We are currently reviewing our curriculum.

Year A	Invasion and Interconnected world	Misty mountain, windy river	Ancient civilisations
Overview	In history, we will learn about life in Britain after the Roman withdrawal. This will focus on Anglo-Saxon and Viking invasions up to the Norman conquest. In geography, we will learn about compass points and four and six-figure grid references. We will learn about the tropics and the countries, climates and culture of North and South America. We will identify physical features in the United Kingdom and learn about the National Rail and canal networks. Finally, we will conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions. In science, about the importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeletons. We will also learn about sound, how sound is made and how sound travels as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed. In art (Y4), we will learn about colour theory by studying the colour wheel and colour mixing. This includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork. We will also learn about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products. In DT, we will learn about food decay and preservation. We will discover key inventions in food preservation and packaging, then make examples. The children prepare, package and evaluate a healthy snack.	In geography, we will learn about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them. In science, we will learn about solids, liquids and gases and their characteristic properties. We will observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes. We will also learn about grouping living things, known as classification. They study the animal and plant kingdoms and use and create classification keys to identify living things. In art, we will learn about the techniques that artists use when composing landscape images, such as colour and atmosphere. We will also learn the historical and cultural portrayal of animals in art. They study the visual qualities of animals through sketching, printmaking and clay modelling. In DT, we will learn about home furnishings and the significant designer William Morris. We will learn the techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample.	In history, we will learn about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. We will learn about the rise, life, achievements and eventual end of each civilisation. In science, we will learn about electrical appliances and safety. We will construct simple series circuits and name their parts and functions, including switches, wires and cells. We will investigate electrical conductors and insulators and identify common features of conductors. Will learn about programmable devices and combine our learning to design a nightlight. In art, we will learn about the 3-D representation of the human form, including statues, statuettes and figurines. We will study examples from ancient civilisations, and use our clay skills to create a Sumer-style figurine. We will also learn about the features of Islamic art. We will make geometric patterns and motifs on paper, with fabric and in clay. We will use our learning to create a high relief clay tile, decorated with geometric patterns. In DT, we will learn about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads

Prior learning to support long term memory	KS1: compare a town in the United Kingdom with a non-European town/ city. KS1: name and locate the seven continents and world oceans. KS1: animal and human survival; what humans and animals need to survive. Food chains.	KS1: human and physical geographical features of a coastline. KS1: how materials change shape by bending, twisting, stretching and squashing.	KS1: life achievements of significant individuals from the past (movers and shakers) and of different monarchs (magnificent monarchs). KS1: shapes and repeating patterns.
Sticky knowledge	History: • Britain's settlement by Anglo-Saxons and Scots. • Viking raids and invasion • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Geography: • 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. • name and locate counties and cities of the United Kingdom, and key topographical features (including hills, mountains, coasts and rivers). • 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 Science (animals including humans Y3): • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement. • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Science (sound): • identify how sounds are made, associating some of them with something vibrating.	Geography: • 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. • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Science (states of matter): • compare and group materials together, according to whether they are solids, liquids or gases. • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Science (grouping and classifying): • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.	History: • 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 and Ancient Egypt. Science (electricity): • identify common appliances that run on electricity. • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.

	• recognise that vibrations from sounds travel through a medium to the ear. • find patterns between the volume of a sound and the strength of the vibrations that produced it.					
Linked texts/ topic boxes						
Experiences	National maritime museum Cornwall (Vikings: Sailors, Raiders and Traders)		Cornwall Seal Sanctuary or Paradise Park	River walk	Royal Cornwall Museum (Ancient Egypt or Greece workshop)	Virtual visit (historical character)
Topic finale						
Outdoor learning opportunities						

Tater Du Year A	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Driver subject	**Invasion**		**Misty mountain, windy river**		**Ancient civilisations**	
Science ○ **NC objectives**	**Food and the digestive system** ○ Construct and interpret a variety of food chains, identifying producers, predators and prey. ○ Describe the simple functions of the basic parts of the digestive system in humans. ○ Identify the different types of teeth in humans and their simple functions.	**Sound** - ○ Find patterns between the pitch of a sound and features of the object that produced it. ○ Find patterns between the volume of a sound and the strength of the vibrations that produced it. ○ Identify how sounds are made, associating some of them with something vibrating. ○ Recognise that sounds get fainter as the distance from the sound source increases.	**States of matter** ○ Compare and group materials together, according to whether they are solids, liquids or gases. ○ Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). ○ Identify the part played by evaporation and condensation in the	**Grouping and classifying** ○ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. ○ Recognise that living things can be grouped in a variety of ways. ○ **Working scientifically –** ○ Identifying and classifying, Pattern seeking, Research	**Electrical circuits and conductors** ○ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. ○ Identify common appliances that run on electricity. ○ Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. ○ Recognise some common conductors and insulators, and associate metals with being good conductors. ○ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. ○ **Working scientifically**	

	○ Recognise that environments can change and that this can sometimes pose dangers to living things. ○ **Working scientifically** ○ Identifying and classifying, observing changes over time, Comparative test, Pattern seeking, Research	○ Recognise that vibrations from sounds travel through a medium to the ear. ○ **<u>Working scientifically –</u>** ○ Identifying and classifying, Comparative test, Pattern seeking, Research	water cycle and associate the rate of evaporation with temperature. (***this objective is included in the misty mountain unit planning)*** ○ **<u>Working scientifically –</u>** ○ Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research		○ Identifying and classifying, Pattern seeking, Comparative test, Research.
Geography ○ **NC objectives**	**Interconnected world** **Compass points; Four and six-figure grid references; Tropics of Cancer and Capricorn; Countries, climate and culture of North and South America; Significant physical features of the UK; Renewable and non-renewable energy; National Rail network; UK canal network; Fieldwork; Local enquiry** ○ 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ○ 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.		**Misty mountain, windy river** **Rivers; Maps; Grid references; Contour lines; Physical processes – erosion, transportation and deposition; World rivers; Aerial images; Mountains; UK mountains; World mountains; Compass points; Water cycle; Soil; Altitudinal zones; Data analysis** ○ 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. ○ 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. ○ 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. ○ 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.	**Revision and revisit previous learning.**
History	**Invasion**		**Retrieval**		**Ancient civilisations**

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- **NC objectives**

</td><td colspan="2">Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy

Conduct a local history study.
Learn about Britain's settlement by Anglo-Saxons and Scots.
Learn about the Roman Empire and its impact on Britain.
Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
</td><td colspan="2"></td><td colspan="2">Features of civilisations; Ancient Sumer; Ancient Egypt; Indus Valley civilisation; Artefacts; Timelines; New inventions and technology; Everyday life; Social hierarchy; Significant leaders; End of ancient civilisations1

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 900-1300.6
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.
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Art

- **NC objectives**

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Contrast and complement (Y4)

Colour theory; Colour wheel; Tertiary colours; Warm and cool colours; Complementary colours; Analogous colours

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.
</td><td>

Warp and weft

Weaving; Exploring yarns

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.
</td><td>

Vista

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.
Evaluate and analyse creative works using the language of art, craft and design.
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Animal

Significance of animals in art; Drawing; Printing, Clay sculpture

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.
</td><td>

Statues, statuettes and figurines.

Figure drawing; Statues, statuettes and figurines; Sculptures from ancient civilisations; Clay work and sculpting

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.
</td><td>

Islamic art

Features of Islamic art; Motifs and patterns; High and low relief clay sculpture

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.
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Fresh food, good food

Food preservation techniques; Exploring food packaging; Prototypes; Designing, making and packaging healthy snacks

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.
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Functional and fancy fabrics

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.
</td><td colspan="2">

Tomb builders

Simple and compound machines

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.
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<tr><td></td><td colspan="2">o Investigate and analyse a range of existing products.
o Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
o 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.
o Understand and apply the principles of a healthy and varied diet.
o Understand how key events and individuals in design and technology have helped shape the world.
o Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
o 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.</td><td colspan="2">o Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
o Understand how key events and individuals in design and technology have helped shape the world.
o 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.
Significant designer – William Morris; Stitching a hem; Embellishment; Designing and making patterned and embellished fabrics.</td><td colspan="2">o 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.
o Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).
o Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.</td></tr>
<tr><td>Music

o NC objectives</td><td colspan="2"><u>A1: Mama Mia</u>
<u>A2: Glockenspiel stage 1</u>
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 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</td><td colspan="2"><u>Sp1: Stop</u>
<u>Sp2: The dragon song</u>
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 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</td><td colspan="2"><u>Su1: Blackbird</u>
<u>Su2: Reflect, rewind, replay</u>
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 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</td></tr>
<tr><td>PSHE 8/9

Bold = key jigsaw objectives</td><td>Being me in my world
• Know their place in the school community
• Know what democracy is (applied to pupil voice in school)
• Know how groups work together to reach a consensus
• Know that having a voice and democracy benefits the school community
• Know how individual attitudes and actions make a difference to a class
• Know about the different roles in the school community</td><td>Celebrating differences
• Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying
• Know the reasons why witnesses sometimes join in with bullying and don't tell anyone
• Know that sometimes people make assumptions about a person because of the way they look or act
• Know there are influences that can affect how we judge a person or situation</td><td>Dreams and goals
• Know how to make a new plan and set new goals even if they have been disappointed
• Know how to work as part of a successful group
• Know how to share in the success of a group
• Know what their own hopes and dreams are
• Know that hopes and dreams don't always come true
• Know that reflecting on positive and happy experiences can help them to counteract disappointment
• Know how to work out the steps they need to take to achieve a goal</td><td>Healthy me
• Know that there are leaders and followers in groups
• Know the facts about smoking and its effects on health
• Know the facts about alcohol and its effects on health, particularly the liver
• Know ways to resist when people are putting pressure on them
• Know what they think is right and wrong
• Know how different friendship groups are formed and how they fit into them
• Know which friends they value most</td><td>Relationships
• Know some reasons why people feel jealousy
• Know that loss is a normal part of relationships
• Know that negative feelings are a normal part of loss
• Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe
• Know that jealousy can be damaging to relationships
• Know that memories can support us when we lose a special person or animal</td><td>Changing me
• Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm
• Know that babies are made by a sperm joining with an ovum
• Know the names of the different internal and external body parts that are needed to make a baby
• Know how the female and male body change at puberty
• Know that change can bring about a range of different emotions</td></tr>
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	• Know that their own actions affect themselves and others	• Know what to do if they think bullying is or might be taking place • Know that first impressions can change		• Know that they can take on different roles according to the situation • Know some of the reasons some people start to smoke • Know some of the reasons some people drink alcohol		• **Know that personal hygiene is important during puberty and as an adult** • **Know that change is a normal part of life and that some cannot be controlled and have to be accepted**
R.E. o **Cornwall agreed syllabus**	**<u>What is it like to follow God?</u>** Make sense of belief: • Make clear links between the story of Noah and the idea of covenant Understand the impact: • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make connections: • Make links between the story of Noah and how we live in school and the wider world.	**<u>What is the trinity?</u>** Make sense of belief: • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today Understand the impact: • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Make connections: • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.	**<u>How do festivals and worship show what matters to a Muslim?</u>** Make sense of belief: • Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) Understand the impact: • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Make connections: • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	**<u>How do festivals and family life show what matters to a Jewish people?</u>** Make sense of belief: • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today Understand the impact: • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Make connections: • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	**<u>What do Christians learn from the creation story?</u>** Make sense of belief: • Place the concepts of God and Creation on a timeline of the Bible's 'big story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Understand the impact: • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness Make connections: • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.	**<u>How and why do people try to make the world a better place?</u>** Make sense of belief: • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place Understand the impact: • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action Make connections: • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving

						good reasons for their views.
Computing ○ **NC objectives** Computer science Information technology Digital literacy	**3.1 coding** • To understand what a flowchart is and how flowcharts are used in computer programming. • To understand that there are different types of timers and select the right type for purpose. • To understand how to use the repeat command. • To understand the importance of nesting. • To design and create an interactive scene. ○ 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	**3.2 online safety** • To know what makes a safe password. • To learn methods for keeping passwords safe. • To understand how the Internet can be used in effective communication. • To understand how a blog can be used to communicate with a wider audience. • To consider the truth of the content of websites. • To learn about the meaning of age restrictions symbols on digital media and devices. ◦ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **3.3 spreadsheets** • To use the symbols more than, less than and equal to, to compare values. • To use 2Calculate to collect data and produce a variety of graphs. • To use the advanced mode of 2Calculate to learn about cell references. ○ 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	**3.4 touch typing** • To introduce typing terminology. • To understand the correct way to sit at the keyboard. • To learn how to use the home, top and bottom row keys. • To practise typing with the left and right hand. ○ 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	**3.5 email (including email safety)** ○ To think about different methods of communication. ○ To open and respond to an email using an address book. ○ To learn how to use email safely. ○ To add an attachment to an email. ○ To explore a simulated email scenario. ○ 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.	**3.6 branching databases** • To sort objects using just 'yes' or 'no' questions. • To complete a branching database using 2Question. • To create a branching database of the children's choice ○ 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	**3.7 simulations** • • To consider what simulations are. • To explore a simulation. • To analyse and evaluate a simulation ○ 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 **3.8 graphing** • To enter data into a graph and answer questions. • To solve an investigation and present the results in graphic form ○ 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

		collecting, analysing, evaluating and presenting data and information				
P.E. ○ **NC objectives**	**Multi-skills** ○ use running, jumping, throwing and catching in isolation and in combination	**Hi-5 netball** ○ 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	**OOA 1 (using the point controls)** ○ take part in outdoor and adventurous activity challenges both individually and within a team	**Dance** ○ 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 ○ perform dances using a range of movement pattern **Swimming** ○ 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. **Football** ○ 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	**Athletics 1** ○ 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	**Striking and fielding (cricket/rounders)** ○ 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
MFL ○ **NC objectives**	Meet and Greet 1. Hello 2. What's Your Name?	My Body 1. Classroom Instructions 2. Parts Of My Body 3. My Body: Actions	Time To Eat 1. The Greedy Mouse 2. Please May I Have?	People Around Me 1. Meet My Family 2. Do You Have Any Pets? 3. The Alphabet	All About School 1. What's In The Classroom?	Tell Me When 1. Counting 11-31 2. Days Of The Week 3. Months

	3. How Are You? 4. Goodbye 5. Numbers 0-10 6. How Old Are You?	4. Colours 5. What's in the Wardrobe? 6. Clothes	3. Preferences 4. What Colour Is It? 5. Describing Food 6. I'm Hungry	4. What's Their Name? 5. How Do You Spell? 6. Let's Recap	2. What's In Your Pencil Case? 3. School Subjects 4. PE Lesson 5. Around Our School 6. What Do You Like To Do?	4. Birthdays 5. What's The Date? 6. Yesterday, Today and Tomorrow

Year B	Through the ages	Road trip USA Year B 24/25: Rocks, Relics and Rumbles	Emperors and Empires
Overview	In history, we will learn about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement. In science, we will explore the functions of the digestive systems and types of teeth. In art (Y3), we will learn about colour theory by studying the colour wheel and colour mixing. This will include an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork. We will also explore Bell Beaker pottery and different clay techniques, which we will use to make and decorate a Bell Beaker-style pot. In DT, we will learn about food groups and the Eatwell guide. We will learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria.	In geography, we will learn about the USA, including its location, regions, states and identify and describe landscapes, explore and compare American cities, national parks and national phenomena. **In geography (RRR), about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.** In science, we will learn about contact and non-contact forces, including friction and magnetism. We will investigate frictional and magnetic forces and identify parts of a magnet and magnetic materials. Science 2 tbc **(rocks taught 2022)** In art, we will draw a human figure in a variety of poses and work in the style of a significant artist, architect, culture or designer. We will add tone to a drawing by using linear and cross-hatching, scumbling and stippling and we will draw, collage, paint or photograph an urban landscape. Finally, we will make suggestions for ways to adapt and improve a piece of artwork. We will also use nature and natural forms as a starting point for our artwork. We will use preliminary sketches to communicate our ideas and use these to make a two-colour print. In DT, we will learn about cam mechanisms. They experiment with different shaped cams before	In history, we will learn about life in ancient Rome and the Roman legacy in Britain. Science (1) Plants In science, we will learn about the requirements of plants for growth and survival. We will describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water, leaves for making food and the flower for reproduction. In science (2), we learn about light and dark and investigate the phenomena of reflections and shadows, looking for patterns in our collected data. We will also explore the risks associated with the Sun. In art, we will learn about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. We will learn techniques to help us design and make a mosaic border tile. We will also learn about the genre of botanical and create natural weavings, two-colour prints and beautiful and detailed botanical paintings of fruit. In DT, we will learn about the purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. We will learn techniques to strengthen structures and use tools safely so that we can design and construct a mini greenhouse.

		designing, making and evaluating a child's automaton toy.	
Prior learning to support long term memory	Keys stage1 history: Childhood (changes over time). Key stage 1 science: body parts and the five senses.	(RRR) KS1: Coastline – physical features of the coastline (cliff, beach, bay etc.) KS1: name and locate the seven continents of the world. KS1: magnificent monarchs – how to draw a portrait.	Plants (Year 1): • 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 Plants (Year 2): • explore and compare the differences between things that are living, dead, and things that have never been alive • 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 • identify and name a variety of plants and animals in their habitats, including microhabitats • 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 KS1: how to strengthen structures (beach huts). KS1: life in the past, magnificent monarchs – changes/ impact monarchs had/made on/to life today.
Sticky knowledge	History: Changes in Britain from the Stone Age to the Iron Age including, settlements, farming, tools and fire. • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. • Bronze Age religion, technology and travel, for example, Stonehenge. • Iron Age hill forts: tribal kingdoms, farming, art and culture. Science: • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey.	Geography (Road Trip USA): • locate North and South America on a map some 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 • 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) Geography (Rocks, Relics and Rumbles):	History: • the Roman Empire by AD 42 and the power of its army. • The Roman Empire and its impact on Britain. • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. Science (plants): • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • investigate the way in which water is transported within plants. • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

			• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • 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. • 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. Science: • compare how things move on different surfaces. • describe magnets as having 2 poles and compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • predict whether 2 magnets will attract or repel each other, depending on which poles are facing. Science (rocks – taught): • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter What do scientists do (filler science to replace rocks): • identifying differences, similarities or changes related to simple scientific ideas and processes • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Science (light) • 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 they give out or reflect light into the eye. • 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.
Linked texts/ topic boxes						

Experiences	Options: Royal Cornwall Museum (Stone Age workshop) Carn Euny ancient village Kresin Kernow (prehistoric workshop)		Carnglaze Caverns (or Eden project)		Barton Hall (physical as well as social, emotional and co-operative experience).	Eden Project virtual workshop (rainforest signals and senses).
Topic finale						
Outdoor learning opportunities						

Tater Du Year B 2022-23	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Driver topic	**Through the ages**		**Road trip USA** **Rocks, Relics and Rumbles**		**Emperors and empires**	
Science ○ **NC objectives**	**Animal Nutrition and the Skeletal System** ○ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ○ identify that humans and some other animals have skeletons and muscles for	• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**Forces and magnets** ○ Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. ○ Compare how things move on different surfaces. ○ Describe magnets as having two poles. ○ Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	**What do scientists do?** • Enquiries and hypothesis • Explore different elements of working scientifically.	**Why are trees tall?** ○ Investigate the way water is transported in plants. ○ Make systematic and careful observations and, where appropriate, take accurate measurements using standard units with a range of equipment, including thermometers and data loggers Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. **2024 Year B: Plants** ○ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. ○ Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and	**Lights and shadows** ○ Find patterns in the way that the size of shadows change. ○ Notice that light is reflected from surfaces. ○ Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. ○ Recognise that shadows are formed when the light from a light source is blocked by a solid object. ○ Recognise that they need light in order to see things and that dark is the absence of light. ○ **Working scientifically – Identifying and classifying, Observing changes over time,**

	support, protection and movement ○ **Working scientifically –** Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research		○ Observe how magnets attract or repel each other and attract some materials and not others. ○ Predict whether two magnets will attract or repel each other, depending on which poles are facing. ○ **Working scientifically** – Identifying and classifying, Pattern seeking, Comparative tests, Research	**2024 year B: Rocks** ○ Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. ○ Describe in simple terms how fossils are formed when things that have lived are trapped within rock. ○ Recognise that soils are made from rocks and organic matter.	room to grow) and how they vary from plant to plant. ○ Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. ○ Investigate the way in which water is transported within plants.	**Comparative tests, Pattern seeking, Research**
Geography ○ **NC objectives**	**Our planet, our world.** **Maps; Locating countries; Human and physical features; Four-figure grid references; Primary data; Compass points; Earth's layers; Plate tectonics; Latitude and longitude; European countries and cities; UK counties and cities; Carbon footprints; Weather and the local environment; Land use; Fieldwork; Local enquiry** ○ 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. ○ 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		**Road trip USA** **(2024-year B – rocks, relics and rumbles)** **Using world and US maps; Human and physical geography** ○ 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.	**Revision and revisit previous learning.**	

<table>
<tr><td></td><td colspan="2">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.
○ 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.</td><td colspan="2">○ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
○ 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.</td><td colspan="2"></td></tr>
<tr><td>History

○ NC objectives</td><td colspan="2">Through the ages
Historical vocabulary; Prehistory; Stone Age; Bronze Age; Iron Age.
Chronology and timelines; Everyday life; Tools and weapons; Settlements; Stonework and metalwork; Religion and beliefs; Wealth and power; Invention and ingenuity; Evidence and enquiry
○ Conduct a local history study.
○ Learn about changes in Britain from the Stone Age to the Iron Age</td><td colspan="2">Retrieval</td><td colspan="2">Emperors and empires
○ Conduct a local history study.
○ Learn about the Roman Empire and its impact on Britain.</td></tr>
<tr><td>Art

○ NC objectives</td><td><u>Contrast and complement (Y3)</u>
Colour theory; Colour wheel; Tertiary colours; Warm and cool colours; Complementary colours; Analogous colours

○ 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.</td><td><u>Prehistoric pots</u>
Significant people – Bell Beaker culture; Sketching; Clay techniques; Making Bell Beaker-style pots

○ 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).
○ Evaluate and analyse creative works using the language of art, craft and design.</td><td><u>People and places</u>
Figure drawing; Urban landscapes; Significant artist – LS Lowry.

○ 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.</td><td><u>Ammonite</u>
Printing & Sculpture

○ 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).</td><td><u>Beautiful botanicals</u>
Weaving with natural materials; Botanical art and illustration; Observational drawing; Unit and lino printing; Botanical study

○ 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.</td><td><u>Mosaic masters</u>
History of mosaics; Sketching; Mosaics

○ 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.
○ Evaluate and analyse creative works using the language of art, craft and design.</td></tr>
<tr><td>D.T.

○ NC objectives</td><td colspan="2">Cook well, eat well
Food groups; Eatwell guide; Methods of cooking; Cooking appliances; Hygiene rules;
Making taco fillings</td><td colspan="2">Making it move
○ 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-</td><td colspan="2">Green house
Features of greenhouses; Significant designers – Sir Joseph Paxton and Sir Nicholas Grimshaw; Strengthening techniques; Using tools and safety rules; Properties of materials; Constructing strong frameworks.</td></tr>
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	○ 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. ○ 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 how key events and individuals in design and technology have helped shape the world. ○ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. ○ 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.	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 example, cutting, shaping, joining and finishing), accurately. ○ Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). ○ 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.	○ 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 example, cutting, shaping, joining and finishing), accurately. ○ 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.
Music ○ **NC objectives**	**A1: Let your spirit fly (Y3)** **A2: Glockenspiel stage 1 (Y3)** ○ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ○ 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	**Sp1: Three little birds (Y3)** **Sp2: The dragon song (Y3)** ○ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ○ 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	**Su1: Bringing us together (Y3)** **Su2: Reflect, Rewind and Replay (Y3)** ○ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ○ 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
PSHE 7/8 ○ **Key jigsaw objectives**	**Being me in my world** • Know that the school has a shared set of values • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings **Celebrating differences** • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that conflict is a normal part of relationships • Know that some words are used in hurtful ways and that this can have consequences • Know why families are important • Know that everybody's family is different	**Dreams and goals** • Know that they are responsible for their own learning • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know what dreams and ambitions are important to them • Know about specific people who have overcome difficult challenges to achieve success **Healthy me** • Know how exercise affects their bodies • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous	**Relationships** • Know that different family members carry out different roles or have different responsibilities within the family • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know that they and all children have rights (UNCRC) • Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc **Changing me** • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty • Know that in animals and humans lots of changes happen between conception and growing up • Know that in nature it is usually the female that carries the baby

	• **Know that others may hold different views** • Understand that they are important • Know what a personal goal is • Understanding what a challenge is	• Know that sometimes family members don't get along and some reasons for this	• Know how they can best overcome learning challenges • Know what their own strengths are as a learner • Know how to evaluate their own learning progress and identify how it can be better next time	• **Know when something feels safe or unsafe** • Know why their hearts and lungs are such important organs • Know a range of strategies to keep themselves safe • Know that their bodies are complex and need taking care of	• Know how some of the actions and work of people around the world help and influence my life • Know the lives of children around the world can be different from their own	• Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child
R.E. ○ **Cornwall agreed syllabus**	**Gospel- what kind of world did Jesus want?** Make sense of belief: ○ Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus ○ Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' ○ Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Understand the impact: ○ Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make connections: ○ Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.	**Kingdom of God – when Jesus left; what was the impact of Pentecost?** Make sense of belief: ○ Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth ○ Offer informed suggestions about what the events of Pentecost in Acts 2 might mean ○ Give examples of what Pentecost means to some Christians now Understand the impact: ○ Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now ○ Describe how Christians show their beliefs about the Holy Spirit in worship Make connections: O Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, good reasons for their ideas.	**Hinduism – what do Hindus believe God is like?** Make sense of belief: ○ Identify some Hindu deities and say how they help Hindus describe God ○ Make clear links between some stories (e.g., Svetaketu, Ganesh, Diwali) and what Hindus believe about God ○ Offer informed suggestions about what Hindu murtis express about God Understand the impact: ○ Make simple links between beliefs about God and how Hindus live (e.g., choosing a deity and worshiping at a home shrine; celebrating Diwali) ○ Identify some different ways in which Hindus worship Make connections: ○ Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today ○ Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.	**Salvation – why do Christians call the day that Jesus died 'Good Friday'?** Make sense of belief: ○ Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g., by showing them how to live ○ Offer informed suggestions about what the events of Holy Week mean to Christians ○ Give examples of what Christians say about the importance of the events of Holy Week Understand the impact: ○ Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities ○ Describe how Christians show their beliefs about Jesus in worship in different ways Make connections: ○ Raise thoughtful questions and suggest some answers about why Christians call the	**Hinduism – what does it mean to be a Hindu in Britain today?** Understand the impact: ○ Describe how Hindus show their faith within their families in Britain today (e.g., home puja) ○ Describe how Hindus show their faith within their faith communities in Britain today (e.g., arti and bhajans at the mandir; in festivals such as Diwali) ○ Identify some different ways in which Hindus show their faith (e.g., between different communities in Britain, or between Britain and parts of India) Make sense of belief: ○ Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean ○ Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Make connections: ○ Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals an society, giving good reasons for their ideas.	**Thematic – How and why do people in Cornwall mark significant events in community life?** Make sense of belief: ○ Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean ○ Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today Understand the impact: ○ Describe what happens in ceremonies of commitment (e.g., baptism, sacred thread, marriage) and say what these rituals mean ○ Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g., through celebrating forgiveness, salvation and freedom at festivals) ○ Identify some differences in how people celebrate commitment (e.g., different practices of marriage, or Christian baptism) Make connections: ○ Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones ○ Make links between ideas of love, commitment and

				day Jesus died 'Good Friday', giving good reasons for their suggestions.		promises in religious and non-religious ceremonies ○ Give good reasons why they think ceremonies of commitment are or are not valuable today.
Computing ○ **NC objectives** Computer science Information technology Digital literacy	**Coding (4.1)** • To begin to understand selection in computer programming. • To understand how an IF statement works. • To understand how to use co-ordinates in computer programming. • To understand the 'repeat until' command. • To understand how an IF/ELSE statement works. • To understand what a variable is in programming. • To use a number variable. • To create a playable game. ○ 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	**Online safety (4.2)** • To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. • To identify the risks and benefits of installing software including apps. • To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives. ○ 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.	**Spreadsheets (4.3)** • To format cells as currency, percentage, decimal to different decimal places or fraction. • To use the formula wizard to calculate averages. • To combine tools to make spreadsheet activities such as timed times tables tests. • To use a spreadsheet to model a real-life situation. • To add a formula to a cell to automatically make a calculation in that cell. ○ 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	**Writing for different audiences (4.4)** • To explore how font size and style can affect the impact of a text. • To use a simulated scenario to produce a news report. • To use a simulated scenario to write for a community campaign. ○ 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	**Logo (4.5)** • To learn the structure of the coding language of Logo. • To input simple instructions in Logo. Using 2Logo to create letter shapes. • To use the Repeat function in Logo to create shapes. • To use and build procedures in Logo. ○ 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 **Animation (4.6)** • To discuss what makes a good animated film or cartoon. • To learn how animations are created by hand. • To find out how animation can be created in a similar way using the computer. • To learn about onion skinning in animation. • To add backgrounds and sounds to animations. • To be introduced to 'stop motion' animation. • To share animation on the class display board and by blogging. ○ 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	**Effective searching (4.7)** • To locate information on the search results page. • To use search effectively to find out information. • To assess whether an information source is true and reliable. ○ 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. **Hardware investigators (4.8)** • To understand the different parts that make up a computer. • To recall the different parts that make up a computer. ○ 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				given goals, including collecting, analysing, evaluating and presenting data and information	
P.E. ○ **NC objectives**	**Multi-skills** ○ use running, jumping, throwing and catching in isolation and in combination	**Gymnastics** ○ 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	**Net and wall** ○ 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	**Invasion games (basketball)** ○ 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 **Dance** ○ perform dances using a range of movement patterns	**Athletics** **Swimming** ○ 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.	**Striking and fielding (cricket/rounders)** ○ 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 ○ take part in outdoor and adventurous activity challenges both individually and within a team ○
MFL ○ **NC objectives**	**My town** 1. Where Do You Live? 2. My Town 3. Counting in Tens 4. Counting to 100 5. My Address Is 6. How Do You Say?	**Let's go!** 1. Transport 2. How Do You Go To School? 3. Directions 4. I Like To Move It 5. How Do I Go To? 6. We All Go Together ○ listen attentively to spoken language and	**Shopping** 1. Fruit 2. Vegetables 3. Clothes 4. Where Can I Buy? 5. Money 6. Let's Go Shopping ○ listen attentively to spoken language and show understanding by	**The wider world** 1. United Kingdom 2. Where Is Spanish Spoken? 3. The Equator 4. Continents 5. The Wider World 6. Which Continent Is It From? ○ listen attentively to spoken language	**My routine** 1. O'Clock and Half Past 2. My Day 3. What's On TV? 4. My School Day 5. Quarter Past/Quarter To 6. My Maths Lesson ○ listen attentively to spoken language and show understanding by joining in and responding	**Free time** 1. The Seasons 2. The Weather 3. Sports 4. Holiday Destinations 5. Holiday Activities 6. Holiday Survey ○ listen attentively to spoken language and show understanding

	○ listen attentively to spoken language and show understanding by joining in and responding ○ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ○ appreciate stories, songs, poems and rhymes in the language	○ show understanding by joining in and responding ○ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ○ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	joining in and responding O explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ○ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	and show understanding by joining in and responding ○ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ○ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	○ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ○ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	by joining in and responding ○ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ○ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary