

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Autumn 1</b> <b>Looking after our planet</b></p> <p><b>Geography</b></p>	<p><b>All about Me</b></p> <p>Visual discrimination - matching, lotto, snap. Photos of children cut in half. Who's this? How do you know?</p>	<p><b>Friends and Family</b></p> <p>Awareness of environment</p>	<p><b>Where in the world am I?</b></p> <p>An introduction to the concepts of the various representations of the world as Sphere (globe) and its primary features land and sea (Pangea, continents, <b>plates tectonic</b>, equator, UK countries)</p>	<p><b>A world of water</b></p> <p>Having established local, regional and national locational knowledge in year 1. This topic develops a knowledge of the Oceans and seas and 7 continents ( and the movements of <b>plates tectonic</b>) as represented on a globe, map and aerial photographs with a focus on Africa. They will consider how the oceans benefit people and the problems facing the oceans</p>	<p><b>Surviving the Sahara</b></p> <p>Building on year KS1 knowledge of hot and cold countries in relation to the equator. Pupils now begin to learn about the difference between biomes and climate with a focus on <b>desert biomes and arid climate zones</b> in particular <b>the Sahara in the country of Egypt on the continent of Africa</b>. They will identify the features and locate desert around the world; Impact on humans, plants and animals and about water as a resource</p>	<p><b>Remarkable Rainforests</b></p> <p>Pupils build on their understanding of desert and forest biomes and their climate zones and learn about <b>rainforests biomes and tropical climate zones</b> resources with focus on the <b>Amazon on the continent of South America</b> They will identify physical features of the Amazon rainforest ; how the rainforest feeds us and the impact of human activity and link latitude to climate.</p>	<p><b>Polar Peaks</b></p> <p>A broader knowledge is provided by a study of <b>Tundras and polar climates</b>. <b>They will</b> locate and identify features of arctic tundras around the world, with a focus on <b>a comparison of the Arctic and Antarctic, the</b> impact of climate change and the global significance.</p> <p>Pupils will understand the process of <b>plates tectonic</b> and mountain formation develops from KS1.</p>	<p><b>Blue Planet</b></p> <p>A study of the <b>Aquatic biome</b> provides depth of knowledge. Pupils identify features of <b>aquatic biomes and locate around the world</b>. How the ocean is being used as a sustainable and unsustainable resource and application of theories such as: wave hubs , fishing, marine conservation, plastic pollution and renewable energy for the future. Pupils consider the impact of climate change and rising sea levels.</p>
<p><b>Global Citizenship</b></p> <p><b>KU:</b> Sustainable development</p> <p><b>Values and attitudes:</b> Concern for the environment and commitment to sustainable development</p>	<p><b>Social justice and equity</b></p> <ul style="list-style-type: none"> <li>• what is fair andunfair</li> <li>• importance of caring and sharing</li> </ul> <p><b>Identity and diversity</b></p> <ul style="list-style-type: none"> <li>• uniqueness and value of every person</li> <li>• similarities and differences between self and others</li> </ul> <p><b>Globalisation and interdependence</b></p> <ul style="list-style-type: none"> <li>• immediate and local environment</li> <li>• simple links with other places e.g. through food)</li> </ul>		<p>Positive and negative impacts of people’s actions including own personal choices on others and the environment. How people can damage or improve the environment. Concern about the local environment and willingness to care for it. Taking care of resources and not wasting them.</p>		<p>Sense of responsibility for the environment and the use of resources. Commitment to taking action to protect and improve the environment and the quality of life for people locally and globally. People’s dependencies on the environment. Environmentally – responsible living</p>		<p>Sense of responsibility for the environment and the use of resources. Commitment to taking action to protect and improve the environment and the quality of life for people locally and globally. People’s dependencies on the environment. Basics of climate change(causes and effects) Environmentally – responsible living and global inequalities in ecological footprints.</p>	
<p><b>Science</b></p>	<p>Make smelly pots and talk about the things we can smell.</p> <p>Identify some features of living things - body parts</p>	<p>Introduce the natural world -Sorting and describing materials – metal, wood, plastic</p> <p>Animal families- dog/puppy, cat/kitten.</p>	<p>Plants - trees</p> <p>Seasonal Changes and weather</p>	<p>Living things and habitats</p>	<p>Plants</p>	<p>Living things and their habitats</p>	<p>Living things and their habitats</p>	<p>Electricity</p>
<p><b>Art</b></p>	<p>Cutting and sticking pictures Scissors with play dough Mark making tools in sand tray Paintbrushes/ rollers and water.</p>	<p>Family gallery paintings</p>		<p>Study of art by Mat Miller ‘equilibrium’ – sketching and adding colour</p>	<p>Observational drawing of cactus in style of John Harris</p>	<p>Critique rainforest paintings by John Dyer and Nikiwaka Yawainawk Create a large scale (acrylic) painting.</p>	<p>Study the work of Inuit artist Kenojuak Ashevak. Practice coloured pencil techniques for their own large scale coloured pencil drawing.</p>	

	Draw large patterns on big paper - roads in construction area Free painting at the easel with a choice of tools e.g. dabbers, brushes, sticks, markers							
DT	Dough and impression tools – discuss and investigate texture	Construct models of houses & dens  Use variety of tools and techniques	Moving pictures using levers and sliders					Design, make and evaluate a stuffed ocean animal toy which is made from recycled materials.
Music	Listening lotto Vibrations of rice on drums Make shakers Listening to and experimenting with musical instruments  Clap syllables in children's names	Adding musical accompaniment to songs and rhymes. Record.	Create, select and combine everyday sounds	Sings songs with melody  Listen to high quality live and recorded music	Play and perform solos and ensemble; increase aural memory.  Music appreciation	Use voice to create percussion  Appreciate music: Vivaldi (4 seasons)  Appreciate music from different traditions	Sing in a round  History of music- Brahms	Identify the texture of Bolero
RE		Sharing family customs and traditions. Introduce bible stories	Christianity-creation	Muslims-	Christianity: Creation	Christianity: Baptism	Jewish beliefs	Religion in Cornwall
English : Writing	Label/name members of family. Talk about our families.	F- Goldilocks  NF- Information	F- The Way Back Home- Oliver Jeffers- Quest/Journey  NF- Persuasion- Postcard home  Poetry- Acrostic poem - where we live	F- The Magic Brush- defeating the monster  NF- Instructions  Poetry- Diamante poem- water	F- Stone soup- Wishing tale  NF- Instructions  Poetry- Free verse- Egypt/desert	F- The Great Kapox Tree- Warning tale  NF- Discussion/Balanced argument writing to save rainforest  Poetry-Kennings (Rainforest)	F-Quest  NF- Non-Chron report  Poetry:Haiku- Ice and snow	F- The Fountain- Warning tale  NF- Newspaper report on climate change  NF- Persuasive letter to MP to reduce climate change  Newspaper report on climate change  Poetry: Free verse- Broken by Sylvia Stults: Pollution
English Reading	Monster book Starting School Pants Alfie stories Maisy stories				Sophie and the Albino Camel 4.4	Explorers – Katherine Rundell 4.5	Sky Song- Abi Alphine Stone 6.1	Tom's Midnight Garden (classic)6.1
Maths	Measure and compare heights  Numbers represent how many objects are in a group.	.Use no. names Count reliably up to 10 & beyond. Match numeral to set. Use language of more / fewer to compare no. objects.	Number: Place value within 10  Number: addition within 10	Number: place value  Number: addition and subtraction	Number: Place Value  Number: Addition & Subtraction	Number: Place Value  Number: Addition & Subtraction	Number: Place Value  Number: Addition & Subtraction  Statistics	Place value, multiplication and division, fractions

	Recognise numbers to 5, 10	Develop positional language finding 1 more/1 less language to describe shapes.						
Computing	Match clothes to body parts - 'dress the bear' program - My World	Exploring media.		Coding and online safety	Online safety	Online safety		
MFL					Number 0-10, Basic greetings, being polite, classroom phrases, colours	Adjectives, adverbial phrases, present participles, preposition and conjunctions, nouns  Greetings and replies  Questions and answers		
PSHE Being Me in My World	Discuss positive rules and behaviour  Show a strong sense of self Show their particular characteristics.	Help each other feel welcome, ,people's feelings, work well with others	Try to make our school community a better place	Hopes and fears, rights and responsibilities, rewards and consequences.	Getting to know each other, our nightmare school, our dream school.	Becoming a class team, being a school citizen, rights responsibilities and democracy.	My year ahead, being me in Britain, Year 5 responsibilities	My year ahead, being a global citizen.
PE		Travelling with confidence & negotiating space.	Co-ordination: footwork  Static balance: one leg	Co-ordination: footwork  Static balance: one leg	Skill Co-ordination: footwork  Cool down; static balance one leg	Skill Co-ordination: footwork  Cool down; static balance one leg	Co-ordination ball skills  Agility: reaction and response	Co-ordination ball skills  Agility: reaction and response

