Autumn Term

Deep in the Woods

Year 1

Design & Technology

COOKING & NUTRITION

Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to

- use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from

Design & Technology

COOKING & NUTRITION

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity.

Design & Technology

TECHNICAL KNOWLEDGE

When designing and making, pupils should be taught to

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms

Design & Technology

MAKE

When designing and making, pupils should be taught to

- select from and use a wide range of materials and components, including construction materials and characteristics

Music

Pupils should be taught to

- use their voices expressively and creatively by singing songs and speaking chants and rhymes

Music

Pupils should be taught to

- experiment with, create, select and combine sounds using the inter-related dimensions of music

Music

Pupils should be taught to

- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music

Art & Design

Pupils should be taught

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Art & Design

Pupils should be taught

- 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.

Art & Design

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 ideas, experiences and imagination

Computing

Pupils should be taught to

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

Computing

Pupils should be taught to

- create and debug simple programs
- use logical reasoning to predict the behavior of simple programs

Computing

Pupils should be taught to

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Geography

GEOGRAPHICAL SKILLS AND FIELDWORK

Pupils should be taught to

- use simple compass directions (North, South, East and West) and locational and directional language to describe the location

Geography

GEOGRAPHICAL SKILLS AND FIELDWORK

Pupils should be taught to

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map;

Geography

GEOGRAPHICAL SKILLS AND FIELDWORK

Pupils should be taught to

- 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

Geography

HUMAN & PHYSICAL GEOGRAPHY

Pupils should be taught to

- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill,hillmountain, sea,

Physical Education

The NC for P.E aims to ensure that all pupils

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities

Physical Education

Pupils should be taught to

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,

Physical Education

Pupils should be taught to

- participate in team games, developing simple tactics for attacking and defending
- perform dance using simple movement patterns

Science (Y1 and Y2)
WORKING SCIENTIFICALLY

During Y1 and Y2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

Science (Y1 and Y2)
WORKING SCIENTIFICALLY

- observing closely, using simple equipment
- identifying and classifying
- using their observations and ideas to suggest answers to questions

Science Y1
SEASONAL CHANGES
Pupils should be taught to

- observe changes across the four seasons

Science Y1
PLANTS
Pupils should be taught to

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common plants flowering plants, including trees

Science Y1
ANIMALS, including HUMANS
Pupils should be taught to

- identify and name a variety of common animals including, amphibians, reptiles, birds and mammals

Science Y1
ANIMALS, including HUMANS
Pupils should be taught to

- identify and name a variety of common animals that are carnivores, herbivores and omnivores

KNOWLEDGE, SKILLS AND UNDERSTANDING
Learning from religion
Pupils should be taught to:

- recognise that religious teachings and ideas make a difference to individuals, families and the local community
- reflect on how spiritual and moral values relate to their own behaviour

Cornwall Syllabus
Religious Education

Throughout Key Stage 1, pupils explore Christianity and one other religion of the school's choice. They learn about different beliefs about God and the world

Autumn Term
Deep in the Woods Woods
Year 1

KNOWLEDGE, SKILLS AND UNDERSTANDING
Learning from religion
Pupils should be taught to:

- reflect on how living in Cornwall is shaped by its religious traditions from the earliest times
- ask and respond imaginatively to puzzling questions,

KNOWLEDGE, SKILLS AND UNDERSTANDING
Learning about religion
Pupils should be taught to:

- explore a range of religious stories and sacred writings and talk abot their meanings
- explore how faith communities make a difference to communities in Cornwall

KNOWLEDGE, SKILLS AND UNDERSTANDING
Learning about religion
Pupils should be taught to:

- identify and suggest meanings for religious symbols and begin to use a range of religious words

KNOWLEDGE, SKILLS AND UNDERSTANDING
Learning from religion
Pupils should be taught to:

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, raise, thanks, concern, joy and sadness

Themes

- belonging: where and how people belong and why belonging is important

BREADTH OF STUDY

During the key stage, pupils should be taught the **knowledge, skills and understanding** through the following areas of study:

Experiences and opportunities

- using art and design, music, dance and drama to develop their creative talents and imagination
- sharing their own beliefs, ideas and values

Themes

- believing: what people believe about God, humanity and the natural world
- story: how and why some stories are sacred and important in religion

Autumn Term

Let's Celebrate
Year 1

Physical Education
The NC for P.E aims to ensure that all pupils
- change the rhythm, speed, level and direction of their movements
- express and communicate ideas and feelings

Physical Education
Pupils should be taught to
- perform dance using simple movement patterns
- use movement imaginatively responding to stimuli, including music

Physical Education
Pupils should be taught
- to describe what they have done
- observe, describe and copy what others have done

Music
Pupils should be taught to
- use their voices expressively and creatively by singing songs and speaking chants and rhymes

Music
Pupils should be taught to
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Music
Pupils should be taught to
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music

Art & Design
Pupils should be taught
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Art & Design
Pupils should be taught
- 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.

Art & Design
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 ideas, experiences and imagination

Computing
Pupils should be taught to
- identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Computing
Pupils should be taught
- to recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private

Computing
Pupils should be taught
- to use technology purposefully to create, organise, store, manipulate and retrieve digital Content.

History
Pupils should be taught about
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

History
Pupils should be taught about
- events commemorated through festivals or anniversaries

Religions and beliefs
- Christianity
- A religion of choice by the school from:

Buddhism, Hinduism, Islam, Judaism or Sikhism

KNOWLEDGE, SKILLS AND UNDERSTANDING

Learning about religion

Pupils should be taught to:
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate

BREADTH OF STUDY

During the key stage, pupils should be taught the **knowledge, skills and understanding** through the following areas of study:

Experiences and opportunities
- visiting places of worship and focusing on symbols and feelings
- listening and responding to visitors from local faith communities
- using their senses and having times of quiet reflection

KNOWLEDGE, SKILLS AND UNDERSTANDING

Learning about religion

Pupils should be taught to:
- explore a range of religious stories and sacred writings and talk abot their meanings
- explore how faith communities make a difference to communities in Cornwall

Spring Term

Castles and Dragons

Year 1

Design & Technology
COOKING & NUTRITION

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity.

Design & Technology
COOKING & NUTRITION

Pupils should be taught to

- use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from

Design & Technology
DESIGN

When designing and making, pupils should be taught to

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT

Design & Technology
DESIGN

When designing and making, pupils should be taught to

- design purposeful, functional, appealing products for themselves and other users

Design & Technology
MAKE

When designing and making, pupils should be taught to

- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Design & Technology
TECHNICAL KNOWLEDGE

When designing and making, pupils should be taught to

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms

Music
Pupils should be taught to

- use their voices expressively and creatively by singing songs and speaking chants and rhymes

Art & Design
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 ideas, experiences and imagination

Art & Design
Pupils should be taught

- to develop a wide range of art and design techniques in using colour

Music
Pupils should be taught to

- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live

Music
Pupils should be taught to

- experiment with, create, select and combine sounds using the inter-related dimensions of music

Computing
Pupils should be taught to

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on

History
Pupils should be taught about

- the lives of significant individuals in the past who have contributed to national. Some should be used to compare aspects of life in different periods

Geography
GEOGRAPHICAL SKILLS AND FIELDWORK

Pupils should be taught to

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries

Geography
GEOGRAPHICAL SKILLS AND FIELDWORK

Pupils should be taught to

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and

Geography
HUMAN & PHYSICAL GEOGRAPHY

Pupils should be taught to

- identify seasonal and daily weather patterns in the United Kingdom
- use basic geographical vocabulary to refer to key physical features, including: cliff, coast, hill, sea, ocean

Geography
LOCATION & KNOWLEDGE

Pupils should be taught to

- name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas

Physical Education
The NC for P.E aims to ensure that all pupils

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities

Physical Education
Pupils should be taught to

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination

Physical Education
Pupils should be taught to

- participate in team games, developing simple tactics for attacking and defending

Swimming & water safety
In particular, pupils should be taught to

- use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)

Science (Y1 and Y2)
WORKING SCIENTIFICALLY

During Y1 and Y2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- Using their observations and ideas

Science Y1
EVERYDAY MATERIALS

Pupils should be taught to

- 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 prop-

Science Y1
SEASONAL CHANGES

Pupils should be taught to

- observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies

Spring Term
Castles and Dragons
Year 1

Science Y1
ANIMALS, including HUMANS

Pupils should be taught to

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

KNOWLEDGE, SKILLS AND UNDERSTANDING

Learning from religion

Pupils should be taught to:

- recognise that religious teachings and ideas make a difference to individuals, families and the local community

Science Y1
EVERYDAY MATERIALS

Pupils should be taught to

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials including wood, plastic, glass, metal, water & rock

Cornwall Syllabus
Religious Education

Throughout Key Stage 1, pupils explore Christianity and one other religion of the school's choice. They learn about different beliefs about God and

KNOWLEDGE, SKILLS AND UNDERSTANDING

Learning about religion

Pupils should be taught to:

- identify and suggest meanings for religious symbols and begin to use a range of religious words

KNOWLEDGE, SKILLS AND UNDERSTANDING

Learning from religion

Pupils should be taught to:

- reflect on how living in Cornwall is shaped by its religious traditions from the earliest times
- ask and respond imaginatively to puzzling questions, communicating

KNOWLEDGE, SKILLS AND UNDERSTANDING

Learning about religion

Pupils should be taught to:

- explore a range of religious stories and sacred writings and talk abot their meanings
- explore how faith communities make a difference to communi-

BREADTH OF STUDY

During the key stage, pupils should be taught the **knowledge, skills and understanding** through the following areas of study:

KNOWLEDGE, SKILLS AND UNDERSTANDING

Learning from religion

Pupils should be taught to:

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, raise, thanks, concern, joy and sadness

KNOWLEDGE, SKILLS AND UNDERSTANDING

Learning about religion

Pupils should be taught to:

- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate

Religions and beliefs

- Christianity
- A religion of choice by the school from:

Buddhism, Hinduism, Islam, Judaism or Sikhism

Themes

- believing: what people believe about God, humanity & the natural world
- story: how and why some stories are sacred and important in religion
- myself: who I am and my uniqueness as a person in a family and community
- belonging: where and how people belong & why belonging is important

Experiences and opportunities

- visiting places of worship and focusing on symbols and feelings
- listening and responding to visitors from local faith communities
- using their senses and having times of quiet reflection

Experiences and opportunities

- using art and design, music, dance and drama to develop their creative talents and imagination
- sharing their own beliefs, ideas and values and talking about their feelings and experiences

Languages: SPANISH

learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.

Summer Term

Beach School

Year 1

Design & Technology
COOKING & NUTRITION

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity.

Design & Technology
COOKING & NUTRITION

Pupils should be taught to

- use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from

Design & Technology
DESIGN

When designing and making, pupils should be taught to

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT

Design & Technology
DESIGN

When designing and making, pupils should be taught to

- design purposeful, functional, appealing products for themselves and other users

Design & Technology
MAKE

When designing and making, pupils should be taught to

- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Music
Pupils should be taught to

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Music
Pupils should be taught to

- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music

Art & Design
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 ideas, experiences and imagination

Art & Design
Pupils should be taught

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Art & Design
Pupils should be taught

- 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.

Computing
Pupils should be taught to

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Geography
HUMAN & PHYSICAL GEOGRAPHY

Pupils should be taught to

- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, river, soil, vegetation, weather

Geography
HUMAN & PHYSICAL GEOGRAPHY

Pupils should be taught to

- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, port, harbour

Geography
GEOGRAPHICAL SKILLS AND FIELDWORK

Pupils should be taught to

- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes

Geography
GEOGRAPHICAL SKILLS AND FIELDWORK

Pupils should be taught to

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and

Geography
HUMAN & PHYSICAL GEOGRAPHY

Pupils should be taught to

- identify seasonal and daily weather patterns in the United Kingdom

Physical Education
The NC for P.E aims to ensure that all pupils

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities

History
Pupils should be taught about

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

History
Pupils should be taught about

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- significant historical events, people and places in their own locality

Physical Education
Pupils should be taught to

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Physical Education
Pupils should be taught to

- participate in team games, developing simple tactics for attacking and defending
- perform dance using simple movement patterns

Summer Term
Beach School
Year 1

Science Y1
EVERYDAY MATERIALS
Pupils should be taught to
- distinguish between an object and the material from which it is made
- identify & name a variety of everyday materials, including wood, plastic, glass, metal, water & rock

Science Y1
PLANTS (seaweed)

SEASONAL CHANGES
Pupils should be taught to:
- observe changes across the four seasons
- observe and describe weather

Science Y1
ANIMALS, including HUMANS
Pupils should be taught to
- identify and name a variety of common animals including fish, amphibians, birds and mammals
- Marine Animals

Science Y1
EVERYDAY MATERIALS
Pupils should be taught to
- describe the simple physical properties of a variety of everyday materials
- compare & group together a variety of everyday materials on the basis of their simple physical prop-

Science Y1
ANIMALS, including HUMANS
Pupils should be taught to
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Science Y1
ANIMALS, including HUMANS
Pupils should be taught to
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Science (Y1 and Y2)
WORKING SCIENTIFICALLY

During Y1 and Y2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

Science (Y1 and Y2)
WORKING SCIENTIFICALLY
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions

Cornwall Syllabus Religious Education
BREADTH OF STUDY
During the key stage, pupils should be taught the **knowledge, skills and understanding** through the following areas of study:

KNOWLEDGE, SKILLS AND UNDERSTANDING
Learning from religion
Pupils should be taught to:
- recognise that religious teachings and ideas make a difference to individuals, families and the local community
- reflect on how spiritual and moral values relate to their own behaviour

KNOWLEDGE, SKILLS AND UNDERSTANDING
Learning from religion
Pupils should be taught to:
- reflect on how living in Cornwall is shaped by its religious traditions from the earliest times
- ask and respond imaginatively to puzzling questions, communicating their ideas

KNOWLEDGE, SKILLS AND UNDERSTANDING
Learning about religion
Pupils should be taught to:
- explore a range of religious stories and sacred writings and talk abot their meanings
- explore how faith communities make a difference to communities in Cornwall

KNOWLEDGE, SKILLS AND UNDERSTANDING
Learning about religion
Pupils should be taught to:
- identify and suggest meanings for religious symbols and begin to use a range of religious words

KNOWLEDGE, SKILLS AND UNDERSTANDING
Learning from religion
Pupils should be taught to:
- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, raise, thanks, concern, joy and sadness

KNOWLEDGE, SKILLS AND UNDERSTANDING
Learning about religion
Pupils should be taught to:
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate

Religions and beliefs
- Christianity
- A religion of choice by the school from:

Buddhism, Hinduism, Islam, Judaism or Sikhism

Themes
- believing: what people believe about God, humanity & the natural world
- story: how and why some stories are sacred and important in religion
- myself: who I am and my uniqueness as a person in a family and community
- belonging: where & how people belong and why belonging is important

Experiences and opportunities
- visiting places of worship and focusing on symbols and feelings
- listening and responding to visitors from local faith communities
- using their senses and having times of quiet reflection

Experiences and opportunities
- using art and design, music, dance and drama to develop their creative talents and imagination
- sharing their own beliefs, ideas and values and talking about their feelings and experiences