

We are currently reviewing our curriculum

Year A	Childhood (history)	Bright lights, Big City!	School days (history)
Overview	<p>This term we will learn about how childhood has changed from the 1950s. We will learn about the past and understand what the past means.</p> <p>In science, we will identify and name different objects and the materials they are made from. We will learn about and describe the properties of everyday materials. We will learn about the 5 senses and say which part of the body is associated with each sense.</p> <p>In art we will learn about the primary and secondary colours and we will share how different colours make us feel.</p> <p>In D.T. we will explore shade and shelter. We will evaluate different examples of shelter and use this to design our own den. We will use our learning in science to identify which materials will be useful and why.</p>	<p>In science, we will learn about changes over the four seasons and we will observe and describe the weather that we see in different seasons.</p> <p>In geography, we will learn about the different London landmarks and how London has changed over time.</p> <p>In D.T. we will learn about wheels and how they are used to make objects move. We will learn what an axis is and we will learn how to attach an axis in different ways to a chassis.</p>	<p>In science, we will explore how apple trees change over different seasons and observe how they grow. We will learn choose a plant from the school grounds that we can identify and label.</p> <p>In history, we will learn about our school's history. We will then learn about school in the Victorian era. We will compare what school is like today and what school was like in the Victorian era.</p> <p>In art, we will learn about the artist James Rizzi and the techniques he used to make parts of his artwork stand out. We will experiment with layering cardboard to create a 3D effect.</p>
Prior learning to support long term memory	Long ago – how we have changed since we were babies. Toys from the past.	Handa's surprise.	EYFS – dangerous dinosaurs, which dinosaur is a carnivore/ omnivore/ herbivore. EYFS - Sunshine and flowers (A) EYFS - special religious people and places.
Sticky knowledge	Give an example of how childhood has changed from the 1950s. Name an object and the material it is made from. Suggest a use for the object. Name the five senses and the body part associated with each sense.	Name the four seasons. Identify different weather symbols. Know the four cities and capital cities of the United Kingdom. Name a London landmark.	Name a carnivore, omnivore, herbivore. Name a similarity and difference between our school and school in the Victorian era.
Linked texts/ topic boxes	Wilfrid Gordon McDonald Partridge	Paddington Meerkat mail	
Experiences	Invite grandparents to talk about their childhood.		
Topic finale	Create our own topic knowledge organiser.	Marley the meerkat guide to London.	Our school vs. School in the Victorian assembly.

Outdoor learning opportunities	Make a 1950s street using construction and small world. Create large timelines using chalk and physical objects in the outdoor area.	London landmark construction Changes in weather and grounds walk to identify signs of Winter and Spring.	Local area walk to see the old school building. Science – observe how apple trees have changed. Choose a plant to draw and observe over time.
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Trevoze Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver topic	Childhood		Bright lights, Big City!		School days	
Science <ul style="list-style-type: none"> = NC POS objectives. 	<u>Everyday materials</u> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<u>Human senses</u> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<u>Seasonal changes</u> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies 		<u>Plant parts</u> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<u>Animal parts</u> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
Skills						
Geography <ul style="list-style-type: none"> = NC POS objectives. 	<u>Our wonderful world</u> Physical and human features; Picture maps; Cardinal compass points; Equator and hemispheres; Continents; Oceans; Countries and capital cities of the UK; Protecting natural environments; Fieldwork <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its 		<u>Bright lights, Big City!</u> Countries and capital cities of the UK; Physical features of the UK; Settlements; Human features; Weather and seasons; Landmarks; Aerial images; Locational language; Maps; Compass directions; Geographical similarities <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography 		<u>Revision and revisit previous learning.</u>	

	<p>surrounding seas.</p> <ul style="list-style-type: none"> ○ Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. ○ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. ○ Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. ○ Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. ○ Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. ○ Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. ○ Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. 	<p>of a small area of the UK, and of a small area in a contrasting non-European country.</p> <ul style="list-style-type: none"> ○ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. ○ Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. ○ Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. ○ Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. ○ Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. ○ Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. 	
<p>Skills</p>			
<p>History</p> <ul style="list-style-type: none"> ○ = NC POS objectives. 	<p style="text-align: center;"><u>Childhood</u></p> <p>Historical vocabulary; Historical artefacts; Timelines; Everyday life and childhood in the 1950s; Significant events – Queen’s coronation; Enquiry</p> <ul style="list-style-type: none"> ○ Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. ○ Learn about events beyond living memory that are significant nationally or globally. ○ Learn about significant historical events, people and places in their own locality. ○ Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. 	<p style="text-align: center;"><u>Revision and revisit previous learning.</u></p>	<p style="text-align: center;"><u>School days</u></p> <p>Historical vocabulary; Historical artefacts; Timelines; Present day schools; Our school; Victorian era; Victorian schools; Significant people – Samuel Wilderspin</p> <ul style="list-style-type: none"> ○ Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. ○ Learn about events beyond living memory that are significant nationally or globally ○ Learn about significant historical events, people and places in their own locality. ○ Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Skills	Put things in order significant to themselves. People, photographs, personal opinions and facts. Vocabulary: Past , present, future			Put things in order within the topic. Offers opinions and facts with some reasoning. Vocabulary: Past , present, future
Art = NC POS objectives.	<u>Mix it (1)</u> Colour theory; Colour wheel; Primary and secondary colours <ul style="list-style-type: none"> ○ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ○ Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<u>Funny faces and fabulous faces</u> Portraiture; Collage <ul style="list-style-type: none"> ○ Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. ○ Use a range of materials creatively to design and make products. ○ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<u>Rain and sunrays</u> Motifs; Line and shape; Texture; Calligraphy <ul style="list-style-type: none"> ○ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ○ Use a range of materials creatively to design and make products. 	<u>Street view</u> 3-D murals; Buildings; Significant people – James Rizzi <ul style="list-style-type: none"> ○ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ○ Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. ○ Use a range of materials creatively to design and make products. ○ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
Skills				
D.T. = NC POS objectives.	<u>Shade and shelter</u> Investigating existing products; Designing and making shelters and dens; Prototypes; Safety rules; Materials <ul style="list-style-type: none"> ○ Build structures, exploring how they can be made stronger, stiffer and more stable. ○ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ○ Evaluate their ideas and products against design criteria. ○ Explore and evaluate a range of existing products. ○ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ○ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 		<u>Taxi!</u> Mechanisms – wheels, axles and chassis <ul style="list-style-type: none"> ○ Build structures, exploring how they can be made stronger, stiffer and more stable. ○ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ○ Evaluate their ideas and products against design criteria. ○ Explore and evaluate a range of existing products. ○ Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. ○ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ○ Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). ○ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	<u>Chop, slice, mash!</u> Sources of food; Food preparation techniques; Hygiene rules; Designing and making salads and sandwiches <ul style="list-style-type: none"> ○ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ○ Evaluate their ideas and products against design criteria. ○ Explore and evaluate a range of existing products. ○ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ○ Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). ○ Understand where food comes from. ○ Use the basic principles of a healthy and varied diet to prepare dishes.
Skills				

<p>Music</p> <p>○ = NC POS objectives.</p>	<p><u>Hey you (Y1)</u></p> <ul style="list-style-type: none"> ○ use their voices expressively and creatively by singing songs and speaking chants and rhymes ○ play tuned and untuned instruments musically ○ listen with concentration and understanding to a range of high-quality live and recorded music ○ experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p><u>Ho, ho, ho (Y2)</u></p> <ul style="list-style-type: none"> ○ use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p><u>In the groove (Y1)</u></p> <ul style="list-style-type: none"> ○ play tuned and untuned instruments musically ○ listen with concentration and understanding to a range of high-quality live and recorded music 	<p><u>Zoo time (Y2)</u></p> <ul style="list-style-type: none"> ○ use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p><u>Your imagination (Y1)</u></p> <ul style="list-style-type: none"> ○ experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p><u>Reflect, rewind, replay</u></p> <ul style="list-style-type: none"> ○ use their voices expressively and creatively by singing songs and speaking chants and rhymes
<p>Skills</p>						
<p>PSHE</p> <p>Bold = key objectives</p> <p>○ = NC POS objectives.</p>	<p><u>Being me in my world</u></p> <ul style="list-style-type: none"> • Understand the rights and responsibilities of class members • Know about rewards and consequences and that these stem from choices • Know that it is important to listen to other people • Understand that their own views are valuable • Know that positive choices impact positively on self-learning and the learning of others • Identifying hopes and fears for the year ahead 	<p><u>Celebrating differences</u></p> <ul style="list-style-type: none"> • Know the difference between a one-off incident and bullying • Know that sometimes people get bullied because of difference • Know that friends can be different and still be friends • Know there are stereotypes about boys and girls • Know where to get help if being bullied • Know that it is OK not to conform to gender stereotypes • Know it is good to be yourself • Know the difference between right and wrong and the role that choice has to play in this 	<p><u>Dreams and goals</u></p> <ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group-working looks like • Know how to share success with other people 	<p><u>Healthy me</u></p> <ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy • Know that it is important to use medicines safely • Know what makes them feel relaxed/stressed • Know how medicines work in their bodies • Know how to make some healthy snacks 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know some reasons why friends have conflicts 	<p><u>Changing me</u></p> <ul style="list-style-type: none"> • Know the physical differences between male and female bodies • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable • Know the correct names for private body parts • Know that life cycles exist in nature • Know that aging is a natural process including old age

					<ul style="list-style-type: none"> • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or Solve it together problem-solving methods 	<ul style="list-style-type: none"> • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age
Skills						
<p>R.E.</p> <ul style="list-style-type: none"> ○ = Cornwall agreed syllabus objectives. 	<p>Creation – Who made the world?</p> <p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> ○ Retell the story of creation from Genesis 1:1–2:3 simply ○ Recognise that 'Creation' is the beginning of the 'big story' of the Bible ○ Say what the story tells Christians about God, Creation and the world <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> ○ Give at least one example of what Christians do to say 'thank you' to God for Creation <p><u>Make connections:</u></p> <ul style="list-style-type: none"> ○ Think, talk and ask questions about living in an amazing world ○ Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. 	<p>Incarnation – Why does Christmas matter to Christians?</p> <p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> ○ Recognise that stories of Jesus' life come from the Gospels ○ Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> ○ Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p><u>Make connections:</u></p> <ul style="list-style-type: none"> ○ Think, talk and ask questions about Christmas for people who are Christians and for people who are not ○ Decide what they personally have to be thankful for, giving a reason for their ideas. 	<p>Judaism – who is Jewish and how do they live?</p> <p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> ○ Recognise the words of the Shema as a Jewish prayer ○ Retell simply some stories used in Jewish celebrations (e.g. Chanukah) ○ Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> ○ Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) ○ Make links between Jewish ideas of God found in the stories ○ Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p><u>Make connections:</u></p> <ul style="list-style-type: none"> ○ Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good 	<p>GOD – what do Christians believe God is like?</p> <p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> ○ Identify what a parable is ○ Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father ○ Give clear, simple accounts of what the story means to Christians <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> ○ Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) ○ Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) <p><u>Make connections:</u></p> <ul style="list-style-type: none"> ○ Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas ○ Give a reason for the ideas they have and the connections they make. 	<p>Thematic – what does it mean to belong to a faith community?</p> <p><u>Make sense of beliefs:</u></p> <ul style="list-style-type: none"> ○ Recognise that loving others is important in lots of communities ○ Say simply what Jesus and one other religious leader taught about loving other people <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> ○ Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean ○ Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) <p><u>Make connections:</u></p> <ul style="list-style-type: none"> ○ Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences ○ Talk about what they 	<p>Thematic – how should we care for the world and why does it matter?</p> <p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> ○ Identify a story or text that says something about each person being unique and valuable ○ Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) ○ Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> ○ Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories ○ Give examples of how Christians and Jews can show care for the natural earth ○ Say why Christians and Jews might look after the natural world <p><u>Make connections:</u></p> <ul style="list-style-type: none"> ○ Think, talk and ask questions about what difference believing in God makes to how people treat each other

			<ul style="list-style-type: none"> ○ reason for their ideas ○ • Give a good reason for their ideas about whether reflecting, ○ thanking, praising and remembering have something to say to them too. 		<p>think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p> <ul style="list-style-type: none"> ○ ○ 	<ul style="list-style-type: none"> ○ and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
Skills	Think about the special things that happen to them and others.	Think about the special things that happen to them and others.	Recognise that religious symbols, words and actions express a community way of living.	Begin to express their ideas and opinions and to recognise there could be more than one answer.	Recognise that religious symbols, words and actions express a community way of living.	Begin to express their ideas and opinions and to recognise there could be more than one answer.
<p>Computing</p> <ul style="list-style-type: none"> ○ Purple mash learning objectives. ○ = NC POS objectives. <p>Computer science</p> <p>Information technology</p> <p>Digital literacy</p>	<p>Online safety 1.1</p> <ul style="list-style-type: none"> • To log in safely. • To learn how to find saved work in the Online Work area and find teacher comments. • To learn how to search Purple Mash to find resources. • To become familiar with the icons and types of resources available in the Topics section. • To start to add pictures and text to work. • To explore the Tools and Games section of Purple Mash. • To learn how to open, save and print. To understand the importance of logging out. <ul style="list-style-type: none"> ○ Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Effective searching 2.5</p> <ul style="list-style-type: none"> • To understand the terminology associated with searching. • To gain a better understanding of searching on the internet. • To create a leaflet to help someone search for information on the Internet 	<p>Lego builder 1.4</p> <ul style="list-style-type: none"> • To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. • To follow and create simple instructions on the computer. • To consider how the order of instructions affects the result <p>Technology outside school 1.9</p> <ul style="list-style-type: none"> • To walk around the local community and find examples of where technology is used. • To record examples of technology outside school <ul style="list-style-type: none"> ○ Recognise common uses of technology beyond school 	<p>Grouping and sorting 1.2</p> <ul style="list-style-type: none"> • To sort items using a range of criteria. • To sort items on the computer using the 'Grouping' activities in Purple Mash. 	<p>Creating pictures 2.6</p> <ul style="list-style-type: none"> • To learn the functions of the 2Paint a Picture tool. • To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). • To recreate Pointillist art and look at the work of pointillist artists such as Seurat. • To learn about the work of Piet Mondrian and recreate the style using the lines template. • To learn about the work of William Morris and recreate the style using the patterns template. • To explore surrealism and eCollage <ul style="list-style-type: none"> ○ use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Spreadsheets 1.8</p> <ul style="list-style-type: none"> • To know what a spreadsheet program looks like. • To locate 2Calculate in Purple Mash. • To enter data into spreadsheet cells. • To use 2Calculate image tools to add clipart to cells. • To use 2Calculate control tools: lock, move cell, speak and count. <ul style="list-style-type: none"> ○ use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Coding 1.7</p> <ul style="list-style-type: none"> • To understand what instructions are and predict what might happen when they are followed. • To use code to make a computer program. • To understand what object and actions are. • To understand what an event is. • To use an event to control an object. • To begin to understand how code executes when a program is run. • To understand what backgrounds and objects are. • To plan and make a computer program. <ul style="list-style-type: none"> ○ use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Coding 2.1</p> <ul style="list-style-type: none"> • To understand what an algorithm is. • To create a computer program using an algorithm. To create a program using a given design. • To understand the collision detection event. • To understand that algorithms follow a sequence. • To design an algorithm that follows a timed sequence. • To understand that different objects have different properties. • To understand what different events do in code. • To understand the function of buttons in a program. • To understand and debug simple programs <ul style="list-style-type: none"> ○ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ○ create and debug simple programs ○ Use logical reasoning to predict the behaviour of simple programmes.

	<ul style="list-style-type: none"> ○ use technology purposefully to create, organise, store, manipulate and retrieve digital content ○ recognise common uses of information technology beyond school 					
Skills						
P.E. <ul style="list-style-type: none"> ○ = NC POS objectives. 	Multiskills <ul style="list-style-type: none"> ○ Develop balance, agility and coordination. ○ Apply these in a range of activities. 	Physical literacy Equipment <ul style="list-style-type: none"> ○ Master basic movements including running, jumping, throwing and catching 	Dance <ul style="list-style-type: none"> ○ Perform dances using simple movement patterns. KS1 Games 1	OAA (using the control points) <ul style="list-style-type: none"> ○ Participate in team games, developing simple tactics for attacking and defending. 	KS1 Athletics 1 <ul style="list-style-type: none"> ○ Master basic movements including running, jumping, throwing and catching. 	KS1 Net/wall games <ul style="list-style-type: none"> ○ Participate in team games, developing simple tactics for attacking and defending.
Skills						

Year B	Movers and shakers (History)		Coastline (Geography)		Magnificent monarchs	
Overview	<p>In history we will learn about significant people from the past including; Christopher Columbus, Mary Anning, Neil Armstrong, Rosa Parks and Vincent van Gogh.</p> <p>In science, we will learn about the properties of different materials and how the shape of different objects can be changed through squashing, bending and twisting. We will learn about animals in a woodland habitat and describe living, non-living and things that have never been alive.</p> <p>In art, we will learn about primary and secondary colours and how we can change the tone of different colours. We will compare different still life artwork and create our own compositions to sketch and paint.</p> <p>In D.T. we will learn what a recipe is and discover why some foods are cooked.</p>		<p>In geography, the children will learn about the coastline. They will use aerial photographs to identify human and physical features. We will learn about the role of the RNLI and how to keep safe on the beach. We will compare 2 coastal locations.</p> <p>In science, we will learn what humans need to survive. We will learn about exercise, nutrition and hygiene and investigate how exercise can keep us healthy. We will learn how seeds and bulbs grow into mature plants.</p> <p>In art, we will learn about different textures, patterns and techniques using different materials. In D.T. the children will look at a range of different beach huts, design, and make a model of one. We will learn how to make a structure stronger and discuss our own thoughts and ideas.</p>		<p>In history, the children will learn about kings and queens of the past. We will learn about the power of the monarchy and how it has changed over time.</p> <p>In science, children will learn how animals survive and where animals get their food. We will look closely at microhabitats and explore the lifecycle of darkling mealworms.</p> <p>In art, we will learn about portraits and create our own royal portraits. We will compare Tudor portraits and selfies.</p>	
Prior learning to support long term memory	EYFS – understand the past through settings, characters and events read in books. E.g. coming to England, Floella Benjamin.		EYFS beach visit – keeping safe in the sun, plants and animals on the beach and holidays. EYFS – life cycle of a sunflower.		EYFS link to learning about safari animals. EYFS life cycle of a sunflower. EYFS special religious people and places.	
Sticky knowledge	<ul style="list-style-type: none"> Know how an object's shape can be changed. Name a significant person, what they did and what their impact was. Identify and name plants and animals in a woodland habitat. 		<ul style="list-style-type: none"> Know that humans need water, food and air. Name human and physical geographical features of the coast. Give an example of a material I can use to make a structure stronger. Know that seeds and bulbs grow into mature plants. 		<ul style="list-style-type: none"> Know where animals get their food. Label a life-cycle of a living creature. Give an example plants and animals that survive together in a habitat. Name a British monarch. Describe what the monarchy is. Give an example of how a monarch made an impact on Britain today. Know what a portrait is. Use sketching 	
Linked texts/ topic boxes	The greatest explorer		Katie Morag The lighthouse keeper's lunch The treasure of pirate Frank Furry Purry Beancat		The queen's knickers Paddington in the palace 'I don't want to' Little princess Queen Victoria's bathing machine Virtual tours: Buckingham Palace The Royal Family	
Experiences		Truro library and cathedral		Heligan gardens Local walk	Newquay zoo Outdoor learning – mini-beast hotel	<i>Pendennis castle (year B 24/25)</i>
Topic finale	Great explorer fact file. Create model of a memorial for a significant person.		Coastal exhibition – why is the coast special? Showcase our work across the term, including artwork and beach huts made in D.T.			

Outdoor learning opportunities	Outdoor area- how different materials mix with water. Animals in their habitats around the school grounds.		Heligan gardens trip. Outdoor learning area and school grounds to observe different flowers and plants. Wild garden.		Pendennis castle trip. Outdoor area for role play and CP modelling different castles and royal homes.	
Trevose Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver topic	Movers and shakers		Coastline		Magnificent monarchs	
Science <ul style="list-style-type: none"> = NC POS objectives. 	<u>Use of materials (22)</u> <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. <u>Working scientifically-</u> Identifying and classifying, Pattern seeking, Comparative tests, Research (Human survival 24) 	<u>Habitats</u> <ul style="list-style-type: none"> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Explore and compare the differences between things that are living, dead, and things that have never been alive. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Identify and name a variety of plants and animals in their habitats, including microhabitats. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. <u>Working scientifically-</u> 	<u>Human survival (22)</u> <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Notice that animals, including humans, have offspring, which grow into adults. <u>Working scientifically-</u> Identifying and classifying, Observing changes over time, comparative test, Pattern seeking, Research. (Use of materials 24) 	<u>Plant survival</u> <ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Identify and name a variety of plants and animals in their habitats, including microhabitats. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Observe and describe how seeds and bulbs grow into mature plants. <u>Working scientifically -</u> Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research 	<u>Animal survival</u> <ul style="list-style-type: none"> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Notice that animals, including humans, have offspring which grow into adults. Identify and name a variety of plants and animals in their habitats, including microhabitats. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. <u>Working scientifically -</u> Identifying and classifying, Observing changes over time; Pattern seeking; Research 	

		Identifying and classifying, Research, Pattern seeking		
Skills				
Geography <ul style="list-style-type: none"> = NC POS objectives. 	<p><u>Let's explore the world</u></p> <p>Using an atlas; Using a compass; Using map keys; Locating the equator, Northern and Southern Hemispheres and North and South Poles; Hot, temperate and cold places; Comparing England to Somalia; Sustainability; Fieldwork</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. 	<p><u>Coastline</u></p> <p>Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language; Compass directions; Physical processes – erosion; Changes over time; Tourism</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p><u>Revision and revisit previous learning.</u></p>	
Skills				
History <ul style="list-style-type: none"> = NC POS objectives. 	<p><u>Movers and shakers</u></p> <p>Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people – Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary</p>	<p><u>Revision and revisit previous learning.</u></p>	<p><u>Magnificent monarchs</u></p> <p>Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models</p> <ul style="list-style-type: none"> Learn about changes within living memory. 	

	<p>Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare</p> <ul style="list-style-type: none"> ○ Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. ○ Learn about events beyond living memory that are significant nationally or globally. ○ Learn about significant historical events, people and places in their own locality. ○ Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. 		<p>Where appropriate, these should be used to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> ○ Learn about events beyond living memory that are significant nationally or globally. ○ Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. 	
<p>Skills</p>	<p>People, photographs, personal opinions and facts. Who? Where? When? Why? Answer simple questions relating to the topic. Explore a particular event and how it affected people at the time (2). Vocabulary: Past, present, future</p>		<p>Put things in order within the topic. Who? Where? When? Why? To talk simply about why something happened (1) Explore a particular event and how it affected people at the time (2). Vocabulary: Past, present, future</p>	
<p>Art</p> <p>○ = NC POS objectives.</p>	<p><u>Mix it</u> Colour theory; Colour wheel; Primary and secondary colours</p> <ul style="list-style-type: none"> ○ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ○ Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. ○ Use a range of materials creatively to design and make 	<p><u>Still life</u> Still life; Colour study; Compositions</p> <ul style="list-style-type: none"> ○ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ○ Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. ○ Use a range of materials creatively to design and make 	<p><u>Flower head</u> Analysing artwork; Exploring visual elements – colour, shape, form, texture and pattern; Significant artist – Yayoi Kusama; Drawing; Printmaking; 3-D forms</p> <ul style="list-style-type: none"> ○ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ○ Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. ○ Use a range of materials creatively to design and make products. ○ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<p><u>Portraits and poses</u> Portraiture; Royal portraits; Sketching; Digital artwork</p> <ul style="list-style-type: none"> ○ Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. ○ Use a range of materials creatively to design and make products. ○ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

	products.	products.		
Skills	Work with a range of paints including powder, ready mix and block.	Begin to draw what is in front of them.	Malleable materials. Create a piece of Art that is responding to an experience. Begin to draw what is in front of them. Manipulating clay using fingers and tools. Be able to describe the similarities and differences between pieces of work by other artists.	Be able to describe the similarities and differences between pieces of work by other artists. Use a piece of artwork as a starting point for their own work. Work with a range of paints including powder, ready mix and block.
D.T. ○ = NC POS objectives.	<p style="text-align: center;"><u>Remarkable recipes</u></p> <p>Sources of food; Kitchen tools; Reading recipes; Hygiene rules; Making a school meal</p> <ul style="list-style-type: none"> ○ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ○ Evaluate their ideas and products against design criteria. ○ Explore and evaluate a range of existing products. ○ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ○ Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). ○ Understand where food comes from. ○ Use the basic principles of a healthy and varied diet to prepare dishes. 		<p style="text-align: center;"><u>Beach hut</u></p> <p>Structures – strengthening and joining</p> <ul style="list-style-type: none"> ○ Build structures, exploring how they can be made stronger, stiffer and more stable. ○ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ○ Evaluate their ideas and products against design criteria. ○ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ○ Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). ○ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	
			<p style="text-align: center;"><u>Cut, stitch, join</u></p> <p>Everyday fabric products; Significant designer – Cath Kidston; Sewing patterns; Running stitch; Adding embellishments; Designing and making a bag tag</p> <ul style="list-style-type: none"> ○ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ○ Evaluate their ideas and products against design criteria. ○ Explore and evaluate a range of existing products. ○ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ○ Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). ○ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according 	<p style="text-align: center;"><u>Push and pull</u></p> <p>Machines and mechanisms; Sliders, levers and linkages; Designing and making greetings cards with moving parts</p> <ul style="list-style-type: none"> ○ Build structures, exploring how they can be made stronger, stiffer and more stable. ○ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ○ Evaluate their ideas and products against design criteria. ○ Explore and evaluate a range of existing products. ○ Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. ○ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ○ Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).

					to their characteristics.	○ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
Skills						
Music ○ = NC POS objectives.	<u>Hands, Feet, Heart. Castles song (Y2)</u> <ul style="list-style-type: none"> ○ use their voices expressively and creatively by singing songs and speaking chants and rhymes ○ listen with concentration and understanding to a range of high-quality live and recorded music ○ experiment with, create, select and combine sounds using the inter-related dimensions of music 	<u>Rhythm in the Way We Walk and Banana Rap. (Y1)</u> <ul style="list-style-type: none"> ○ use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<u>I Wanna Play In A Band (Y2)</u> <ul style="list-style-type: none"> ○ play tuned and untuned instruments musically 	<u>Round and Round (Y1)</u> <ul style="list-style-type: none"> ○ listen with concentration and understanding to a range of high-quality live and recorded music ○ experiment with, create, select and combine sounds using the inter-related dimensions of music 	<u>Friendship Song (Y2)</u> <ul style="list-style-type: none"> ○ listen with concentration and understanding to a range of high-quality live and recorded music ○ experiment with, create, select and combine sounds using the inter-related dimensions of music 	<u>Reflect, Rewind and Replay (Y1/2)</u> <ul style="list-style-type: none"> ○ use their voices expressively and creatively by singing songs and speaking chants and rhymes
Skills						
PSHE ○ = NC POS objectives.	<u>Being me in my world</u> <ul style="list-style-type: none"> • Understand their own rights and responsibilities with their classroom • Understand that their choices have consequences • Understand that their views are important • Understand the rights and responsibilities of a member of a class 	<u>Celebrating differences</u> <ul style="list-style-type: none"> • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different • Know skills to make friendships • Know that people have differences and similarities 	<u>Dreams and goals</u> <ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved • Know how to work well with a partner 	<u>Healthy me</u> <ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly 	<u>Relationships</u> <ul style="list-style-type: none"> • Know that everyone's family is different • Know that families are founded on belonging, love and care • Know that physical contact can be used as a greeting • Know how to make a friend • Know who to ask for help in the school community 	<u>Changing me</u> <ul style="list-style-type: none"> • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these

			<ul style="list-style-type: none"> Know that tackling a challenge can stretch their learning 	<ul style="list-style-type: none"> Know how to keep safe when crossing the road Know how to keep themselves clean and healthy Know that germs cause disease/illness Know about people who can keep them safe 	<ul style="list-style-type: none"> Know that there are lots of different types of families Know the characteristics of healthy and safe friends Know about the different people in the school community and how they help 	<ul style="list-style-type: none"> Know who to ask for help if they are worried or frightened Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know that learning brings about change
Skills						
<p>R.E.</p> <ul style="list-style-type: none"> = R.E. Cornwall agreed syllabus objectives. 	<p>GOD- what do Christians believe God is like?</p> <p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> Identify what a parable is. Tell the story of the lost son from the Bible simply and recognize a link with the Christian idea of God as a forgiving father. Give clear, simple accounts of what the story means to Christians. <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> Give 2 examples of how Christians show their belief in God as loving and forgiving (e.g. saying sorry, forgiving others). Give an example of how Christians put their beliefs into practice (praying, praising) <p><u>Make connections:</u></p> <ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything 	<p>Gospel – what is the good news Jesus brings?</p> <p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> Tell stories from the Bible and recognize a link with the concept of 'Gospel' or 'good news'. Give clear, simple accounts of what Bible texts (Matthew the tax collector) mean to Christians Recognize that Jesus gives instructions to people about how to behave <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> Give at least 2 examples of ways in which Christians follow the teachings studied about forgiveness, peace and bringing good news to the friendless. Give at least 2 examples of how Christians put their beliefs into practice in the Church community and their own lives (e.g. charity 	<p>Islam – who is a Muslim and how do they live?</p> <p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> Recognize the words of the <i>Shahadah</i> and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad. 	<p>Salvation – why does Easter matter to Christians?</p> <p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <p><u>Make connections:</u></p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their 	<p>Islam – who is a Muslim and how do they live?</p> <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action <p><u>Make connections:</u></p> <ul style="list-style-type: none"> Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas 	<p>Thematic – what makes some people and places sacred in Cornwall?</p> <p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which

	<p>from the story.</p> <ul style="list-style-type: none"> Give a reason for the ideas they have and the connections they make. 	<p>and confession).</p> <p><u>Make connections:</u></p> <ul style="list-style-type: none"> Think, talk and ask questions about whether Jesus' good news is only good news for Christians, or if there are things for anyone to learn about how to live, giving good reason for their ideas. 		<p>ideas.</p>	<ul style="list-style-type: none"> Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too 	<p>show what people believe</p> <ul style="list-style-type: none"> Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community <p><u>Make connections:</u></p> <ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.
<p>Skills</p>	<p>Begin to ask questions about the faith communities in their school.</p> <p>Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom.</p>	<p>Retell a religious (eg Christian, Hindu etc) story and talk about it.</p> <p>Think about the special things that happen to them and others.</p>	<p>Recognise religious art, symbols and words and talk about them.</p> <p>Notice and respond sensitively to some similarities between different religious and worldviews.</p>	<p>Retell a religious story and suggest meanings to some religious and moral stories.</p> <p>Recognise that religious symbols, words and actions express a community way of living.</p>	<p>Ask and respond to questions about why religious communities do different things.</p> <p>Explore questions about meaning and truth.</p> <p>Discuss sacred writings and sources of wisdom.</p>	<p>Recognise that religious symbols, words and actions express a community way of living.</p> <p>Notice and respond sensitively to some similarities between different religious and worldviews.</p>
<p>Computing</p> <ul style="list-style-type: none"> Purple mash learning objectives. = NC POS objectives. <p>Computer science</p> <p>Information technology</p> <p>Digital literacy</p>	<p>Online safety and exploring purple mash (1.1)</p> <ul style="list-style-type: none"> To log in safely. To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple Mash to find resources. To become familiar with the icons and types of resources available in the Topics section. To start to add pictures and text to work. To explore the Tools and Games section of Purple Mash. To learn how to open, save and print. 	<p>Questioning (2.4)</p> <ul style="list-style-type: none"> To learn about data handling tools that can give more information than pictograms. To use yes/no questions to separate information. To construct a binary tree to identify items. To use 2Question (a binary tree database) to answer questions. To use a database to answer more complex search questions. To use the Search tool to find information <p>use technology purposefully to create, organise, store,</p>	<p>Animated story books (1.6)</p> <ul style="list-style-type: none"> To introduce e-books and the 2Create a Story tool. To add animation to a story. To add sound to a story, including voice recording and music the children have composed. To work on a more complex story, including adding backgrounds and copying and pasting pages. To share e-books on a class display board <p>Use technology purposefully to create digital content.</p>	<p>Making music (2.7)</p> <ul style="list-style-type: none"> To make music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To edit and refine composed music. To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes in 2Sequence. 	<p>Pictograms (1.3)</p> <ul style="list-style-type: none"> To understand that data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the results of an experiment <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Presenting ideas (2.8)</p> <ul style="list-style-type: none"> To explore how a story can be presented in different ways. To make a quiz about a story or class topic. To make a fact file on a non-fiction topic. To make a presentation to the class <p>Use technology purposefully to create digital content.</p>

	<ul style="list-style-type: none"> To understand the importance of logging out. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Maze explorers (1.5)</p> <ul style="list-style-type: none"> To understand the functionality of the direction keys. To understand how to create and debug a set of instructions (algorithm). To use the additional direction keys as part of an algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity. To set challenges for peers. To access peer challenges set by the teacher as 2Dos <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. create and debug simple programs. 	<p>manipulate and retrieve digital content</p> <p>Online safety (2.2)</p> <ul style="list-style-type: none"> To know how to refine searches using the Search tool. To use digital technology to share work on Purple Mash to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet. To introduce Email as a communication tool using 2Respond simulations. To understand how we should talk to others in an online situation. To open and send simple online communications in the form of email. To understand that information put online leaves a digital footprint or trail. To identify the steps that can be taken to keep personal data and hardware secure. <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 		<ul style="list-style-type: none"> Use technology safely and respectfully Recognise common uses of information technology beyond school use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Spreadsheets (2.3)</p> <ul style="list-style-type: none"> To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. To learn how to copy and paste in 2Calculate. To use the totalling tools. To use a spreadsheet for money calculations. To use the 2Calculate equals tool to check calculations. To use 2Calculate to collect data and produce a graph <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 		
Skills						
<ul style="list-style-type: none"> P.E. = NC POS objectives. 	<p>Multi-skills</p> <ul style="list-style-type: none"> Develop balance, agility and coordination. Apply these in a range of activities. 	<p>Gymnastics – basic skills</p> <ul style="list-style-type: none"> Develop balance, agility and coordination. Apply these in a range of activities. <p>Cornish pirates</p>	<p>Dance</p> <ul style="list-style-type: none"> Perform dances using simple movement patterns. <p>KS1 Games 2</p>	<p>Physical Literacy Body</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching. 	<p>KS1 Athletics 2</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching. 	<p>KS1 Striking and Fielding</p> <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending.

Skills						
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