

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Skills	<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ♣ asking relevant questions and using different types of scientific enquiries to answer them ♣ setting up simple practical enquiries, comparative and fair tests ♣ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ♣ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ♣ identifying differences, similarities or changes related to simple scientific ideas and processes ♣ using straightforward scientific evidence to answer questions or to support their findings. 					
SCIENCE Content	<p>Rocks, fossils, soils Local area</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <ul style="list-style-type: none"> ♣ 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 	<p>Rocks, fossils, soils Local area</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <ul style="list-style-type: none"> ♣ 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 	<p>Animals including humans (skeletons/diet/ muscles) Cross curricular with Literacy</p> <p>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</p> <ul style="list-style-type: none"> ♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Plants – food and farming</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> ♣ 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. 	<p>Shadows</p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <ul style="list-style-type: none"> ♣ 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 an opaque object ♣ find patterns in the way that the size of shadows change. 	<p>SRE Drugs – Smoking</p> <p>Forces/Magnets</p> <p>compare how things move on different surfaces</p> <ul style="list-style-type: none"> ♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance ♣ observe how magnets attract or repel each other and attract some materials and not others ♣ 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 ♣ describe magnets as having two poles ♣ predict whether two magnets will attract or repel each other, depending on which poles are facing.

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<p>History Skills</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrast and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should contrast informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Key Vocabulary - AD Agriculture Ancient civilisations Archaeology Aristocracy Artefact BC Bronze Age Calendar Causation Century Change Church Christianity Chronology Colony Conquest Continuity Court Crusades Dark Ages Decade Democracy Discovery Diversity Emigrant Emperor Empire Execution Explorer Global Gods / Goddesses Heresy Hunter-gatherer Immigrant International Interpretation Invasion Invention Iron Age Islam King/Queen Local Long ago Metal-working Migration Missionary Monarchy Monastery Museum Myths and legends Nation Nomad Oral history Parliament Past Peasant Pope Prehistory Present Primary evidence Rebellion Republic Revolt Sacrifice Secondary evidence Settler Significance Slave Stone Age Torture Traitor Treason Yesterday</p>					
<p>HISTORY Content</p>		<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Cross curricular – Stone Age Boy in Literacy: Who were the Stone Age people? Hunter gatherer lifestyle and diet. Stone Age animals and hunts. Stonehenge and make their own.</p>			<p>The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a study of- Ancient Egypt</p> <p>Who were the Ancient Egyptians? Egyptian Gods Day to day life The importance of the River Nile and farming. Pyramids and tombs Tutankhamun</p>	<p>The Roman Empire and its impact on Britain</p> <p>Cross curricular – Boudicca in Literacy: Celts (Live in settlements) Roundhouses and lifestyle Who were the Romans? Their homes and lifestyle. Roman invasion of England – Roman army v Celt army. Who was stronger and why? The battles between Boudicca and the Romans. Roman roads (helped with the control of their Empire)</p>

<p>Geography KS2 Skills</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>♣ 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 Geography 187</p> <p>♣ 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 technology</p>			
<p>GEOGRAPHY Content</p>	<p>Cornwall Countries of the UK will have been covered in Y1 and 2</p> <p>Name and locate <i>counties</i> and cities of the UK, geographical regions and their identifying human and physical characteristics.</p> <p>What is a city? What is a county? What is a country?</p> <p>Map work – to locate features and describe the local environment – Cornwall – link to rocks and soils – clay/granite areas</p>	<p>Volcanoes</p> <p>Physical Geography: Describe and understand key aspects of Volcanoes, earthquakes and mountains.</p> <p>Map work – identify these areas on a world map.</p>	<p>Types of Settlement and Land Use</p> <p>Map work – use of keys to identify different land use – fields, forest, roads, railways.</p> <p>Compare and contrast two different areas of the UK (Cornwall and East Anglia) and two different farming types – e.g. Wales – sheep farming, East Anglia – arable farming and the reasons for this (topography)</p> <p>Look at the distribution of natural resources in the UK including food, energy, minerals and water. Map work – where are the main waterways, roads, rail links and why are they in that specific location.</p> <p>Look at energy – renewable and non-renewable. Possible visit to a wind turbine? Compare and contrast different energy sources.</p>	<p>Geographical skills and fieldwork</p> <p>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 Geography 187</p>
<p>DT Skills</p>	<p>Design ♣ 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 ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ 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 Evaluate ♣ investigate and analyse a range of existing products ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣ understand how key events and individuals in design and technology have helped shape the world Technical knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ♣ apply their understanding of computing to program, monitor and control their products. Cooking and Nutrition understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>			

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<p>DT Content</p>				<p><u>Cooking and Nutrition</u> Understand seasonality and growing food: Plant potatoes to design and make own savoury fillings (10 weeks to grow).</p>	<p><u>Design and create a Roman purse</u></p> <p>Evaluate a range of designs Make annotated drawings Look at how materials are joined together Explore a range of fastening Choose suitable material to complete their design</p> <p>Use a range of <u>stitching techniques</u></p>	<p><u>Design, make and evaluate their own Roman catapults</u></p> <p>♣ 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 understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>
<p>ICT For detailed progression see ICT progression document</p>	<p>Coding Floor Robots Coding Programmes</p>	<p>Music</p>	<p>E-safety(4 lessons) Email Data Handling</p>	<p>Animation Blog</p>	<p>Internet Research Multi-media multimedia text presentation</p>	<p>Capturing images</p>

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<p>Art Skills</p>	<p>In Key Stage Two children should be taught - to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.</p>					
<p>ART Experiment with the potential of various pencils – close observation – Draw both the positive and negative shapes – initial sketches as a preparation for painting – accurate drawings of people – particularly faces</p>	<p><u>Colour</u> colour mixing – Make colour wheels – Introduce different types/sizes of brushes – techniques- apply colour using dotting, scratching, splashing -Teach the skills of washing the brush before applying a different colour</p>	<p><u>Sculpture/Form</u> Shape, form, model and construct (malleable and rigid materials) – Plan and develop – understanding of different adhesives and methods of construction – aesthetics</p>	<p><u>Drawing</u> Experiment with the potential of various pencils – close observation – Draw both the positive and negative shapes – initial sketches as a preparation for painting – accurate drawings of people – particularly faces</p>	<p><u>Pattern</u> - pattern in the environment – design – using ICT – make patterns on a range of surfaces – symmetry</p>	<p><u>Texture/Textiles</u> Use smaller eyed needles and finer threads – weaving – Tie dying, batik</p>	<p><u>Printing</u> relief and impressed printing – recording textures/patterns – monoprinting – colour mixing through overlapping colour prints</p>
<p>MUSIC For detailed progression see music progression document</p>	<p>Charanga Let Your Spirit Fly – Motown/Soul/Michael Jackson</p>	<p>Charanga Glockenspiel Stage 1</p>	<p>Charanga Three Little Birds - Reggae</p>	<p>Charanga The Dragon Song</p>	<p>Charanga Bringing Us Together</p>	<p>Charanga Reflect, Rewind and Replay – Western classical music and School Play</p>

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PE	<p>Hockey – We are learning to: - dribble the ball through cones. - pass the ball. - pass the ball and receive the ball while still. - cover the space and defend against on coming players. - control the ball and pass to teammates.</p> <p>Gymnastics – We are learning to: -take off and land when jumping in 3 different ways and link 2 jumps with a travelling movement. - perform a sequence to include jumps. -link jumps with sideways rolls and am able to recognise good performances of others. - link a jump, roll and balance together on the floor - make up a sequence of 6 - 8 actions that link together using the floor and apparatus.</p>	<p>Football We are learning to: - keep the ball near my feet when moving - pass and receive the ball with the inside of my foot - pass the ball with the inside of my foot to a player over short distances - control the ball when it is passed to me - tackle the opposition and win the ball - move into space and be in a good position to pass and receive the ball - make effective decisions during the game</p>	<p>Basketball We are learning to: - demonstrate the correct body position when dribbling - move my body to avoid an attack on the ball - pass a ball with accuracy to a partner - use a high angled chest pass to shoot - demonstrate the correct body position when dribbling and passing in a game of 5v5 basketball.</p> <p>Dance – We are learning to: -develop and perform a dance sequence with movements. - perform a short dance sequence in a pair. - perform in a duet and as part of a whole class dance - perform a sequence of moves to include body percussion. - perform a longer sequence of dance moves. - talk about my performance in basic terms.</p>	<p>Tennis We are learning to: -control an object (bean bag) on a racket both when stationary and moving. - pass an object to a partner using the racket - hit a ball in a given direction with a level of accuracy. - aim a ball at a given target</p> <p>Swimming We are learning to: - continue to build towards being able to swim competently, confidently and proficiently. -use a range of strokes effectively</p>	<p>Athletics We are learning to: -improve my speed over 40/60m. -run in a straight line and pass the baton successfully. -control my landing without losing balance by bending knees to absorb force of landing.</p> <p>OAA – (All year) We are learning to: -explore and navigate outdoor terrain during school camp and our whole school Outdoor adventure day. -continue to improve our orienteering skills and use of maps within our Geography learning.</p>	<p>Athletics We are learning to: -jump with distance in a variety of jumps. -throw a ball using an over arm action. -throw a ball using an over arm action. - apply these skills during lower KS2 Sports Day</p> <p>Striking and Fielding We are learning to: - roll a ball at a target and receive a ball with two hands. - hit the ball in a range of directions. - strike a moving ball with intent. - stop a ball coming towards me and return back to the bowler. - hit the ball so that runs are scored</p>
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<p>RE</p> <p>New RE curriculum to be launched in Feb 2019</p>	<p><u>Prayer</u></p> <p>describe how people seek to communicate with God and how this informs the language of prayer; and, how they seek to communicate their beliefs within and beyond their communities</p> <p>Children should be able to listen and respond to a range of prayers</p> <p>Possibly look at the significance of the Lord’s Prayer in the Christian church and meaning</p> <p>Investigate how prayers have been used in the local community e.g. fisherman prayers</p> <p>Children to write their own version of prayers for a chosen reason (not death)</p>	<p><u>The role of religion in charities across the world</u></p> <p>investigate the significance of religion in the local, national and global communities</p> <p>Children will be able to demonstrate an understanding of how religious beliefs influence the charitable actions of people across the globe</p> <p>In depth focus on the work of one religious charity</p> <p>Could link to Samaritan’s Purse UK with the Shoebox Appeal</p>	<p><u>How Christianity came to Cornwall and the Celtic Saints</u></p> <p>identify key moments in the story of Christianity in Cornwall and how that has shaped Cornwall in the present</p> <p>Story and significance of St. Piran.</p> <p>How St. Piran’s Day is celebrated in Cornwall.</p> <p>Why is this still important to Cornish people today?</p> <p>Link to children understanding of sense of belonging and identity</p>	<p><u>Introducing Judaism</u></p> <p><i>Children will have studied Hinduism and Christianity in KS1</i></p> <p>identify and begin to describe the similarities and differences within and between religions</p>	<p><u>Introducing Judaism</u></p> <p><i>Children will have studied Hinduism and Christianity in KS1</i></p> <p>identify and begin to describe the similarities and differences within and between religions</p>	<p><u>The Jewish celebration of Passover (Moses)</u></p> <p>describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</p>
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<p>PSHE & Citizenship</p>	<p>http://jubileecentre.ac.uk/1635/character-education</p> <p>Character Learning</p>	<p>http://jubileecentre.ac.uk/1635/character-education</p> <p>Character Learning</p>	<p>http://jubileecentre.ac.uk/1635/character-education</p> <p>Character Learning</p>	<p>http://jubileecentre.ac.uk/1635/character-education</p> <p>Character Learning</p>	<p>http://jubileecentre.ac.uk/1635/character-education</p> <p>Character Learning</p>	<p>http://jubileecentre.ac.uk/1635/character-education</p> <p>Character Learning</p>
<p>MFL</p>	<p style="text-align: center;">NC throughout: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Listen attentively to spoken language and show understanding by joining in and responding</p>					
<p>Introducing ourselves. Greetings, names and family.</p> <p>NC: Engage in conversations; ask and answer questions Appreciate songs, in the language Broaden their vocabulary and develop their ability to understand new words that are introduced</p>	<p>C'est combien?</p> <p>NC: Engage in conversations; ask and answer questions Appreciate stories, songs, poems and rhymes in the language Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Appreciate stories, and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced</p>	<p>C'est moi Mon corps - Body parts</p> <p>NC: Appreciate stories, songs in the language: respond to words and phrases in texts</p>	<p>Colours En ville.</p> <p>NC: Engage in conversations; ask and answer questions; express opinions and respond to those of others Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied: feminine, masculine and high-frequency verbs; key features and patterns of the language; how to apply these; and how these differ from or are similar to English Appreciate stories, songs, poems and rhymes in the language</p>			

