

We are currently reviewing our curriculum.

Year A	Dynamic Dynasties	Sow, grow, farm	Ground breaking Greeks
<p>Overview</p>	<p>This knowledge-rich project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.</p> <p>In Art, children will explore the colour wheel, mixing tints, shades and tones. Children will investigate Taotie motifs, casting methods and watercolours. In DT, children will use pneumatic systems, and improve their joining and finishing skillsets.</p> <p>In Science, children will investigate forces and mechanisms. Children will be able to explain that unsupported objects fall towards the Earth because of gravity and are able to identify the effects of various resistances which act between moving surfaces.</p> <p>In Geography, children will locate the major cities of the UK and topographical features such as hills, mountains and coasts. Children will explore and locate worldwide countries and their environmental regions. Children will compare key physical and human geography characteristics and compare to a region in the UK.</p> <p>In History, children will study some of the earliest civilisations with a focus on the Shang Dynasty. Children will interrogate the Bronze Age in ancient China and also the legacy from the time.</p>	<p>The knowledge-rich main project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.</p> <p>In Art, children will explore continuous line drawings and will record their ideas in sketch books. Children will also look at land art using natural materials. In DT, children will plan and prepare a savoury dish using differing techniques. Children will understand the benefits of a healthy diet and how this can be achieved.</p> <p>In Science, children will describe the differences in life cycles of a mammal, amphibian, insect and bird and also explain the reproduction process of plants. To finish the unit, children will be able to describe the changes experienced by humans as they get older.</p> <p>In Geography, children will become familiar with the various farming types and will survey the impact of land use within the UK to further understand why particular farms can be found within specific areas of the UK. Children will investigate settlements. We will attempt to grow our own vegetables to either sell in our farmer's market.</p> <p>In History, children will receive retrieval practice covering all the topics covered to date.</p>	<p>This knowledge-rich main project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.</p> <p>In Art, children will experience paper craft and paper making. Children will also study an expressionist art movement focusing on Edvard Munch, a significant artist. In DT, children will design a Greek building and use CAD to improve its strength and structural support.</p> <p>In Science, children will investigate everyday materials based on their properties, such as the hardness, solubility, transparency and conductivity. Children will be able to demonstrate that dissolving, mixing and changes of state are reversible and that some changes happen as the result of a formation of a new material. Children will use knowledge of solids, liquids and gases to decide how mixtures might be separated.</p> <p>In Geography, children will receive retrieval practice covering all the topics covered to date.</p> <p>In History, children will study the Minoan and Mycenaean civilisations using chronology timelines and both primary and secondary sources. Children will research the role of the men and women, Greek culture, architecture and philosophy. Children will learn about Greek life and the influence it has of the Western world.</p>
<p>Prior learning to support long term memory</p>	<p>KS1- seven continents. KS1 – colour wheel and primary and secondary colours (mix it Y2)</p>	<p>KS1 - physical geographical features of our local area KS1 – know what mammals, amphibians, reptiles, fish and birds are KS1 – know how to sketch and observe objects and plants closely LKS2 –</p>	<p>KS1 – Impact of different monarchs on life in Britain (concept of leaving a legacy?)</p>
<p>Sticky knowledge</p>			
<p>Linked texts/ topic boxes</p>	<p>The Firework Makers Daughter by Philip Pulman</p>	<p>Farm Boy by Michael Morpurgo</p>	<p>Who Let The Gods Out? by Maz Evans</p>

Experiences		Farm visit	
Topic finale			
Outdoor learning opportunities			

Wolf Rock Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver subject	Dynamic Dynasties		Sow, grow, farm		Ground breaking Greeks	
Science ○ NC objectives	<p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 		<p><u>Human reproduction and ageing</u> - this unit covers human reproduction which will be covered later in the year as part of PSHE in Summer 2.</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe the changes as human develop to old age. 		<p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Working scientifically – Identifying and classifying, Observing changes over time, Comparative tests, Research, Pattern seeking 	
Geography ○ NC objectives	<p><u>Investigating our world</u> Ordnance Survey maps; Contour lines; Six-figure grid references; Time zones; Climate zones; Vegetation belts; Biomes; Human geography; World cities; Sustainable manufacturing processes; Relatives locations and distances; Transport networks; Settlement hierarchy; Local enquiry; Fieldwork</p>		<p><u>Sow, grow, farm</u> Land use in the UK; Allotments; Farming in the UK; Maps; Grid references; Climate zones; Physical features of North and South America; Farming in North and South America; Food transportation</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the 		<p>Retrieval</p>	

	<ul style="list-style-type: none"> o Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. o Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). o Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. o Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. o Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. o Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. o Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. o Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<p>distribution of natural resources including energy, food, minerals and water.</p> <ul style="list-style-type: none"> o Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. o Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. o Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. o Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. o Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	
<p>History</p> <ul style="list-style-type: none"> o NC objectives 	<p style="text-align: center;"><u>Dynamic dynasties</u></p> <p style="text-align: center;">Ancient China; Timelines and chronology; Shang Dynasty; Sources and artefacts; Oracle bones and religious beliefs; Bronze Age in ancient China; Historical enquiry; Significance of jade and silk; Power and social hierarchy; Everyday life; Warfare; Significant individual – Di Xin; End of the Shang Dynasty; Bronze Ages around the world; Life after the Shang Dynasty; Legacy.</p> <ul style="list-style-type: none"> o Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. 	<p style="text-align: center;">Retrieval</p>	<p style="text-align: center;"><u>Ground breaking Greeks</u></p> <p style="text-align: center;">Ancient Greek periods – Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period; Chronology and timelines; Primary and secondary sources; City states; Democracy; Role of men and women; Social hierarchy; Great Athenians; the Acropolis; Greek art, culture, architecture, philosophy, medicine and mathematics; Olympic Games; Alexander the Great; End of the Greek Empire; Legacy</p> <ul style="list-style-type: none"> o Conduct a local history study. o Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. o Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

<p>Art</p> <p>○ NC objectives</p>	<p><u>Tints, tones and shades</u></p> <p>Colour theory; Colour wheel; Mixing tints, shades and tones; Landscapes</p> <ul style="list-style-type: none"> ○ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). 	<p><u>Taotie</u></p> <p>Taotie motifs; Casting methods; Watercolour</p> <ul style="list-style-type: none"> ○ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). 	<p><u>Line, light and shadows</u></p> <p>Continuous line drawing; Significant artists – Pablo Picasso and Rembrandt; Shading techniques; Drawing on black paper; Black and white photography</p> <ul style="list-style-type: none"> ○ Create sketchbooks to record their observations and use them to review and revisit ideas. ○ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ○ Learn about great artists, architects and designers in history. 	<p><u>Natures art</u></p> <p>Land art; Natural materials; Relief sculpture; Installations</p> <ul style="list-style-type: none"> ○ Create sketchbooks to record their observations and use them to review and revisit ideas. ○ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). 	<p><u>Mixed media</u></p> <p>Paper crafts; Papermaking; Paper, fabric, mixed media and surreal photo collage; Mixed media artwork</p> <ul style="list-style-type: none"> ○ Create sketchbooks to record their observations and use them to review and revisit ideas. ○ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ○ Learn about great artists, architects and designers in history. 	<p><u>Expression</u></p> <p>Expressionist art movement; Significant artist – Edvard Munch; Portrait photography; Expression; Self-portraits</p> <ul style="list-style-type: none"> ○ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ○ Learn about great artists, architects and designers in history.
<p>D.T.</p> <p>○ NC objectives</p>	<p><u>Moving mechanisms</u></p> <p>Pneumatic systems; Joining and finishing; Iterative design process; Building pneumatic machine prototypes</p> <ul style="list-style-type: none"> ○ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ○ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ○ Investigate and analyse a range of existing products. ○ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ○ Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. ○ Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). 	<p><u>Eat the seasons</u></p> <p>Cooking; Nutrition</p> <ul style="list-style-type: none"> ○ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. ○ Understand and apply the principles of a healthy and varied diet. ○ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	<p><u>Architecture</u></p> <p>Architecture over time; Greek architecture; Structural support, stiffness and stability; Computer-aided design; Building design</p> <ul style="list-style-type: none"> ○ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ○ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ○ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. ○ Investigate and analyse a range of existing products. ○ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ○ Understand how key events and individuals in design and technology have helped shape the world. ○ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 			

<p>Music</p> <p>o NC objectives</p>	<p>A1: Livin' on a prayer A2: Classroom Jazz 2</p> <ul style="list-style-type: none"> o play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression o improvise and compose music for a range of purposes using the inter-related dimensions of music o listen with attention to detail and recall sounds with increasing aural memory o use and understand staff and other musical notations o appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians o develop an understanding of the history of music. 		<p>Sp1: Make you feel my love Sp2: You got a friend</p> <ul style="list-style-type: none"> o play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression o improvise and compose music for a range of purposes using the inter-related dimensions of music o listen with attention to detail and recall sounds with increasing aural memory o use and understand staff and other musical notations o appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians o develop an understanding of the history of music. 		<p>Su1: Dancing in the streets Su2: Reflect, rewind, replay</p> <ul style="list-style-type: none"> o play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression o improvise and compose music for a range of purposes using the inter-related dimensions of music o listen with attention to detail and recall sounds with increasing aural memory o use and understand staff and other musical notations o appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians o develop an understanding of the history of music. 	
<p>PSHE 9/10</p> <p>o Jigsaw key objectives</p>	<p><u>Being me in my world</u></p> <ul style="list-style-type: none"> o Understand how democracy and having a voice benefits the school community o Understand how to contribute towards the democratic process o Understand the rights and responsibilities associated with being a citizen in the wider community and their country o Know how to face new challenges positively o Understand how to set personal goals o Know how an individual's behaviour can affect a group and the consequences of this 	<p><u>Celebrating differences</u></p> <ul style="list-style-type: none"> o Know external forms of support in regard to bullying e.g. Childline o Know that bullying can be direct and indirect o Know what racism is and why it is unacceptable o Know what culture means o Know that differences in culture can sometimes be a source of conflict o Know that rumour-spreading is a form of bullying online and offline o Know how their life is different from the lives of children in the developing world 	<p><u>Dreams and goals</u></p> <ul style="list-style-type: none"> o Know about a range of jobs that are carried out by people I know o Know the types of job they might like to do when they are older o Know that young people from different cultures may have different dreams and goals o Know that they will need money to help them to achieve some of their dreams o Know that different jobs pay more money than others o Know that communicating with someone from a different culture means that they can learn from them and vice versa o Know ways that they can support young people in their own culture and abroad 	<p><u>Healthy me</u></p> <ul style="list-style-type: none"> o Know basic emergency procedures, including the recovery position o Know the health risks of smoking o Know how smoking tobacco affects the lungs, liver and heart o Know how to get help in emergency situations o Know that the media, social media and celebrity culture promotes certain body types o Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure o Know some of the risks linked to misusing alcohol, including antisocial behaviour o Know what makes a healthy lifestyle 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> o Know that there are rights and responsibilities in an online community or social networks o Know that there are rights and responsibilities when playing a game online o Know that too much screen time isn't healthy o Know how to stay safe when using technology to communicate with friends o Know that a personality is made up of many different characteristics, qualities and attributes o Know that belonging to an online community can have positive and negative consequences 	<p><u>Changing me</u></p> <ul style="list-style-type: none"> o Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally o Know that sexual intercourse can lead to conception o Know that some people need help to conceive and might use IVF o Know that becoming a teenager involves various changes and also brings growing responsibility o Know what perception means and that perceptions can be right or wrong
<p>R.E.</p> <p>o Cornwall agreed syllabus</p>	<p><u>What does it mean if God is Holy and loving?</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas 	<p><u>What does it mean to be a Muslim in Britain today?</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide 	<p><u>Why is the Torah so important to Jewish people?</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them <p>Understand the impact:</p>	<p><u>Creation and science, conflicting or complimentary?</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify what type of text some Christians say Genesis 1 is, and its purpose • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians 	<p><u>How can following God bring freedom and justice?</u></p> <p><u>How does faith help people when life gets hard?</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious 	<p><u>What matters most to Humanists and Christians?</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of

	<p>of God, using theological terms</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed • Show how Christians put their beliefs into practice in worship <p>Make connections:</p> <ul style="list-style-type: none"> • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. 	<p>Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet)</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 	<ul style="list-style-type: none"> • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. 	<p>interpret it, showing awareness of different interpretations</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together <p>Make connections:</p> <ul style="list-style-type: none"> • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. 	<p>traditions, comparing and explaining similarities and differences</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives <p>Make connections:</p> <ul style="list-style-type: none"> • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own 	<p>God' but 'fallen', and Humanists saying people can be 'good without God')</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p> <ul style="list-style-type: none"> • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
<p>Computing</p> <ul style="list-style-type: none"> o NC objectives <p>Computer science</p> <p>Information technology</p> <p>Digital literacy</p>	<p>5.1 Coding</p> <ul style="list-style-type: none"> • To begin to simplify code. • To create a playable game. • To understand what a simulation is. • To program a simulation using 2Code. • To know what decomposition and abstraction are in computer science. • To take a real-life situation, decompose it and think about the level of abstraction. 	<p>5.2 online safety</p> <ul style="list-style-type: none"> • To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology and children's responsibility to one another in their online behaviour. • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. 	<p>5.3 spreadsheets</p> <ul style="list-style-type: none"> • To use formulae within a spreadsheet to convert measurements of length and distance. • To use the count tool to answer hypotheses about common letters in use. • To use a spreadsheet to model a real-life problem. • To use formulae to calculate area and perimeter of shapes. 	<p>5.4 databases</p> <ul style="list-style-type: none"> • To learn how to search for information in a database. • To contribute to a class database. • To create a database around a chosen topic. <ul style="list-style-type: none"> o select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>5.5 game creator</p> <ul style="list-style-type: none"> • To plan a game. • To design and create the game environment. • To design and create the game quest. • To finish and share the game. • To self and peer evaluate. <ul style="list-style-type: none"> o design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts o select, use and combine a variety of software (including internet services) on a range of digital devices to design 	<p>5.6 3D Modelling</p> <ul style="list-style-type: none"> • To be introduced to 2Design and Make and the skills of computer aided design. • To explore the effect of moving points when designing. • To design a 3D Model to fit certain criteria. • To refine and print a model <ul style="list-style-type: none"> o select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,

	<ul style="list-style-type: none"> • To understand how to use friction in code. To begin to understand what a function is and how functions work in code. • To understand what the different variables types are and how they are used differently. • To understand how to create a string. • To understand what concatenation is and how it works. ○ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ○ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ○ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and program ○ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, 	<ul style="list-style-type: none"> • To learn about how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. • To ensure reliability through using different methods of communication. ○ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ○ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> • To create formulae that use text variables. • To use a spreadsheet to help plan a school cake sale ○ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 		<p>and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>evaluating and presenting data and information</p> <p>5.7 concept maps</p> <ul style="list-style-type: none"> • To understand the need for visual representation when generating and discussing complex ideas. • To understand the uses of a 'concept map'. • To understand and use the correct vocabulary when creating a concept map. • To create a concept map. • To understand how a concept map can be used to retell stories and information. • To create a collaborative concept map and present this to an audience. ○ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
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	analysing, evaluating and presenting data and information					
<p>P.E.</p> <p>○ NC objectives</p>	<p>Football</p> <ul style="list-style-type: none"> ○ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>Hi-5 netball</p> <ul style="list-style-type: none"> ○ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>OAA 1</p> <ul style="list-style-type: none"> ○ take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Dance</p> <ul style="list-style-type: none"> ○ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ○ perform dances using a range of movement patterns ○ compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Alternative sports</p> <ul style="list-style-type: none"> ○ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <p>Swimming</p> <ul style="list-style-type: none"> ○ swim competently, confidently and proficiently over a distance of at least 25 metres ○ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ○ perform safe self-rescue in different water-based situations 	<p>Athletics 1</p> <ul style="list-style-type: none"> ○ use running, jumping, throwing and catching in isolation and in combination ○ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ○ compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Badminton Tennis</p> <ul style="list-style-type: none"> ○ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
<p>MFL</p> <p>○ NC objectives</p>	<p>All About Me</p> <ol style="list-style-type: none"> 1. Introducing Myself 2. My Likes and Dislikes 3. Who Do You Live With? 4. Jobs 5. What Are You Going To Do? 6. Let Me Introduce Myself <ul style="list-style-type: none"> ○ engage in conversations; ask and answer questions; express opinions and respond to those of 	<p>The Way We Look</p> <ol style="list-style-type: none"> 1. Our Body 2. What Do I Look Like? 3. What Are You Doing? 4. Fashion 5. How Are You Feeling Today? 6. What's The Matter? <ul style="list-style-type: none"> ○ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ○ speak in sentences, using familiar vocabulary, phrases and basic language structures 	<p>Eating Out</p> <ol style="list-style-type: none"> 1. I'm Thirsty 2. Open and Closed 3. Breakfast 4. Sandwiches 5. I Like To Eat 6. Pizzas <ul style="list-style-type: none"> ○ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ○ speak in sentences, using familiar 	<p>My World</p> <ol style="list-style-type: none"> 1. Meet My Family 2. On The Farm 3. What's Your Favourite Animal? 4. I Live In A... 5. In My House 6. What Can I Say? <ul style="list-style-type: none"> ○ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ○ speak in sentences, using familiar vocabulary, phrases and basic language structures 	<p>In The Classroom</p> <ol style="list-style-type: none"> 1. Where Are They? 2. What Are The Objects? 3. My Favourite Subject 4. Shapes 5. Can I...? 6. Answering Questions <ul style="list-style-type: none"> ○ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ○ speak in sentences, using familiar vocabulary, phrases and basic language structures 	<p>Our Past</p> <ol style="list-style-type: none"> 1. Count With Me 2. I'm 500 Years Old 3. Spanish History 4. What Year Was It? 5. I Was Born 6. Famous Lives <ul style="list-style-type: none"> ○ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ○ speak in sentences, using familiar vocabulary, phrases and basic language structures ○ develop accurate pronunciation and

	<p>others; seek clarification and help*</p> <ul style="list-style-type: none"> o speak in sentences, using familiar vocabulary, phrases and basic language structures o develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* o present ideas and information orally to a range of audiences* o read carefully and show understanding of words, phrases and simple writing o write phrases from memory, and adapt these to create new sentences, to express ideas clearly o describe people, places, things and actions orally* and in writing 	<ul style="list-style-type: none"> o develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* o present ideas and information orally to a range of audiences* o read carefully and show understanding of words, phrases and simple writing o write phrases from memory, and adapt these to create new sentences, to express ideas clearly o describe people, places, things and actions orally* and in writing 	<p>vocabulary, phrases and basic language structures</p> <ul style="list-style-type: none"> o develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* o present ideas and information orally to a range of audiences* o read carefully and show understanding of words, phrases and simple writing o write phrases from memory, and adapt these to create new sentences, to express ideas clearly o describe people, places, things and actions orally* and in writing 	<ul style="list-style-type: none"> o develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* o present ideas and information orally to a range of audiences* o read carefully and show understanding of words, phrases and simple writing o write phrases from memory, and adapt these to create new sentences, to express ideas clearly o describe people, places, things and actions orally* and in writing 	<ul style="list-style-type: none"> o develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* o present ideas and information orally to a range of audiences* o read carefully and show understanding of words, phrases and simple writing o write phrases from memory, and adapt these to create new sentences, to express ideas clearly o describe people, places, things and actions orally* and in writing 	<p>intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <ul style="list-style-type: none"> o present ideas and information orally to a range of audiences* o read carefully and show understanding of words, phrases and simple writing o write phrases from memory, and adapt these to create new sentences, to express ideas clearly o describe people, places, things and actions orally* and in writing
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Year B	Maafa	Frozen kingdoms	Britain at war
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<p>Overview</p>	<p>Topic overview: This history-based project teaches children about the Slave Trade and the involvement of Africa, America and Europe. We will use primary and secondary sources to gain an insight into life as a slave and the reasons why there was evidence of refusal, unrest and revolt.</p> <p>In Art, children will become inspired by famous black artists, analysing their art and understand the meaning behind the artwork. In DT, children will be able to make healthy food choices and how poor choices impacts health. We will learn about the food nutrients and why they are necessary within a balanced diet.</p> <p>In Science, children will explore how blood and nutrients are transported around the body. Children will name the parts of the circulatory system and describe the job of the heart, blood vessels and blood itself. Children will investigate how exercise, drugs and personal lifestyle impact the heart.</p> <p>In Geography, children recognise the features of the Earth including time zones, lines of latitude and longitude. Children will use maps to further strengthen their understanding if scale, grid references, contours and symbols.</p> <p>In History, children are taught about Africa past and present and the development of the Slave Trade. It also explores Britain's role in the transatlantic slave trade and the worldwide communities that make up the African diaspora.</p>	<p>Topic overview: This knowledge-rich main project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.</p> <p>In Art, we will use soap as a material to sculpt designs inspired by the Inuit community. We will create are using recycled and repurposed materials. In DT, we will work as engineers to research the features of a bridge, experiment using strengthening techniques and build bridge prototypes.</p> <p>In Science, children will study electricity and make circuits to investigate which components directly influence the brightness of a bulb or volume of a buzzer. We will learn about renewable and non-renewable energy types and predict how our energy will be provided in the future.</p> <p>In Geography, children can locate the Polar regions whilst being able to explain some of the similarities and differences of each land mass. Children will be able to describe the climate in the Arctic and Antarctica as well as understanding how climate change is directly impacting the Arctic region. Children will investigate the indigenous people, available natural resources and tourism in both areas.</p>	<p>Topic overview: This knowledge-rich main project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.</p> <p>In Art, children will learn about abstraction and distortion whilst analysing the work of some significant artists such as Pablo Picasso, Robert and Sonia Delaunay. We will also use mixed media and Pop Art. In DT, the children will investigate clothing with a focus on sewing. We will learn different stitches so clothes can be easily repaired. Children will also make products from recycled materials.</p> <p>In Science, children will investigate light and how it travels from a source to our eye. We will investigate how light travels in straight lines and explain objects are seen because of the light reflected into the eye. Children will investigate the idea that shadows are the same shape as the objects that cast them.</p> <p>In History, children will examine the causes of the First and Second World Wars, nations involved, weaponry and warfare. Children will conduct a history study based on the local area and use primary and secondary sources of evidence.</p>
<p>Prior learning to support long term memory</p>	<p>KS1 - name different body parts (childhood) KS1 – what humans need to survive and stay healthy (human survival) LKS2 – human digestive system</p> <p>KS1 – know what a map is and the purpose of a key. Recognise 4 points on a compass.</p>	<p>KS1 - name and locate seven continents of the world (let's explore the world) KS1 – know the difference between seasons (bright lights, big city) KS1 – use of different materials to make different textures</p>	<p>KS1 - changes over time beyond living memory (childhood/school days) KS1 – legacy of monarchs LKS2 – changes Romans made (emperors and empires) LKS2 – changes and rise and fall of the earliest civilisations (ancient civilisations)</p>
<p>Sticky knowledge</p>	<ul style="list-style-type: none"> Recall the meaning of the term 'Maafa' and why this word was used. Retrace the Middle Passage journey and what was involved at each point. Understand how slaves were treated and the impact of this. Pinpoint key invisible lines, such as the equator, on a map. Use a map to know how to use grid references, recognise symbols and contours. Know how blood is transported around the body. 	<ul style="list-style-type: none"> Locate and correctly name the Polar regions. Name three similarities and differences of each Polar region. Explain the Polar day and night. Draw diagrams showing circuits using scientific symbols. Explain how a bulb can shine brighter or a buzzer appear to sound louder through using various components. Know how to construct a bridge and how it can be strengthened to take an increased load. Know how recycled material be used to make new item? 	<ul style="list-style-type: none"> Give reasons which led to both World Wars starting. Name the key leaders of the countries involved in war. Demonstrate how light reaches the eye. Understand the principle that light travels in straight lines. Explain how we have shadows and the shape they are. Explain and demonstrate the idea of distortion, abstraction and pop art. Know how to use a range of stitches to seal material.

	<ul style="list-style-type: none"> Know why nutrients are transported around the body. Label the parts of the heart and circulatory system. 		
Linked texts/ topic boxes	Oh Freedom! By Francesco Adamo	The Last Bear by Hannah Gold	Goodnight Mr Tom by Michelle Magorian Letters from the lighthouse Rose Blanche
Experiences	Doctor visit to explain the heart Roseland visit for heart dissection Hospital trip?	Shackleton Museum, Charlestown. Falmouth Maritime Museum	Evacuation Day using the Bodmin Steam Railway. Lanhydroc Estate Interviewing someone from within their extended family about wartime experiences Invite someone in to speak about their experiences
Topic finale			Street party – victory over Europe Satchels (D.T.) and I.D. documents Victory gardens
Outdoor learning opportunities			Street party Summer 1- Growing vegetables (wild tribe)

Wolf Rock Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver topic	Maafa		Frozen kingdoms		Britain at war	
Science	Circulatory system	Earth and Space – 2024	Electrical circuits and components		Light	Forces and Mechanisms
<ul style="list-style-type: none"> NC objectives 	<ul style="list-style-type: none"> Describe the ways in which nutrients and water are transported within animals, including humans. Identify and name the main parts of the human circulatory system, and describe the 		<ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. <p>Living things and their habitat's objective covered in Frozen Kingdoms:</p>		<ul style="list-style-type: none"> Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because 	<ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears,

	<p>functions of the heart, blood vessels and blood.</p> <ul style="list-style-type: none"> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 		<ul style="list-style-type: none"> Give reasons for classifying plants and animals based on specific characteristics. 	<p>they give out or reflect light into the eye.</p> <ul style="list-style-type: none"> Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>allow a smaller force to have a greater effect.</p>
<p>Geography</p> <ul style="list-style-type: none"> NC objectives 	<p align="center"><u>Our changing world</u></p> <p>Features of Earth including the Arctic and Antarctic Circles; Time zones, Latitude and longitude; Map scale; Grid references, contours and symbols; Climate change, extreme weather and people; Worldwide trade; Natural resource management; Road safety; Fieldwork; Settlement patterns; Local enquiry</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 		<p align="center"><u>Frozen kingdoms</u></p> <p>Arctic and Antarctic regions; Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change; Natural resources; Indigenous people; Tourism</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p align="center"><u>Revision and revisit previous learning.</u></p>	

	<ul style="list-style-type: none"> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 		
<p>History</p> <ul style="list-style-type: none"> NC objectives 	<p style="text-align: center;">Maafa</p> <p>Ancient African kingdoms; Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marronage; Causes and consequences of the abolition of the slave trade and slavery; Colonisation of Africa; Black people in 20th century Britain; Race Relations Act; Equality Act; Significant black Britons; Multiculturalism</p> <ul style="list-style-type: none"> Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<p>Sticky knowledge/ retrieval</p>	<p style="text-align: center;">Britain at war</p> <p>First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant leaders; End of war; Local history study; Remembrance; Post-war Britain</p> <ul style="list-style-type: none"> Conduct a local history study. Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

<p>Art</p> <p>○ NC objectives</p>	<p><u>Tints, tones and shades</u> Colour theory; Colour wheel; Mixing tints, shades and tones; Landscapes</p> <ul style="list-style-type: none"> ○ Create sketchbooks to record their observations and use them to review and revisit ideas. ○ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). 	<p><u>Trail blazers and barrier breakers</u> Significant black artists; Analysing artwork; Creating artwork with meaning</p> <ul style="list-style-type: none"> ○ Create sketchbooks to record their observations and use them to review and revisit ideas. ○ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ○ Learn about great artists, architects and designers in history. 	<p><u>Inuit</u> Print making, carving</p> <ul style="list-style-type: none"> ○ Create sketchbooks to record their observations and use them to review and revisit ideas. ○ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ○ Learn about great artists, architects and designers in history. 	<p><u>Environmental artists</u> Environmental art; Recycled, reused and repurposed materials</p> <ul style="list-style-type: none"> ○ Create sketchbooks to record their observations and use them to review and revisit ideas. ○ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ○ Learn about great artists, architects and designers in history. 	<p><u>Distortion and abstraction</u> Abstract art; Abstraction by line, colour and shape; Significant artists – Pablo Picasso, Robert Delaunay and Sonia Delaunay; Orphism</p> <ul style="list-style-type: none"> ○ Create sketchbooks to record their observations and use them to review and revisit ideas. ○ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ○ Learn about great artists, architects and designers in history. 	<p><u>Bees, beetles and butterflies</u> Using sketchbook Observational drawing; Mixed media collage; Pop Art</p> <ul style="list-style-type: none"> ○ Create sketchbooks to record their observations and use them to review and revisit ideas. ○ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ○ Learn about great artists, architects and designers in history.
<p>D.T.</p> <p>○ NC objectives</p>	<p><u>Food for life</u> Whole foods; Processed foods; Making healthy meals; Hygiene and safety</p> <ul style="list-style-type: none"> ○ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. ○ Understand and apply the principles of a healthy and varied diet. ○ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 		<p><u>Engineer</u> Significant engineers and bridges; Features of bridges; Strengthening techniques; Iterative design; Building prototypes</p> <ul style="list-style-type: none"> ○ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ○ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ○ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. ○ Investigate and analyse a range of existing products. ○ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ○ Select from and use a wider range of tools and equipment to perform practical tasks (for 		<p><u>Make do and mend</u> Investigating clothing; Sewing – running stitch, whip stitch and blanket stitch; Repairing clothes; Making products from recycled materials</p> <ul style="list-style-type: none"> ○ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ○ Investigate and analyse a range of existing products. ○ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ○ Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. 	

			<p>example, cutting, shaping, joining and finishing), accurately.</p> <ul style="list-style-type: none"> Understand how key events and individuals in design and technology have helped shape the world. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 			
<p>Music</p> <ul style="list-style-type: none"> NC objectives 	<p><u>A1: Happy</u> <u>A2: Classroom Jazz 1</u></p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<p><u>Sp1: A New years carol</u> <u>Sp2: The fresh prince of bel air</u></p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<p><u>Su1: Music and me</u> <u>Su2: Reflect, rewind, replay</u></p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 			
<p>PSHE</p> <ul style="list-style-type: none"> Jigsaw key objectives 	<p><u>Being me in my world</u></p> <ul style="list-style-type: none"> Know about children's universal rights (United Nations Convention on the Rights of the Child). Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally. Know how to set goals for the year ahead 	<p><u>Celebrating differences</u></p> <ul style="list-style-type: none"> Know that people can hold power over others individually or in a group Know that power can play a part in a bullying or conflict situation Know that there are different perceptions of 'being normal' and where these might come from Know that difference can be a source of celebration as well as conflict Know that being different could affect someone's life 	<p><u>Dreams and goals</u></p> <ul style="list-style-type: none"> Know their own learning strengths Know what their classmates like and admire about them Know a variety of problems that the world is facing Know some ways in which they could work with others to make the world a better place Know what the learning steps are they need 	<p><u>Healthy me</u></p> <ul style="list-style-type: none"> Know how to take responsibility for their own health Know what it means to be emotionally well Know how to make choices that benefit their own health and well-being Know about different types of drugs and their uses Know how these different types of drugs can affect people's bodies, especially their liver and heart Know that stress can be triggered by a range of things Know that being stressed can cause 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Know that sometimes people can try to gain power or control them Know some of the dangers of being 'online' 	<p><u>Changing me</u></p> <ul style="list-style-type: none"> Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know how a baby develops from conception through the nine months of pregnancy and how it is born Know how being physically attracted to someone changes the nature of the relationship Know the importance of self-esteem and what they can do to develop it Know what they are looking forward to and what they are worried about when thinking about transition to

	<ul style="list-style-type: none"> Understand what fears and worries are Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process 	<ul style="list-style-type: none"> Know why some people choose to bully others Know that people with disabilities can lead amazing lives 	<p>to take to achieve their goal</p> <ul style="list-style-type: none"> Know how to set realistic and challenging goals 	<p>drug and alcohol misuse</p> <ul style="list-style-type: none"> Know that some people can be exploited and made to do things that are against the law Know why some people join gangs and the risk that this can involve 	<ul style="list-style-type: none"> Know how to use technology safely and positively to communicate with their friends and family 	<p>secondary school/moving to their next class</p>
<p>R.E.</p> <p>o Cornwall agreed syllabus objectives</p>	<p><u>Gospel- what would Jesus do?</u> Make sense of belief:</p> <ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives <p>Make connections:</p> <ul style="list-style-type: none"> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view. 	<p><u>Incarnation – was Jesus the Messiah?</u> Make sense of belief:</p> <ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms <p>Understand the impact:</p> <ul style="list-style-type: none"> Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible <p>Make connections:</p> <ul style="list-style-type: none"> Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. 	<p><u>Hinduism – why do Hindus want to be good?</u> Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Make connections between Hindu beliefs 	<p><u>Salvation – what difference does the resurrection make to Christians?</u> <u>What do Christians believe Jesus did to save people?</u> Make sense of belief:</p> <ul style="list-style-type: none"> Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view. 	<p><u>Kingdom of God – what kind of king is Jesus?</u> Make sense of belief:</p> <ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice Show how Christians put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today Articulate their own responses to the idea of the importance of love and service in the world today. 	<p><u>Thematic – CK4RE – does faith help people in Cornwall when life gets hard?</u> Make sense of belief:</p> <ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives <p>Make connections:</p> <ul style="list-style-type: none"> Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.

			<p>studied (e.g. karma and dharma), and explain how and why they are important to Hindus</p> <ul style="list-style-type: none">• Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.			
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<p>Computing</p> <ul style="list-style-type: none"> NC objectives <p>Computer science</p> <p>Information technology</p> <p>Digital literacy</p>	<p>Coding (6.1)</p> <ul style="list-style-type: none"> To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works. To use functions and understand why they are useful. To understand how functions are created and called. To use flowcharts to create and debug code. To create a simulation of a room in which devices can be controlled. To understand how user input can be used in a program. To understand how 2Code can be used to make a text-adventure game. <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs select, use and combine a variety of software (including internet services) on a range of digital devices to 	<p>Online safety (6.2)</p> <ul style="list-style-type: none"> To identify benefits and risks of mobile devices broadcasting the location of the user/device. To identify secure sites by looking for privacy seals of approval. To identify the benefits and risks of giving personal information. To review the meaning of a digital footprint. To have a clear idea of appropriate online behaviour. To begin to understand how information online can persist. To understand the importance of balancing game and screen time with other parts of their lives. To identify the positive and negative influences of technology on health and the environment <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Spreadsheets (6.3)</p> <ul style="list-style-type: none"> To use a spreadsheet to investigate the probability of the results of throwing many dice. To use a spreadsheet to calculate the discount and final prices in a sale. To use a spreadsheet to plan how to spend pocket money and the effect of saving money. To use a spreadsheet to plan a school charity day to maximise the money donated to charity. <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Blogging (6.4)</p> <ul style="list-style-type: none"> To identify the purpose of writing a blog. To identify the features of a successful blog. To plan the theme and content for a blog. To understand how to write a blog and a blog post. To consider the effect upon the audience of changing the visual properties of the blog. To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher. To understand the importance of commenting on blogs. <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Text adventure (6.5)</p> <ul style="list-style-type: none"> To find out what a text adventure is. To use 2Connect to plan a story adventure. To make a story-based adventure using 2Create a Story. To introduce an alternative model for a text adventure which has a less sequential narrative. To use written plans to code a mapbased adventure in 2Code. <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use sequence, selection, and repetition in programs; work with variables and various forms of input and output select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Networks (6.6)</p> <ul style="list-style-type: none"> To learn about what the Internet consists of. To find out what a LAN and a WAN are. To find out how the Internet is accessed in school. To research and find out about the age of the Internet. To think about what the future might hold. <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration <p>Quizzing (6.7)</p> <ul style="list-style-type: none"> To create a picture-based quiz for young children. To learn how to use the question types within 2Quiz. To explore the grammar quizzes. To make a quiz that requires the player to search a database. To make a quiz to test your teachers or parents <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
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<p>P.E.</p> <ul style="list-style-type: none"> NC objectives 	<p>Health Related Fitness</p>	<p>Invasion games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <p>Gymnastics</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>OAA 2 Using the control points</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Dance</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Basketball</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <p>Swimming</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations 	<p>Athletics 2</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Cricket/ rounders</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
<p>MFL</p> <ul style="list-style-type: none"> NC objectives 	<p>Exploring A Spanish Town</p> <ol style="list-style-type: none"> Who Lives Where? I Go To School To Learn Where Is The Library? Comparing Towns I Like My Town Describing My Town <ul style="list-style-type: none"> engage in conversations; ask and answer questions; express 	<p>A The Shops</p> <ol style="list-style-type: none"> Shopping Conversations Going Shopping All About Clothes Money Shopping Lists A Shopping Experience <ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 	<p>Discovering Spain</p> <ol style="list-style-type: none"> Neighbour Directions Distances Madrid Famous Spanish People All About Spain <ul style="list-style-type: none"> engage in conversations; ask and answer questions; express 	<p>At What Time?</p> <ol style="list-style-type: none"> Five Minute Intervals At The Hotel At The Airport Arrivals and Departures Holiday Time At What Time? <ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, 		

	<p>opinions and respond to those of others; seek clarification and help*</p> <ul style="list-style-type: none"> ○ speak in sentences, using familiar vocabulary, phrases and basic language structures ○ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ○ present ideas and information orally to a range of audiences* ○ read carefully and show understanding of words, phrases and simple writing ○ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ○ describe people, places, things and actions orally* and in writing 	<ul style="list-style-type: none"> ○ speak in sentences, using familiar vocabulary, phrases and basic language structures ○ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ○ present ideas and information orally to a range of audiences* ○ read carefully and show understanding of words, phrases and simple writing ○ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ○ describe people, places, things and actions orally* and in writing 	<p>opinions and respond to those of others; seek clarification and help*</p> <ul style="list-style-type: none"> ○ speak in sentences, using familiar vocabulary, phrases and basic language structures ○ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ○ present ideas and information orally to a range of audiences* ○ read carefully and show understanding of words, phrases and simple writing ○ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ○ describe people, places, things and actions orally* and in writing 	<p>phrases and basic language structures</p> <ul style="list-style-type: none"> ○ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ○ present ideas and information orally to a range of audiences* ○ read carefully and show understanding of words, phrases and simple writing ○ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ○ describe people, places, things and actions orally* and in writing 		
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