lucas
<b>Theme/Term</b>	<b>Talents &amp; powers – Spring 1</b>			<b>Sowing a seed – Spring 2</b>		
<b>Writing Root Text</b>	 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
<b>Theme/Term</b>	<b>Strength of mind – Summer 1</b>			<b>Family &amp; friends – Summer 2</b>		
<b>Writing Root Text</b>	 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





























































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.

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

**English Reading/Writing – RWI / AR / 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 – 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? <b>Climate Curriculum Study</b>  Settlements Climate
<b>Science</b> <b>Science</b> <b>Progression of Skills</b>	Seasonal Changes		Everyday materials		Plants	Animals
<b>RE</b> <b>Understanding Christianity and Agreed Syllabus</b>	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 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?

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<b>PSHE Scarf</b>	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing																																																				
<b>Music New Model Music Curriculum Version 2</b>	My Musical Heartbeat		Exploring Sounds		Having Fun with Improvisation																																																					
<b>PE Striver</b>	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)																																																				
<b>Art Access Art</b>	Drawing Exercises 2 x 10 minutes per week	<a href="#">Spirals</a>	Drawing Exercises 2 x 10 minutes per week	<a href="#">Inspired by Flora and Fauna</a>	Drawing Exercises 2 x 10 minutes per week	<a href="#">Playful Making</a>																																																				
<b>DT Projects on a Page</b>	Freestanding structures		Mechanisms – Sliders and Levers		Textiles – templates and joining																																																					
<b>Computing i-Compute</b>	iDraw		IProgram (Unit 2)		iWrite																																																					
<b>Metacognition (Visible Learning/Thinking Matters and Walk Thrus)</b>  <b>1 lesson a half term plus impact cycle</b>	<p><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></p> <p><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></p> <p><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></p>																																																									
<b>English</b>  <b>The Literacy Tree – Writing</b>  <b>The Literacy Leaf Guided Reading</b>	<table border="1"> <tr> <td><b>Year 1</b></td> <td colspan="4"><b>Journeys &amp; exploration – Autumn 1</b></td> <td colspan="4"><b>Heroes &amp; villains – Autumn 2</b></td> </tr> <tr> <td>Writing Root/ Spelling Seed Text</td> <td> Cave Baby Julia Donaldson and Emily Gravett</td> <td> OR Naughty Bus Jan Oke and Jerry Oke</td> <td> Astro Girl Ken Wilson-Max</td> <td> OR Sidney, Stella and the Moon Emma Yarlett</td> <td> I Want My Hat Back Jan Klassen</td> <td> Billy and the Beast Nadia Shireen</td> <td> OR Send for a Superhero Michael Rosen &amp; Katharine McEwan</td> </tr> <tr> <td>Theme/Term</td> <td colspan="4"><b>Similarities &amp; differences – Spring 1</b></td> <td colspan="4"><b>Nature &amp; environment – Spring 2</b></td> </tr> <tr> <td>Writing Root/ Spelling Seed Text</td> <td> Beegu Alexis Deacon</td> <td> The Odd Egg Emily Gravett</td> <td> OR Leo and the Octopus Isabelle Marinov</td> <td></td> <td> Stanley's Stick John Hegley and Neal Layton</td> <td> Dinosaurs and all that Rubbish Michael Foreman</td> <td> OR The Sea Saw Tom Percival</td> </tr> <tr> <td>Theme/Term</td> <td colspan="4"><b>Friendship &amp; kindness – Summer 1</b></td> <td colspan="4"><b>Imagination &amp; creativity – Summer 2</b></td> </tr> <tr> <td>Writing Root/ Spelling Seed Text</td> <td> Lost and Found Oliver Jeffers</td> <td> Yeti and the Bird Nadia Shireen</td> <td> OR Pig the Plug Aaron Blabey How to be a Dog Jo Williamson</td> <td></td> <td> Dadaji's Paintbrush Rashmi Sirdeshpande</td> <td> OR Iggly Peck, Architect Andrea Beatty and David Roberts</td> <td> The Magic Bed John Burningham</td> <td> OR Julian is a Mermaid Jessica Love</td> </tr> </table>						<b>Year 1</b>	<b>Journeys &amp; exploration – Autumn 1</b>				<b>Heroes &amp; villains – Autumn 2</b>				Writing Root/ Spelling Seed Text	 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	 I Want My Hat Back Jan Klassen	 Billy and the Beast Nadia Shireen	 OR Send for a Superhero Michael Rosen & Katharine McEwan	Theme/Term	<b>Similarities &amp; differences – Spring 1</b>				<b>Nature &amp; environment – Spring 2</b>				Writing Root/ Spelling Seed Text	 Beegu Alexis Deacon	 The Odd Egg Emily Gravett	 OR Leo and the Octopus Isabelle Marinov		 Stanley's Stick John Hegley and Neal Layton	 Dinosaurs and all that Rubbish Michael Foreman	 OR The Sea Saw Tom Percival	Theme/Term	<b>Friendship &amp; kindness – Summer 1</b>				<b>Imagination &amp; creativity – Summer 2</b>				Writing Root/ Spelling Seed Text	 Lost and Found Oliver Jeffers	 Yeti and the Bird Nadia Shireen	 OR Pig the Plug Aaron Blabey How to be a Dog Jo Williamson		 Dadaji's Paintbrush Rashmi Sirdeshpande	 OR Iggly Peck, Architect Andrea Beatty and David Roberts	 The Magic Bed John Burningham	 OR Julian is a Mermaid Jessica Love
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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 – 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? <a href="#">Climate Curriculum Study</a> 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
<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> <a href="#">Understanding Christianity and Agreed Syllabus</a>	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?
<b>PSHE</b> Scarf	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
<b>Music</b> <a href="#">New Model Music Curriculum Version 2</a>	Pulse, Rhythm, and Pitch		Inventing a Musical Story		10 week unit of First Access Music Lessons	
<b>PE</b> 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
<b>Art</b> <a href="#">Access Art</a>	<a href="#">Explore and Draw</a>	Drawing Exercises 2 x 10 minutes per week	<a href="#">Expressive Painting</a>	Drawing Exercises 2 x 10 minutes per week	<a href="#">Be an Architect</a>	Drawing Exercises 2 x 10 minutes per week
<b>DT</b> <a href="#">Projects on a Page</a>		Food – Preparing fruit and vegetables Note: Foundation class make fruit kebabs		Mechanisms – Wheels and axles		Textiles – templates and joining. Repeated unit.

					Plan with Y1 to ensure progression of skills learned and different outcome/final product.
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<b>Computing</b> <b>i-Compute</b>	iAnimate	ICompute (Unit 2)	iPub
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<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: 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>

<b>English</b>  <b>The Literacy Tree – Writing</b>  <b>The Literacy Leaf Guided Reading</b>	<b>Year 2</b> <b>A twist in the tale – Autumn 1</b> Writing Root/ Spelling Seed Text:  Goldilocks & the Three Bears Lauren Child    Wolves Emily Gravett    OR Jim and the Beanstalk Raymond Briggs	<b>Creation &amp; conservation – Autumn 2</b> The Journey Home Frann Preston-Gannon    We Are Water Protectors Carole Lindstrom    OR House Held Up By Trees Ted Kooser
	Literary Leaf Text:  The Spider and the Fly Mary Howitt and Tony DiTerlizzi    After the Fall Dan Santat    OR Cinderella An Art Deco Fairy Tale Lynn and David Roberts    Dixie O'Day: In the Fast Lane Clara Valliurmy	There's a Rang-Tan in my Bedroom James Sellick    Last Species Jess French    The Magic and Mystery of Trees Jen Green
	<b>Theme/Term</b> <b>Bravery vs. fear – Spring 1</b> Writing Root/ Spelling Seed Text:  The Bear Under the Stairs Helen Cooper    The Minpins Roald Dahl    OR The Bear and the Piano David Litchfield	<b>Change &amp; relationships – Spring 2</b> The Owl and the Puzay-cat Edward Lear    OR Tadpole's Promise Jeanne Willis    Granddad's Camper Harry Woodgate    OR If All the World Were... Joseph Coelho
	Literary Leaf Text:  Rabbit and Bear by Julian Cough & Jim Field    A Book of Bears Katie Viggers    Hotel Flamingo Alex Milwey	Too Small Tala Atinuke    Fanatical about Frogs Owen Davey    The Magic Finger Roald Dahl
	<b>Theme/Term</b> <b>Fictional Worlds &amp; fantasy – Summer 1</b> Writing Root/ Spelling Seed Text:  The Dragon Machine Helen Ward    Ocean Meets Sky Eric Fan and Terry Fan    OR Toys in Space Mini Grey	<b>Urban metropolis – Summer 2</b> The Great Fire of London Emma Adams    Rosie Revere, Engineer Andrea Beaty    OR A Walk in London Salvatore Rubbino
	Literary Leaf Text:  Eric Shoun Tan    Cakes in Space Philip Reeve    Ride-by-Nights Walter de la Mare	Ada Twist and the Perilous Pantalons Andrea Beaty    The Street Beneath my Feet Charlotte Guillian    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> <a href="#">Connect – David Weatherly</a>	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? <a href="#">Climate Curriculum Study</a>  Settlements Environment Comparison
<b>Science</b> <a href="#">Science Progression of Skills</a>	Plants		Light	Rocks	Animals including humans	
<b>RE</b> <a href="#">Understanding Christianity and Agreed Syllabus</a>	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?
<b>PSHE</b> <a href="#">Scarf</a>	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
<b>Music</b> <a href="#">New Model Music Curriculum Version 2</a>	Writing Music Down		More Musical Styles		Enjoying Improvisation	
<b>PE</b> <a href="#">Striver</a>	Netball (Argyle)	Gymnastics (Floor)	Football	Gymnastics (Apparatus) Dance - Cheerleading	Cricket (Argyle)	Athletics  Swimming tbc
<b>Art</b> <a href="#">Access Art</a>	<a href="#">Gestural Drawing with Charcoal</a>	Drawing Exercises 2 x 10 minutes per week	<a href="#">Working with Shape and Colour</a>	Drawing Exercises 2 x 10 minutes per week	<a href="#">Telling Stories Through Drawing and Making</a>	Drawing Exercises 2 x 10 minutes per week
<b>DT</b> <a href="#">Projects on a Page</a>		Food – Healthy and varied diet		Mechanisms – Levers and linkages		Electrical – Simple programming and control (opportunity to use micro:bits)
Teach a 'Key Events and Individuals' lesson per unit						
<b>Computing</b> <a href="#">i-Compute</a>	iNetwork		iProgram		iConnect	

<b>MFL</b> <b>La Jolie Ronde</b>		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
<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>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>

<b>English</b>  <b>The Literacy Tree – Writing</b>  <b>The Literacy Leaf Guided Reading</b>	<table border="1"> <tr> <td data-bbox="387 670 562 719"><b>Year 3</b></td> <td colspan="3" data-bbox="562 670 1294 719"><b>Magic &amp; wonder – Autumn 1</b></td> </tr> <tr> <td data-bbox="387 719 562 783">Writing Root/ Spelling Seed Text</td> <td data-bbox="562 719 808 783">            Leon and the Place Between            Angela McAllister         </td> <td data-bbox="808 719 1055 783">            The Heart and the Bottle            Oliver Jeffers         </td> <td data-bbox="1055 719 1294 783">  <b>OR</b> The First Drawing            Mordcai Gerstein         </td> </tr> <tr> <td data-bbox="387 783 562 847">Literary Leaf Text</td> <td colspan="2" data-bbox="562 783 931 847">            The Lost Spells            Robert MacFarlane         </td> <td data-bbox="931 783 1294 847">            Arthur and the Golden Rope            Joe Todd Stanton         </td> </tr> <tr> <td data-bbox="387 847 562 895"><b>Theme/Term</b></td> <td colspan="3" data-bbox="562 847 1294 895"><b>Disaster, hope &amp; healing – Spring 1</b></td> </tr> <tr> <td data-bbox="387 895 562 959">Writing Root/ Spelling Seed Text</td> <td data-bbox="562 895 808 959">            The Pied Piper of Hamelin            Michael Morpurgo         </td> <td data-bbox="808 895 1055 959">            Escape from Pompeii            Christina Belit         </td> <td data-bbox="1055 895 1294 959">  <b>OR</b> The Last Garden            Rachel Ip         </td> </tr> <tr> <td data-bbox="387 959 562 1023">Literary Leaf Text</td> <td colspan="2" data-bbox="562 959 931 1023">            The Pied Piper of Hamelin            Robert Browning         </td> <td data-bbox="931 959 1294 1023">            Earth Shattering Events            Robin Jacobs         </td> </tr> <tr> <td data-bbox="387 1023 562 1070"><b>Theme/Term</b></td> <td colspan="3" data-bbox="562 1023 1294 1070"><b>From mystery to discovery – Summer 1</b></td> </tr> <tr> <td data-bbox="387 1070 562 1134">Writing Root/ Spelling Seed Text</td> <td data-bbox="562 1070 808 1134">            The Mysteries of Harris Burdick            Chris Van Allsburg         </td> <td data-bbox="808 1070 1055 1134">            How to Live Forever            Colin Thompson         </td> <td data-bbox="1055 1070 1294 1134">  <b>OR</b> Flotsam            David Wiesner         </td> </tr> <tr> <td data-bbox="387 1134 562 1198">Literary Leaf Text</td> <td colspan="2" data-bbox="562 1134 931 1198">            Mr Penguin and the Last Treasure            Alex T. 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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> <a href="#">Connect – David Weatherly</a>	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? <a href="#">Climate Curriculum Study</a>  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
<b>Science</b> <a href="#">Science Progression of Skills</a>	States of matter	Sound	Animals including Humans	Electricity	Living things and their habitats	
<b>RE</b> <a href="#">Understanding Christianity and Agreed Syllabus</a>	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?
<b>PSHE</b> <a href="#">Scarf</a>	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
<b>Music</b> <a href="#">New Model Music Curriculum Version 2</a>	Musical Structures		Compose with your Friends		Expression and Improvisation	
<b>PE</b> <a href="#">Striver</a>	Basketball (Argyle)	Gymnastics (Floor)	Handball	Gymnastics (Apparatus) Dance - Bollywood	Tennis	Athletics (Argyle)
<b>Art</b> <a href="#">Access Art</a>	<a href="#">Storytelling Through Drawing</a>	Drawing Exercises 2 x 10 minutes per week	<a href="#">Exploring Pattern</a>	Drawing Exercises 2 x 10 minutes per week	<a href="#">The Art of Display</a>	Drawing Exercises 2 x 10 minutes per week
<b>DT</b> <a href="#">DT Overview</a>		Textiles – 2D shape to 3D product		Structures - Shell Structures Incorporate computer aided design (CAD)		Mechanisms - Pneumatics
	Teach a ‘Key Events and Individuals’ lesson per unit					
<b>Computing</b> <a href="#">i-Compute</a>	iAnimate		iProgram (Unit 1)		iMail	

MFL La Jolie Ronde		La Jolie Ronde lessons 1-7		La Jolie Ronde lessons 8 - 14		La Jolie Ronde lessons 15-20
<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 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 choosing a course of action or drawing a conclusion.</i>	<i>Expand on known ideas to create new and imaginative combinations.</i>  <i>Explain and justify ideas and outcomes.</i>

**English**

**The Literacy Tree – Writing**

**The Literacy Leaf Guided Reading**

Year 4	Finding Freedom – Autumn 1	Invention & innovation – Autumn 2
Writing Root/ Spelling Seed Text	Tar Beach Faith Ringgold Varmints Helen Ward OR The Mermaid of Zennor Charles Causley	FATHER Grahame Baker Smith Until I Met Dudley Roger McCough and Chris Riddell OR The Iron Man Ted Hughes
Literary Leaf Text	UNDEFEATED Undeclared Kwame Alexander Zombierella Joseph Coelho Annie Lumsden, The Girl from the Sea David Almond	The Story of Flight Jakob Whitfield Skygazing Anns Claybourne The Wild Robot Peter Brown
Theme/Term	Darkness & light – Spring 1	Taking courage – Spring 2
Writing Root/ Spelling Seed Text	Frindleswyde Natalia & Lauren O'Hara OR Winter's Child Angela McAllister The Selfish Giant Oscar Wilde OR Cinnamon Neil Gaiman	The Lion and the Unicorn Shirley Hughes Odd and the Frost Giants Neil Gaiman OR The Matchbox Diary Paul Fleischman
Literary Leaf Text	The Firework Maker's Daughter Philip Dullman The Poet's Dog Patricia MacLachlan COMING SOON Tamarinid and the Star of Ishta Jasbinder Bilan	How Does a Lighthouse Work? Roman Belyaev Viking Voyagers Jack Tate Norse Myths Kevin Crossley-Holland COMING SOON
Theme/Term	Exploration & discovery – Summer 1	Different worlds – Summer 2
Writing Root/ Spelling Seed Text	Weslandia Paul Fleischman OR The Baker By the Sea Paula White The Story of Tutanikharnun Patricia Cleveland Peck OR Shackleton's Journey William Grill	The Lion the Witch and the Wardrobe C. S. Lewis Jabberwocky Lewis Carroll OR Pride: The Story of Harvey Milk and the Rainbow Flag Rob Sanders
Literary Leaf Text	The Humans: Ancient Civilisations Jonny Marx Poems from a Green and Blue Planet Sabrina Mahfouz COMING SOON The Polar Bear Explorers' Club Alex Bell	The Lion the Witch and the Wardrobe C. S. Lewis Two Weeks with the Queen Morris Gleitzman

**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> 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 Settlements	History – Why was winning the Battle of Britain in 1940 so important?  Influence and impact Empire Movement Relationships	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 Culture Relationships	Geography – Why are mountains so important?  Climate Environment
<b>Science</b> Science Progression of Skills	Properties of materials	Changing materials	Earth and Space	Forces	Animals including humans	

<b>RE</b> <b>Understanding Christianity and Agreed Syllabus</b>	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 Messiah?	Salvation – What did Jesus do to save humans?	Kingdom of God – what kind of king is Jesus?	What matters most to Humanists and Christians?
<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>	Melody and Harmony in Music		Composing and Chords		Freedom to Improvise	
<b>PE</b> <b>Striver</b>	Gymnastics (Floor)	Rugby (Argyle)	Cricket	Swimming tbc Outdoor Adventurous Activities Lesson 1,2,3	Gymnastics (Apparatus) Dance	Athletics
<b>Art</b> <b>Access Art</b>	<a href="#">Typography and Maps</a>	Drawing Exercises 2 x 10 minutes per week	<a href="#">Mixed Media Land and City Scapes</a>	Drawing Exercises 2 x 10 minutes per week	<a href="#">Set Design</a>	Drawing Exercises 2 x 10 minutes per week
<b>DT</b> <b>Projects on a Page</b>		Textiles – Combining different fabric shapes		Mechanisms - Cams		Structures – Frame structures Incorporate computer aided design (CAD)
	Teach a 'Key Events and Individuals' lesson per unit					
<b>Computing</b> <b>i-Compute</b>	iModel		iProgram (Unit 1)		iWeb	
<b>MFL</b> <b>La Jolie Ronde</b>		La Jolie Ronde lessons 1-5 plus 2 Christmas theme lessons		La Jolie Ronde lessons 8 - 13		La Jolie Ronde lessons 14-20
<b>Metacognition</b>  <b>(Visible Learning/Thinking Matters and Walk Thrus)</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</i>	<i>Assess and test</i>	<i>Organise and process</i>	<i>Reflect on assumptions</i>	<i>Identify situations</i>	<i>Combine ideas in a</i>

<p><b>1 lesson a half term plus impact cycle</b></p>	<p><i>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>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>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>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>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>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>
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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
<b>Humanities</b> <b>Connect – David Weatherly</b>	Geography – How is climate change affecting the world? <b>Climate Curriculum Study</b>  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
<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>	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? <b>Global objective: Where in the world – the lives of Christians around the world.</b>	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?
<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>	Drawing Exercises 2 x 10 minutes per week	<a href="#">2D Drawing to 3D Making</a>	Drawing Exercises 2 x 10 minutes per week	<a href="#">Exploring Identity</a>	Drawing Exercises 2 x 10 minutes per week	<a href="#">Shadow Puppets</a>



<b>DT</b> <b>Projects on a Page</b>	Food – Celebrating Culture and Seasonality		Electrical Systems – More complex switches and circuits (Science link)		Mechanisms – Pulleys or Gears	
	Teach a 'Key Events and Individuals' lesson per unit					
<b>Computing</b> <b>i-Compute</b>	iNetwork		Micro:bit Energy Awareness		iLearnAI	
<b>MFL</b> <b>La Jolie Ronde</b>		La Jolie Ronde lessons 1-6		La Jolie Ronde lessons 7 - 12		La Jolie Ronde lessons 13-20
<b>Metacognition</b>  <b>(Visible Learning/Thinking Matters and Walk Thrus)</b>  <b>1 lesson a half term plus impact cycle</b>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas</p> <p><u>Monitoring</u> Reflecting on thinking and process element: Reflect on processes</p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: evaluate procedures and outcomes. Draw conclusions and design a course of action</p>					
	<i>Pose questions to clarify and interpret information and probe further to discover causes and consequences.</i>	<i>Analyse, condense, and combine relevant information from multiple sources.</i>	<i>Pose questions to clarify and interpret information and probe further to discover causes and consequences</i>	<i>Analyse, condense, and combine relevant information from multiple sources.</i>	<i>Pose questions to clarify and interpret information and probe further to discover causes and consequences.</i>	<i>Apply knowledge gained from one context to another unrelated context and identify new meaning</i>
	<i>Identify and clarify relevant information and prioritise ideas.</i>	<i>Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria</i>	<i>Identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions.</i>	<i>Assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</i>	<i>Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria</i>	<i>Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria</i>
	<i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i>		<i>Assess and test options to identify the most effective solution and put ideas into action</i>	<i>Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</i>		
			<i>Think about thinking</i> <i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i>			

<b>English</b>  <b>The Literacy Tree – Writing</b>  <b>The Literacy Leaf Guided Reading</b>	<b>Year 6</b>	<b>Migration &amp; movement – Autumn 1</b>			<b>Evolution &amp; inheritance – Autumn 2</b>					
	<b>Writing Root/ Spelling Seed Text</b>	 <i>The Arrival</i> Shaun Tan	 <i>Leila and the Blue Fox</i> Kiran Millwood Hargrave <b>COMING SOON</b>	 <i>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		
	<b>Literary Leaf Text</b>	 <i>Fly Me Home</i> Dolly 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			
	<b>Theme/Term</b>	<b>Enterprise &amp; activism – Spring 1</b>			<b>Utopia vs. dystopia – Spring 2</b>					
	<b>Writing Root/ Spelling Seed Text</b>	 <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			
	<b>Literary Leaf Text</b>	 <i>The Invention of Hugo Cabret</i> Brian Selznick	 <i>The Little Match Girl Strikes Back</i> Lauren Child	 <i>Malala</i> Malala Yousafzai <b>COMING SOON</b>	 <i>Politics for Beginners</i> Louie Stowell	 <i>Caged Bird</i> Maya Angelou		 <i>The Wolves of Willoughby Chase</i> Joan Aiken		
	<b>Theme/Term</b>	<b>Fate vs. free will – Summer 1</b>			<b>Crossing borders – Summer 2</b>					
	<b>Writing Root/ Spelling Seed Text</b>	 <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
	<b>Literary Leaf Text</b>	 <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		

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