

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Summer 1</b></p> <p><b>Active Planet- Geography</b></p>	<p><b>Once upon a time</b> Water and bridges – how water moves – where does it come from?</p>	<p><b>Plants and Flowers</b> Different environments – farms, parks, seaside, shops, towns. Feel sense of belonging to own community.</p> <p>Observe, find out about and identify features in the place they live</p>	<p><b>Wonderful Weather</b> This topic builds on knowledge of the equator and looks at Weather around the world- They describe and compare the weather throughout the seasons and the impact on animals and humans. This prepares pupils for more depth of knowledge when studying climate zones in KS2. <b>(Continent level)</b></p>	<p><b>African Adventure</b> Having explored a comparison of 2 contrasting cities and 2 contrasting countries pupils now <b>compare a non-European country- Egypt.</b> Using maps, globes, aerial photos, dollar street, pupils compare the physical and human features such as trade, natural resources, settlement, land use, , tourism, weather and climate and culture.</p> <p>Describe and compare the weather throughout the year and what are the effects.</p>	<p><b>Fantastic Forests</b> Pupils will identify features of a forest biome and where they are located around the world with a focus N/S America: Amazon, Tongass, Sequoia, Redwood. Pupils will compare these a forest biome with a local forest and describe how the land has changed. How forests are used as a resource (recreation) and human impact.</p>	<p><b>Raging Rivers</b> Building on previous topics pupils learn about the water cycle and deepen their knowledge of their Local rivers, UK rivers, N and S America rivers ( Amazon) and the features of rivers. Pupils learn the features of a river; the journey of a river; flooding rivers; importance of water as a resource for life. The impact of rivers on settlements. Importance of water as a resource for life.</p>	<p><b>Tectonic Trouble</b> Pupils build on their understanding of the formation of mountains and polar climates and learn how volcanoes and earthquakes occur with a focus on Iceland, Northern Europe( Nordic Countries); Impact of natural disasters and how people have adapted to live near volcanoes</p> <p>Research how different companies, organisations, charities respond to disasters</p>	<p><b>Cornish Commerce</b> Pupils explore the main types of settlement; types of businesses/industries in their county: Consider reasons for this e.g natural resources. Consider how trade in Cornwall has changed over time</p> <p>Explore the stability of tourism within Cornwall and the impact of weather and climate change. Consider other sustainable, developing industries within the county and what that means for them: socially, economically and environmentally.</p>
<p><b>Global Citizenship</b></p> <p>KU: Identity and diversity</p> <p>Values and attitudes: Value diversity</p>	<p><b>Ability to manage complexity and uncertainty</b></p> <ul style="list-style-type: none"> <li>ask for help if unsure what to do</li> </ul> <p><b>Informed and reflective action</b></p> <ul style="list-style-type: none"> <li>support others in group or class</li> </ul> <p><b>Sense of identity and self-esteem</b></p> <ul style="list-style-type: none"> <li>awareness of self and own uniqueness</li> <li>sense of self-worth and worth of others</li> </ul>		<p>What fairness means Examples of what it can mean to be rich or poor in local and other contexts. Rights in class and school. The need to respect the rights of others. basic human rights and how some people have them denied. Willingness to stand up and speak for others Fairness in dealing with others.</p>		<p>Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels. UN convention on the rights of the child. Reasons why some people have their rights denied. Offence at unfair treatment of others locally and globally. Sense of justice. Growing interest in world events and global issues.</p>		<p>How fairness may not always mean equal treatment. Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels. UN convention on the rights of the child. Reasons why some people have their rights denied. Those responsible for rights being met (e.g. teachers, local and national government). Offence at unfair treatment of others locally and globally. Sense of justice. Growing interest in world events and global issues</p>	
<p><b>Science</b></p>	<p>Look at non-fiction books about materials</p> <p>Make porridge and observe changes</p>	<p>Where does our food come from? What's on our snack table? Where does it come from? Understand the seasons.</p> <p>Maintain interest in the natural world</p>	<p>Seasonal Changes</p>	<p>Living things and their Habitats</p>	<p>Forces and Magnets</p>	<p>States of Matter</p>	<p>Properties and changes in materials</p>	
<p><b>Art</b></p>	<p>Weaving with paper – baskets Drawing pathways for LRRH</p>	<p>Observational drawings</p>	<p>Joan Miro wind sculptures</p>		<p>Draw/Colour/Paint</p>	<p>Study collage artist Matt Cusick</p>		<p>. Pupils will design a 3D 'piece' of a Cornish scene and explore clay techniques to lead to a 3D model that focuses on shape, form and texture</p>

DT	Make pig houses from different materials and test them out	Make large junk models		Textiles- Create class patchwork			Uses for electric circuits	
Music	Sing the <i>Gingerbread man</i> song Dance with ribbons to classical music	Adding music accompaniment to nursery rhymes - record with digital blue camera	Create weather sounds effects with voices and instruments  Beethoven's inspiration	Explore rhythm through African music	Perform musical conversations on different length tubes	Through Vivaldi explore timbre.	Understand music as a narrative.	Discuss structure and rhythm; invent a bodybeat pattern
RE			Who is Jewish and how do they live?	What makes some people and places in Cornwall sacred?	What kind of world did Jesus want? (Salvation)	For Christians, when Jesus left, what was the impact of Pentecost? (Kingdom of God)	What does it mean to be a Muslim in Britain today? (Tawhid/iman/idadah)	Creation and Science: conflicting or complimentary (Creation)
English writing	Write a recipe  Trace and write names Rhyming games Describe bears Draw a section of the story  Wear a crown for other children to ask questions. Order the sequence of events in the song.		F- Defeating the Monster  NF- Recount newspaper report	F- Journey Meerkat Mail  NF- Discussion	F- Tin Forest  NF- Discussion	F- Warning tale- The Canal  NF- Explanation  NF- Explanation text	F-Warning tale  NF- Discussion text	F- Defeating the Monster  NF- Discussion  NF- Persuasive
English reading	<i>The Gingerbread Man</i> <i>Goldilocks</i> <i>Little Red Riding Hood</i>							
Maths		Measures – compare and ordering Shapes and pattern Use developing mathematical ideas to solve practical problems Recognize no's to 10, 20, & beyond.	Number: Multiplication and Division  Number: fractions	Measurement: movement and turns  Geometry: position and direction	Number: fractions  Measurement: time	Number: decimals  Measurement: money  Measurement: time	Number: decimals  Geometry: property of shapes	SATs revision

Computing	Let's Move radio prog Beebot	Adding music accompaniment to nursery rhymes - record with digital blue camera						
MFL					Numbers 16-20, numbers 21-31, days of the week, months of the year	Verbs Questions and answers: What do you like to do?  Where do you like to go? When is your birthday?		
PSHE Relationships	Should Goldilocks have gone into the 3 bears house?  How did the pigs help each other? How do we do that at Nursery?  Can we be brave like the little Billy Goat? How?  Things happen for a reason. How can we help each other?	how to make friends, solve friendship problems help others to feel part of a group, show respect, help themselves and others when they feel upset.	Families, making friends, greetings, people who help us, being my own best friend and <b>celebrating my special relationships.</b>	Families, keeping safe – exploring physical contact, <b>friends and conflict</b> , secrets, trust and appreciation and celebrating my special relationships.	Family roles and responsibilities, friendship, keeping myself safe, <b>being a global citizen</b> and celebrating my web of relationships.	Relationship web, love and loss, memories, <b>are animals special</b> , special pets and celebrating my relationships with people and animals.	Recognising me, getting on and falling out, girlfriends and boyfriends and <b>relationships and technology.</b>	My relationship web, love and loss, <b>power and control</b> and being safe with technology.
PE	Dance the ring game Chop the trees down with an axe Wave the magic wand	Develop fine motor skills – explore equipment 'loose parts'.	Co-ordination: sending and receiving  AgilityL reaction and response	Co-ordination: sending and receiving  AgilityL reaction and response	Skill AgilityL reaction and response  Cool down- static balance floorwork	Skill AgilityL reaction and response  Cool down- static balance floorwork	Static balance: stand  Co-ordination: footwork	Static balance: stand  Co-ordination: footwork





