

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Spring 1</p> <p><u>Counties, Countries and Continents- Geography</u></p>	<p>Going Wild!</p> <p>Talk about how farmers use machinery on a farm – tractors, combine harvesters</p> <p>Maps and directions- around the farm</p>	<p>Up, Up and Away</p> <p>Observe, find out about and identify features in the place they live.</p> <p>- Label a map for a walk using positional language.(spr 2)</p>	<p>Celebrating Cornwall</p> <p>Having looked at the world from an international perspective pupils now explore in depth: local, regional and national perspectives. Scaling up from home, villages, towns, city, county, UK and countries. With a focus on the features of their locality –Cornwall.</p> <p>Using maps, aerial photos and fieldwork skills pupils develop an understanding of the difference between human and physical features</p> <p>Pupils begin to classify different types of settlements and land use in their local area</p> <p>Pupils develop map reading and drawing skills.</p>	<p>An Island Home</p> <p>Pupils deepen their understanding and learn what an island is; how islands are made through natural processes, how people travel to islands and the problems with this; that the UK is an island and that it has islands surrounding it</p> <p>Contrast the human and physical geography of Trinidad and Tobago, including Caribbean culture (BAME) with the UK.</p>	<p>London our capital</p> <p>Pupils continue to embed and broaden their knowledge and understanding of UK villages, towns and cities and counties. Pupils will study the human and physical features of (inc settlements) of London</p> <p>Understand the city as a settlement and its human and physical features. What attracts people to London.</p> <p>Factors affecting the location of London and other capital cities.</p> <p>Understand the term population</p> <p>Know the difference between weather and climate consider the impact of weather on tourism</p>	<p>Get to know Greece</p> <p>Pupils complete a European study (Greece-Mediterranean climate zone) that is contrasting to the UK . This study will focus particularly on changes in landscape. Pupils using maps, globes, atlas, aerial photos, digital mapping identify physical (mountains, rivers and human features (landmarks etc) of Greece.</p> <p>Pupils compare similarities and differences between UK/Greece</p>	<p>Across Our Continent</p> <p>Having studied a European country in depth pupils (Greece y4) pupils will understand Europe takes many form: e.g political, geographical and economic-</p> <p>Locate European countries and their capitals on maps, atlases and globes, and describe their location using geographical language</p> <p>Compare the human and physical geography of two European countries developing sophistication in their comparison to include :</p> <p>Causes and impact of poverty.</p> <p>Causes and impact of migration: chosen and forced and the push and pull factors</p>	<p>North America Road Trip</p> <p>Pupils now explore a study of a continent, identifying key human and physical features and applying knowledge, of settlements, infrastructure, transport, trade, economic activity, land use, natural resources. Consider the environmental issues</p> <p>Learn about globalisation and migration and the populations of NA</p>
<p>Global Citizenship</p> <p>KU: Identity and diversity</p> <p>Values and attitudes: Value diversity</p>	<p>Power and governance</p> <ul style="list-style-type: none"> • rules in class and school • how rules can help us <p>Critical and creative thinking</p> <ul style="list-style-type: none"> • ask questions • suggest a way to solve a problem • wonder about ideas <p>Empathy</p> <ul style="list-style-type: none"> • show sensitivity to people's feelings and needs 		<p>Similarities and differences between peoples in local setting and also wider contexts.</p> <p>What contributes to self – identity and belonging.</p> <p>Valuing others as equal and different.</p> <p>Willingness to listen respectfully to the ideas and views of others even when one disagrees.</p> <p>Willingness to learn from the experiences of others.</p>		<p>Diversity of cultures and societies within and beyond own experience.</p> <p>Contributions of different cultures to our lives.</p> <p>Valuing difference</p> <p>Recognising the benefits of listening to a range of different perspectives and viewpoints.</p>		<p>Diversity of cultures and societies within and beyond own experience.</p> <p>Contributions of different cultures to our lives.</p> <p>Nature of prejudice, racism and sexism ways to combat these.</p> <p>Valuing difference</p> <p>Recognising the benefits of listening to a range of different perspectives and viewpoints.</p>	
<p>Science</p>	<p>Match animals to babies</p> <p>Talk about how animals disguise themselves in their environment</p> <p>Life cycles</p>	<p>Understand the seasons.</p>	<p>Plants</p>	<p>Everyday materials</p>	<p>Light</p>	<p>Electricity</p>	<p>Space</p>	<p>Animals including humans</p>

Art	Paint farm animals on a farm background	Observational drawings.						
DT	Play dough with lolly stick bars for cages Make vehicles with junk modelling	Junk model/3D-Construct St. Michael's Mount	Design and make a Cornish engine house with focus on joining techniques	Design and create a moving picture to represent a UK or non UK country. They will focus on simple levers and sliders.	Design and create a part of a London city scape/landmark (whole class) that uses a pneumatic system for one element (eg. opening window/door).	Explore fixed pivot, loose pivot and pop up mechanisms –use this to create a 3D image that represents the changing landscapes as part of their European study and design.	Pupils will investigate, design and create a Cam toy that reminds someone of home	Design and create a 'vehicle' that relates to technology and the development of human features, that uses pulleys and/or gears (eg. something that aids farming in that place, or a technology used to improve flood risks).
Music	Play animal sounds listening games Dinosaur stomping, moving to music Percussion slow and loud, fast and quiet to match dinosaur movements	Adding music accompaniment to nursery rhymes - record with iPad.	Pitch, volume, changes in dynamics	Timbre, sound effects, rhythmic chants, compose music	Compose lyrics, combine rhythm in layers, compose music	Pentatonic scale, play off beat, perform, understand accompaniment	Understand and use dynamics, perform a complex structure, use texture, graphic scores	Harmony, songs with echoes, structure songs, meaning of songs, perform
RE		Celebrate culture of others - e.g. Chinese New Year	What do Christians believe God is like?	What is the 'good news' Christians believe Jesus brings? (Gospel)	How do festivals and family life show what matters to Jewish people?	What does it mean to be a Hindu in Britain today? (Dharma)	What does it mean if Christians believe God is holy and loving? (God)	Why do Hindus want to be good? (Karma, dharma, samsara, moksha)
English : writing	Draw and describe the tiger	F- Jack and the Beanstalk NF- Instructions	F- The Lighthouse Keeper's Lunch- defeating the monster NF- Instructions (Making lunch house keepers lunch to making farmers, sailors, fisherman, lifeguard, coastguard, miners lunch)	F- Where the Wild things are- Quest /journey tale NF- Letters	F- The town Mouse and the Country mouse NF- Non chron report about a city	F- Dangle- finding tale (cord to another place) change to button, lever, switch) NF- Non Chron report European country - Greece	F- The Journey -Francesca Sanna NF- Discursive argument on migration	NF- Non chron report: N/America NF- Recount-Newspaper report: Missing animal
English: Reading	<i>A squash and a squeeze</i> <i>Dear Zoo</i> <i>Brown Bear, Brown Bear</i> <i>The very busy spider</i>				The Royal Rabbits of London 5.7	Charlotte's Webb (classic) 4.4	The Boy at the Back of the Class 5.4	Call of the Wild (classic) 8.0

Maths	Dinosaur sorting shapes – sort for colour, shape Counting- fewer and less Ordering up to 10	Shapes and pattern vocabulary involved in adding and subtracting	Number: addition and subtraction within 20 Number: place value within 50-	Number: Multiplication and division Statistics	Number: multiplication and division MEasurement: money Statistics	Number: multiplication and division Measurement: area	Number: multiplication and division Number: fractions	Measurement Percentages Ratio
Computing	Use Simple city Zoo	Use beebots – design pathways. Identify the uses of everyday technology, use ICT and programmable toys.	Use an ipad/ Online safety/ instructions/coding	Beebots/online safety/instructions for a program	Use a probot, understand algorithms, online safety, research safely	Online safety, use technology to create content- use search engines, use beatwave	Research efficiently, online safety, computer networks	Use google docs, online safety, present data digitally
MFL- Spanish					Numbers 11-15, vowels, locational language	Verb, possessive adjective, nouns, conjunction (Con) Questions and answers- where do you live? How old are you? What time is it?		
PSHE Dreams and Goals	How did Harry feel when he left his dinosaurs on the train?	Keep trying even when it's difficult, work well with a partner or in a group, have a positive attitude, help others to achieve their goals.	My treasure chest of success, steps to goals, achieving together, stretchy learning, overcoming obstacles and celebrating my success.	Goals to success, my learning strengths, learning with others, a group challenge and celebrating our achievement.	Dreams and goals, my dreams and ambitions, a new challenge, our new challenge – overcoming obstacles and celebrating my learning.	Hopes and dreams, broken dreams, overcoming disappointment, creating new dreams , achieving goals and we did it!	When I grow up (my dream lifestyle) investigate jobs and careers, my dream job. Why I want it and the steps to get there, dreams and goals of young people in other cultures , how can we support each other and rallying support.	Personal learning goals, steps to success, my dream for the world, helping to make a difference and recognising our achievements.
PE	Dinosaur stomping, moving to music	Move with control and coordination.	Dynamic balance on a line Static balance: standing	Dynamic balance on a line Static balance: standing	Skill dynamic balance on a line Cool down- coordination- ball skills	Skill dynamic balance on a line Cool down- coordination- ball skills	Skill dynamic balance on a line Counter balance with a partner	Skill dynamic balance on a line Counter balance with a partner

