Autumn Term
Voyage & Discovery
Year 2

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

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 purposefully to create, organize, store, manipulate and retrieve digital content
- recognise common uses of

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

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

Music
Pupils should be taught to
- 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

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, continents and oceans

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

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

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 practic-

Geography
PLACE KNOWLEDGE
Pupils should be taught to
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small

Geography
LOCATION & KNOWLEDGE
Pupils should be taught to
- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four

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,

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,

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

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 peri-

History
Pupils should be taught about
- events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniver-

History
Pupils should be taught about
- significant historical events, people and places in their own locality

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, and begin to apply these in a range of activities
- participate in team games, develop-

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 recog-

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

Science Y2

USES OF EVERYDAY MATERIALS

Pupils should be taught to

- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Science Y2

LIVING THINGS and their HABITATS

Pupils should be taught to

- explore and compare the differences between things that are living, dead, and things that have never been alive

Science Y2

LIVING THINGS and their HABITATS

Pupils should be taught to

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic

Autumn Term

Voyage & Discovery

Science Y2

LIVING THINGS and their HABITATS

Pupils should be taught to

- identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the

Science Y2

ANIMALS including HUMANS

Pupils should be taught to

- Describe the importance of humans to exercise, eating the right amounts of different types of food, and hygiene

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
- identify the importance, for some people, of belonging to a religion and

KNOWLEDGE, SKILLS AND UNDERSTANDING

Learning about religion

Pupils should be taught to:

- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- explore how religious believers

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
- reflect on and consider religious and spiritual feelings, experiences and

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

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

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

KNOWLEDGE, SKILLS AND UNDERSTANDING

Learning from religion

Pupils should be taught to:

- identify what matters to them and others, including those with religious commitments, and communicate their responses
- reflect on how spiritual and moral

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

BREADTH OF STUDY

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

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 and the natural world
- story: how and why some stories are sacred and important in religion
- leaders and teachers: figures who have an influence on others locally,

Themes

- belonging: where and how people belong and why belonging is important
- celebrations: how and why celebrations are important in religion
- symbols: how and why symbols express religious meaning
- myself: who I am and my unique-

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
- Beginning to use ICT to explore

Y2
Spring Term
Space

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

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 purposefully to create, organize, store, manipulate and retrieve digital content
- recognise common uses of

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

History
Pupils should be taught about
- events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane

DT - DESIGN
When designing and making, pupils should be taught to
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and,

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

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

DT — 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
- select from and use a range of tools

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

Music
Pupils should be taught to
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentration and understanding to a range of

Science Y2
PLANTS
Pupils should be taught to
- observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- find out about and describe the basic

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
- Perform dance using simple move-

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
<u>Learning about religion</u>
Pupils should be taught to:
- explore a range of religious stories and sacred writings and talk abot their meanings
- name and explore a range of celebrations, worship and rituals in religion,

KNOWLEDGE, SKILLS AND UNDERSTANDING
<u>Learning about religion</u>
Pupils should be taught to:
- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- identify and suggest meanings for religious symbols and begin to use a

KNOWLEDGE, SKILLS AND UNDERSTANDING
<u>Learning from religion</u>
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
<u>Learning from religion</u>
Pupils should be taught to:
- identify what matters to them and others, including those with religious commitments, and communicate their responses
- reflect on how spiritual and moral

KNOWLEDGE, SKILLS AND UNDERSTANDING
<u>Learning from religion</u>
Pupils should be taught to:
- recognise that religious teachings and ideas make a difference to individuals, families and the local community

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

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

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

Experiences and opportunities
- sharing their own beliefs, ideas and values and talking about their feelings and experiences
- visiting places of worship and focusing on symbols and feelings

Y2
Summer Term 1
Dinosaurs

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

Computing
Pupils should be taught to
- use technology purposefully to create, organize, store, manipulate and retrieve digital content
- recognise common uses of

Music
Pupils should be taught to
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and un-

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 understand-

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

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

DT - 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 purposeful, functional, ap-

DT - MAKE & EVALUATE
When designing and making, pupils should be taught to
- select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing)
- evaluate their ideas and products

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, continents and oceans

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

Physical Education
The NC for P.E aims to ensure that all pupils
- engage in competitive sports and activities
- lead healthy, active lives

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,

Swimming & water safety
In particular, pupils should be taught to
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)
- ???
- Perform safe self-rescue in different water-based situations
- ??????????

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

History
Pupils should be taught about
- events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane

Y2
Summer Term 1
Dinosaurs

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 recog-

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

Science Y2
ANIMALS including HUMANS

Pupils should be taught to

- Describe the importance of humans to exercise, eating the right amounts of different types of food, and hy-

Science Y2
LIVING THINGS and their HABITATS

Pupils should be taught to

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic

Science Y2
ANIMALS including HUMANS

Pupils should be taught to

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Science Y2
LIVING THINGS and their HABITATS

Pupils should be taught to

- identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the

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:

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

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
- identify the importance, for some people, of belonging to a religion and

KNOWLEDGE, SKILLS AND UNDERSTANDING
Learning about religion

Pupils should be taught to:

- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- explore how religious believers

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 from religion

Pupils should be taught to:

- identify what matters to them and others, including those with religious commitments, and communicate their responses
- reflect on how spiritual and moral

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

BREADTH OF STUDY

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

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 and the natural world
- story: how and why some stories are sacred and important in religion
- celebrations: how and why celebrations are important in religion
- symbols: how and why symbols express religious meaning

Experiences and opportunities

- using their senses and having times of quiet reflection
- Using art and design, music, dance and drama to develop their creative talents and

Experiences and opportunities

- sharing their own beliefs, ideas and values and talking about their feelings and experiences

Experiences and opportunities

- Beginning to use ICT to explore religions and beliefs as practiced in the local and wider community

Themes

- leaders and teachers: figures who have an influence on others locally, nationally and globally in religion
- belonging: where and how people belong and why belonging is important

Summer Term 2
The Great Outdoors
Y2

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

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 practic-

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

Computing
Pupils should be taught to
- use technology purposefully to create, organize, store, manipulate and retrieve digital content
- recognise common uses of

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

Design & Technology
EVALUATE
When designing and making, pupils should be taught to
- evaluate their ideas and products against design criteria

Design & Technology
MAKE
When designing and making, pupils should be taught to
- select from and use a range of tools and equipment to perform practical tasks (e.g.

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

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, continents and oceans

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

Design & Technology
MAKE
When designing and making, pupils should be taught to
- select from and use a wide range of materials and components, including construc-

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

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

Geography
LOCATION & KNOWLEDGE
Pupils should be taught to
- name and locate the world's seven continents and five oceans

Geography
PLACE KNOWLEDGE
Pupils should be taught to
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small

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,

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,

Geography
HUMAN & PHYSICAL GEOGRAPHY
Pupils should be taught to
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to

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

Y2
Summer Term 2
The Great Outdoors

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, and begin to apply these in a range of activities
- participate in team games, develop-

Swimming & water safety

In particular, pupils should be taught to

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- 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 recog-

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

Science Y2

PLANTS

Pupils should be taught to

- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Science Y2

LIVING THINGS and their HABITATS

Pupils should be taught to

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic

Science Y2

ANIMALS including HUMANS

Pupils should be taught to

- Describe the importance of humans to exercise, eating the right amounts of different types of food, and hy-

Science Y2

LIVING THINGS and their HABITATS

Pupils should be taught to

- identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the

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:

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

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
- identify the importance, for some people, of belonging to a religion and

KNOWLEDGE, SKILLS AND UNDERSTANDING

Learning about religion

Pupils should be taught to:

- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- explore how religious believers

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
- reflect on and consider religious and spiritual feelings, experiences

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

BREADTH OF STUDY

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

Themes

- leaders and teachers: figures who have an influence on others locally, nationally and globally in religion
- belonging: where and how people belong and why belonging is important

Themes

- celebrations: how and why celebrations are important in religion
- symbols: how and why symbols express religious

KNOWLEDGE, SKILLS AND UNDERSTANDING

Learning from religion

Pupils should be taught to:

- identify what matters to them and others, including those with religious commitments, and communicate their responses
- reflect on how spiritual and moral

Experiences and opportunities

- using their senses and having times of quiet reflection
- Using art and design, music, dance and drama to develop their creative talents and imagination

Experiences and opportunities

- sharing their own beliefs, ideas and values and talking about their feelings and experiences
- beginning to use ICT to explore religions and beliefs

Themes

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