

	Autumn 1 TOYS	Autumn 2 WINTER WONDERLAND	Spring 1 GIANTS	Spring 2 CAPTAINS AND COMPASSES	Summer 1 DRAGONS	Summer 2 THE WIDE WORLD
SCIENCE KS1 skills	During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> ♣ asking simple questions and recognising that they can be answered in different ways ♣ observing closely, using simple equipment ♣ performing simple tests ♣ identifying and classifying ♣ using their observations and ideas to suggest answers to questions ♣ gathering and recording data to help in answering questions 					
Science Content	Different types of materials - Distinguish between an object and the material that it is made out of <ul style="list-style-type: none"> • Identify and name a variety of everyday materials including, plastic, metal, glass, wood, water and rock. • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on their basis of their simple physical properties. • Using their observations and ideas to suggest answers to questions 	Seasonal Changes - <ul style="list-style-type: none"> • Observe changes across all seasons • Observe and describe weather associated with the seasons and how day length varies. 	Plants- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <ul style="list-style-type: none"> • Identify and describe the basic structure of a variety of common flowering plants, including trees. • Using their observations and ideas to suggest answers to questions 	Materials – best material for boat investigation- distinguish between an object and the material from which it is made <ul style="list-style-type: none"> • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Talk about which materials float and sink and why. 	Animals including humans – identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <ul style="list-style-type: none"> • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	Identify and name common animals Where in the world are they found and why? <ul style="list-style-type: none"> • Using their observations and ideas to suggest answers to questions • Identifying and classifying • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Understand how to take care of animals taken from their local environment and the need to return them safely after study

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<p>HISTORY Skills</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Key Vocabulary - past, present, yesterday, long ago, primary/secondary evidence, local, museum, monarchy, King/Queen, invention, international, explorer, global, AD/BC, artefact, calendar, century, decade, change, church, Christianity, court, discovery.</p>					
<p>Content</p>	<p>The History of Toys- Changes within living memory – use this to look at changes in national life e.g. development and impact of electricity</p>	<p>Guy Fawkes - Events beyond living memory that are significant nationally.</p>	<p>Florence Nightingale and Mary Seacole - Significant people in the past who have contributed to national and international achievements.</p>	<p>Sir Francis Drake Significant people in the past who have contributed to national and international achievements. Titanic Events beyond living memory that are significant globally</p>		<p>The Penlee Lifeboat - Significant historical events, people and places in their own locality.</p>
<p>Geography KS1 Skills</p>	<p>♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>♣ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Key Vocabulary – PHYSICAL FEATURES -beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p> <p>HUMAN FEATURES – city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>DIRECTIONAL/LOCATION – near, far, left, right, north, south, east, west</p>					

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<p>GEOGRAPHY Content</p>	<p>Our School Use simple directions and simple maps to develop location and awareness of the school and the school grounds. Use aerial photographs and devise own simple map</p>	<p>Our Country Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use aerial photographs and maps to locate simple features</p>		<p>Exploring Our World Name and locate the world's seven continents and five oceans. Use world map, atlases and globes to explore the world.</p>	<p>Exploring the World's Weather Use simple compass directions and locational and directional language. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world (in relation to Equator and the North and South Poles).</p>	<p>Comparing and contrasting Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of Africa.</p>
<p>DT Skills</p>	<p>Design ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Cooking and Nutrition ♣ use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from.</p>					

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<p>DT Content</p>	<p>Design and make a kite Design purposeful, functional, appealing products for themselves and other users based on design criteria. Explore and evaluate a range of existing products. Select from and use a range of tools and equipment to perform practical tasks.</p>			<p>Junk Modelling - Select from and use a wide range of material and components including construction materials according to their characteristics. Maritime Museum workshop - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate ICT.</p>		<p>Fruit Kebabs from around the world - Understand where food comes from Understand the basic principles of a healthy and varied diet to prepare dishes. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate ICT.</p>
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<p>ICT For detailed progression see ICT progression document</p>	<p>ESafety – Create internet safety charter. Use technology safely and respectfully keeping personal information private. Identify where to go for help and support.</p> <p>BeeBots</p> <p>Recognise common uses of information technology beyond school.</p>	<p>Paint – Making pictures and patterns using paint package.</p>	<p>Pictograms – Data Unit.</p>	<p>Combine images, text and sound.</p>	<p>Music – Use a range of sound recorders to record.</p>	<p>Write simple sentences for a purpose. Add captions/photographs.</p>
<p>Art KS1 Skills</p>	<p>Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>					

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<p>ART Every half term will include drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Extend the variety of drawings tools – Explore different textures – Observe and draw landscapes – Observe patterns – observe anatomy (faces, limbs)</p>	<p>Textiles Weaving Collage Sort according to specific qualities – how textiles create things Use weaving to create a pattern. Join materials using glue and/or stitch.</p>	<p>Drawing using a range of tools Imagination in artwork (to share their ideas, experiences and imagination).</p>	<p>Sculpture - Use a combination of shapes. Include lines and texture Giants Construct – Use materials to make known objects for a purpose – Carve – Pinch and roll coils and slabs using a modelling media. – Make simple joins</p>	<p>Collage To use a range of materials creatively to design and make products. Use a combination of materials that are cut, torn and glued. Sort according to specific qualities – how textiles create things</p>	<p>Painting name all the colours – mixing of colours – Find collections of colour – applying colour with a range of tools Colour mixing. Start with white and add a small amount of colour at a time. Teach washing of a brush. Use thick and thin brushes.</p>	<p>Printing Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Create patterns Develop impressed images Relief printing</p>
<p>MUSIC Charanga For detailed progression see music progression document</p>	<p>Charanga Hey You – Old School Hip Hop</p>	<p>Little Angel gets her wings - Christmas</p>	<p>Charanga In The Groove – Blues, Latin, Funk</p>	<p>Charanga Rhythm in the way we walk Banana Rap - Reggae</p>	<p>Charanga Round and Round – Latin, Bossa Nova</p>	<p>Charanga Reflect, Rewind and Replay – Western Classical</p>

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<p>PE</p>	<p>Games - We are learning to: - roll a ball towards a target. - throw and catch a ball. - control and kick a ball.</p> <p>Dance – We are learning to: - perform a dance about a cat using large body actions. - remember and perform a dance in a sequence of different moves. -create 3 different animal shapes with my body. - perform a dance about a rainforest with some moves in unison. -perform a dance with some help from prompts.</p>	<p>Games – We are learning to: - hit a ball with a bat. - begin to use the skills I have learned to roll, throw, catch, strike and kick a ball in a small game situation.</p>	<p>Net & Wall – We are learning to: - be in the ready position to catch the ball. - send and receive the ball. - hit a ball back to the collector - begin to use the skills I have learned to return a ball to a partner. - begin to use the skills I have learned to play a competitive game.</p> <p>Gym – We are learning to: - jump from the floor and apparatus - balance on different parts of my body. recognise some good shapes.</p>	<p>Striking & Fielding – We are learning to: - throw and catch a ball from a partner. - find the best way to aim a ball and hit a target. - bowl a ball towards a target. - hit a ball with a bat - begin to use the skills I have learned to bowl, roll, throw, catch and hit a ball in a small game situation.</p> <p>Gym – We are learning to: - roll in 3 different ways and link together a jump, roll and balance. - choose 2-4 different gymnastic actions.</p>	<p>Athletics – We are learning to: - walk and run and keep moving. - begin to throw an object for distance - run, jump and land safely. - move at different speeds (jog/sprint) - begin to use the skills I have learned to jump and land safely</p> <p>OAA: We are learning to: - Use a map for orienteering and remember 3 map symbols. -follow a simple train remembering a few objects seen and can now remember 5 map symbols.</p>	<p>Athletics – We are learning to: - move at different speeds (jog/sprint) - begin to use the skills I have learned to jump and land safely - Apply these skills during KS1 Sports Day</p> <p>OAA: We are learning to: -recognise a few pictures and relate them to areas on the ground and can sometimes work collaboratively with my partner.</p>
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<p>RE</p> <p>NEW RE Curriculum to be launched in February 2019</p>	<p>What is a church?</p> <p>reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness</p> <p>Children should understand the significance of the church to the Christian community and the celebrations that are held there.</p> <p>They should also understand that churches can look different</p> <p>Visit the church – posing questions prior to the visit</p> <p>Make drawings of a church during the visit to record the significance of certain aspects</p> <p>Talk about feelings and emotions – how does a church make you feel?</p>	<p>What is a Bible?</p> <p>Stories about Jesus told in the church – focus on Christmas (Nativity)</p> <p>explore a range of religious stories and sacred writings and talk about their meanings</p> <p>Children should understand the significance of the Bible in Christianity and that it is 2 parts – new and old</p> <p>Children should be able to listen and respond to a range of stories from the Bible</p> <p>Talk about feelings and emotions after listening to stories about Jesus</p>	<p>Exploring my part of Cornwall and how the churches make a difference.</p> <p>explore how faith communities make a difference to communities in Cornwall</p> <p>How do churches in the local area help people?</p> <p>Identify charitable activities that the churches do to help people</p> <p>e.g. St. John’s Age UK Day Centre</p> <p>Shoobox Appeal at Christmas</p> <p>Soup kitchens</p> <p>Children could collectively plan an activity to raise funds or collect to contribute</p>	<p>Festivals celebrated in my community and their stories – focus on Easter</p> <p>name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate</p> <p>ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p>Children can plan a St. Piran’s Day celebration</p> <p>Christian Celebrations – Wedding.</p>	<p>Stories told by Hindus e.g. Rama and Sita</p> <p>explore a range of religious stories and sacred writings and talk about their meanings</p> <p>explore how religious beliefs and ideas can be expressed through the arts and communicate their responses</p> <p>Children should understand that there are other beliefs and religions in the world</p> <p>Children should be taught tolerance, acceptance and understanding through exploring these stories</p> <p>Children should understand that god can be represented in different ways</p> <p>Compare and contrast to Christianity</p>	<p>What does it mean to be part of a Hindu family?</p> <p>recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p>identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives</p> <p>Children should be able to compare their lives to those of a Hindu family and recognise similarities and differences</p>
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<p>PSHE & Citizenship</p>	<p>Character Learning – Caring for ourselves. Helpfulness. Cooperation.</p> <p>http://jubileecentre.ac.uk/1635/character-education</p>	<p>Character Learning – Courage. Kindness. Reflection.</p> <p>http://jubileecentre.ac.uk/1635/character-education</p>	<p>Character Learning – Cleanliness. Fairness. Friendliness.</p> <p>http://jubileecentre.ac.uk/1635/character-education</p>	<p>Character Learning – Patience. Respect. Reflection.</p> <p>http://jubileecentre.ac.uk/1635/character-education</p>	<p>Character Learning – Courtesy. Forgiveness. Determination.</p> <p>http://jubileecentre.ac.uk/1635/character-education</p>	<p>Character Learning – Self-discipline. Gratitude. Honesty.</p> <p>http://jubileecentre.ac.uk/1635/character-education</p>
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