



## Curriculum Map – Two Year Rolling Programme

### Lower KS2 - Rolling Programme Year 1

Lower KS2 - Rolling Programme Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b> (Genre) Reading Focus	<p><b>First week – transition and well-being focus</b></p> <p><b>Teach and Write:</b> setting description</p> <p><b>Cold Piece:</b> Narrative/Recount</p> <p><b>Teach and Write:</b> Newspaper Reports</p> <p><b>Cold piece:</b> Non- Chronological Report</p>	<p><b>Teach and Write:</b> Write stories that links to a myth or legend.</p> <p><b>Cold Piece:</b> Newspaper Report</p> <p><b>Teach and Write:</b> Letter Writing -</p> <p><b>Cold piece:</b> Story based around a Myth or Legend</p>	<p><b>Teach and Write:</b> Playscripts</p> <p><b>Cold Piece:</b> Letter Writing</p> <p><b>Teach and Write:</b> Poetry</p> <p><b>Cold piece:</b> Playscript</p>		<p><b>Teach and Write:</b> Character Description</p> <p><b>Cold Piece:</b> Poetry</p> <p><b>Teach and Write:</b> Narrative/Fantasy Story</p> <p><b>Cold piece:</b> Character Description</p>	<p><b>Teach and Write:</b> Diary Entry</p> <p><b>Cold Piece:</b> Narrative/Fantasy Story</p> <p><b>Teach and Write:</b> Instructions</p> <p><b>Cold piece:</b> Own Choice linked to previous work in Creative Writing Book</p>
<b>Grammar</b> Focus	<p>Simple Word Class</p> <p>Noun Phrases</p> <p>Paragraphs</p> <p>Question marks</p> <p>Exclamation Marks.</p> <p>Conjunctions.</p> <p>Standard English</p> <p>Verb agreement</p> <p>Handwriting focus</p> <p>Headings/Subheadings</p>	<p>Use of Direct Speech</p> <p>Structure of text-types (play script to narrative)</p> <p>Nouns and Pronouns</p> <p>Adverbs</p> <p>Fronted Adverbial phrases.</p>	<p>Paragraphs</p> <p>Apostrophes for possession.</p> <p>Pronouns for Articles and Determiners.</p> <p>Present and past tense</p> <p>Widening use of conjunctions</p> <p>Focus on repetition avoidance</p> <p>Rehearsing sentences and organisation</p>		<p>Conjunctions to extend number of clauses used with cohesion</p> <p>Fronted Adverbials</p> <p>Evaluating and Improving</p>	<p>Conjunctions to extend number of clauses used with cohesion</p> <p>Present and Past Tense in a variety of forms</p> <p>Apostrophes for Possession</p> <p>Evaluating and Improving</p>
<b>Maths</b>	<p>Year 3: Place value to 100, Addition and Subtraction</p>	<p>Year 3: Multiplication &amp; division</p>	<p>Year 3: Multiplication &amp; division,</p>	<p>Year 3: Fractions &amp; money</p>	<p>Year 3: Fractions &amp; Time</p> <p>Year 4: Decimals &amp; Time</p>	<p>Year 3: Measurement &amp; property of shape</p> <p>Year 4: Money, property of shape, statistics, positioning</p>

	Year 4: Place value to 1000, Addition and Subtraction	Year 4: Multiplication & division, area and perimeter	Length & Perimeter Year 4: Multiplication & division, Area	Year 4: Fractions & decimals		
<b>KIRF Focus Year 3</b>	Count forwards and backwards in multiples of 10, 25, 50 and 100 to 1000.	Know addition and subtraction facts for multiples of 5 to 100.	Know multiplication and division facts for  2x 4x 8x tables.	Know doubles and halves of whole numbers to 20.	Know multiplication and division facts for x3 x6 and x9 tables.	Count forwards and backwards in tenths as a fraction and a decimal to one whole.
<b>Year 4</b>	Know all number bonds to 100.	Know multiplication and division facts for 7 times table.	Know pairs of multiples of 50 that total 1000.	Know decimal equivalents for fractions $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ , $\frac{1}{3}$ , $\frac{2}{3}$ and tenths.	Know multiplication and division facts for 11 and 12 times tables.	Know all the number bonds for £1 using decimal notation.  (Using tenths and hundredths.)
<b>Science</b>	Animals (including Humans) (Yr3 and Yr4) BoS: Nourishment, types of nutrition, skeletons and muscles.  Identifying differences, similarities or changes <b>End Point: Animal Fact Book</b>	Plants (Yr3) BoS: Role of Flowers, Functions of Different Plant Parts, Requirements for Life  Setting up simple experiments <b>End Point: Slide Show showing plant growth</b>  Living Things and Their Habitats (Yr4) BoS: Classification of Animals, Classification of Plants, Habitat Changes  Reporting on findings from enquiries, including oral and	Rocks (Yr3) BoS: Soil, Fossils, Classifications of Rocks  Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions identifying differences, similarities or changes related to simple scientific ideas and processes. <b>End Point: Local Study on rocks (Field trip in collection of data)</b>	States of Matter (Yr4) BoS: Solids, Liquids and gases, Changing States of Matter, The Role of the Water Cycle. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. <b>End Point: Linked to cooking – recipe book</b>		

			written explanations, displays or presentations of results and conclusions <b>End Point: Linked to Geography end point.</b>		
<b>Humanities</b>	<b>Eurovision</b>	<b>Language</b>	<b>Jungles and Deserts</b>	<b>Our Local Environment</b>	<b>Architecture Through Time</b>
Focus Subject & Key Skills	<p>Geography</p> <p>Compare the similarities and differences of European places</p> <p>Identify human, physical and geographical features</p> <p><b>End Point: European Travel Guide</b></p>	<p>History</p> <p>Explore the use of language over time and region</p> <p>Storytellers through history</p> <p><b>End Point: Retell a story to KS1</b></p>	<p>Geography</p> <p>Explain in basic terms the pattern of climate in the United Kingdom.</p> <p>Describe and begin to offer reasons for the distribution of different types of climate around the world.</p> <p>Compare and contrast the temperature and rainfall data in different locations in the world</p> <p>Understand how climate affects both the landscape of different biomes and the plants and animals that can live there</p> <p>Explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall</p> <p>Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world.</p> <p>Identify, locate; describe and explain how plants and animals are adapted to the</p>	<p>Geography</p> <p>Describe the physical and human features of the local area.</p> <p>Compare what makes Porthleven different and similar to</p> <p>Explore changes in flora and fauna in the local area.</p> <p>Compare Boscastle and Porthleven and how the impacts on each differ due to environmental changes.</p> <p><b>End Point: A letter or event of change – looking at the local community</b></p>	<p>History</p> <p>Study characteristics of buildings through time:</p> <p>Greeks - (Acropolis, Agora)</p> <p>Romans - (amphitheatre, villa)</p> <p>Medieval- (cathedrals, battlements)</p> <p>17th Century ( Palaces, Inns, Business and Leisure)</p> <p>19th Century (factories, hospitals, prisons)</p> <p>Modern Day (High Rise, structural techniques) Telecommunications)</p> <p>Examine the introduction, similarities and differences to architecture design and structure.</p> <p>Compare how the development linked to architecture differed in the UK to the rest of the world.</p> <p><b>End Point: Building timeline</b></p>

			climate of either the coniferous forest or savanna biome. <b>End Point: Create a biome</b>		
Milestones	<p><b>Investigate places</b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Explain own views about locations, giving reasons.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<p><b>Communicate e historically</b></p> <p>Milestone 2</p> <ul style="list-style-type: none"> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul> <p>Milestone 3</p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> <li>Use original ways to present information and ideas.</li> </ul>	<p><b>Investigate places</b></p> <p>Milestone 2</p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> </ul> <p>Milestone 3</p> <ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	<p><b>Communicate geographically</b></p> <p>Milestone 2</p> <ul style="list-style-type: none"> <li>Describe key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>human geography, including: settlements and land use.</li> </ul> </li> </ul> <p>Milestone 3</p> <ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul>	<p><b>Understand chronology</b></p> <p>Milestone 2</p> <ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a timeline using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>Use dates and terms to describe events.</li> </ul> <p>Milestone 3</p> <ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> </ul>

	<p><b>Investigate patterns</b></p> <ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</li> </ul> <p><b>Communicate geographically</b></p> <ul style="list-style-type: none"> <li>Describe key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>human geography, including: settlements and land use.</li> </ul> </li> </ul>				
Key Questions	<p>What is Europe?  What is Cornwall's place in Europe?  Why does it exist?  How does it change?</p>	<p>How does language change?  How do we communicate?</p>	<p>Why are jungles so wet and deserts so dry?  Why are climates around the world so different to the UK?  How does climate affect plants and animals living there?</p>	<p>Why does Boscastle flood more than Porthleven?  How is my local environment changing? (Cornish links)  What is my impact on environmental change and how can this be altered?</p>	<p>Does the design of a building always tell you about its purpose?  How does the environment impact on what the architects design?</p>
Link to Maths	<p>Statistics  Time  Geometry  Money  Coordinates</p>	<p>Passing of Time</p>	<p>Statistics</p>	<p>Time  Coordinates  Statistics</p>	<p>Measure  Roman Numerals  Geometry  Fractions</p>

<b>Disadvantaged Entitlement Experience</b>	Porthleven Treasure Trail Sharing banquet	Language workshop (visiting tutor or day out)	Eden visit		Litter pick around Porthleven SAS Visit Local beach clean or work with Porthleven environmental group to enhance the village	Truro Visit - historical buildings Parents – Careers day link to famous locals STEM project School Camp
<b>RE</b>	Unit 2.1 What do Christians learn from the creation story?	Unit L2.2 What is it like for someone to follow God?	Unit L2.3 What is the 'Trinity' and why is it important for Christians?	Unit L2.4 What kind of world did Jesus want?	Unit L2.5 Why do Christians call the day Jesus died 'Good Friday'?	Unit L2.6 For Christians, what was the impact of Pentecost?
<b>PE</b>	<u>Netball</u> Dribbling Pass/receive Pass/receive while moving How to defend How to attack <b>End Point: LKS2 Tournament</b>	<u>Hockey</u> Pass in 3x ways Footwork Dodging & accelerating Netball shot Game & positioning <b>End Point: House Team round-robin tournament</b>	<u>Gymnastics – Elight</u> Take off & land Different jumps Linking sequence Safe rolls Create a sequence Evaluate my sequence <b>End Point: Sequence to parents</b>	<u>Touch Rugby</u> Accurate passing Pass backwards Best way to attack Best way to defend Linking attack & defend <b>End Point: LKS2 Tournament</b>	<u>Dance - Machines</u> Machine movement Partner sequence Duet with canon and unison Dynamics & body percussion Practise & perform <b>End Point: Record dance sequences</b>	<u>Football</u> Travelling with a ball Pass & receive P & R within a game Tackle & keeping possession Play as a team Tactics for defending & attacking <b>End Point: Children vs parents match</b>
<b>Music</b>	Understanding of Music	Christmas Concert	Listening to Music and recalling sounds	Reading Music	Creating Music and performing	Cornish Music
<b>Art &amp; Design Design &amp; Technology Cooking &amp; Nutrition</b>	Landscape and Landmarks European Food	Illustrations Making paper Global Food	Roman Artifacts		Observation Drawing Design an eco-message (big art, campaign poster, t-shirt, etc) Sustainable/Seasonal Food – Eco footprint considerations and discussions	Create images of buildings Sculpt or design a building Cooking (States of Matter link)

<b>ICT</b>	Internet Safety Touch Typing	Using language software to build language booklet	Using Online Maps Comparing maps and data	Recording environmental sound walks  Coding	Virtual Tours of buildings	
<b>MFL</b>	LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Caperucita Roja. Little Red Riding Hood. Introduction to the story using picture cards Introduction to the story using word cards  Introduction to parts of the body Consolidation of parts of the body and make a flexible rabbit Storyboard and 'odd one out' End of unit assessments	LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Puedo... I can. Activities in lessons 1-5. Say "I am able to.." / "I can..." plus activity by end of unit. Introduce first 5 activities / verbs Introduce next 5 activities / verbs Introduction of 'puedo'  Reading & listening exercises around 'puedo' Consolidation of 'puedo'  End of unit assessments	LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Los Saludos.  How to say 'hello' in Spanish How to say 'my name is...' in Spanish How to say 'how are you?' in Spanish How to say how you are feeling in Spanish How to say 'goodbye' in Spanish How to say 'see you soon' in Spanish			
<b>PSHE</b>	Internet Safety	Personal Safety	Mental wellbeing	Friendships	SRE Focus	DRE Focus
<b>SMSC Boxall Links</b>	Gives Purpose Attention  GoGivers – Our Rules, Respect, Rules, Climate Change	Participates Constructively	Connects up Experiences	Shows insightful involvement	Engages Cognitively with peers	Manages Change
<b>Lower KS2 - Rolling Programme Year 2</b>						
<b>Literacy (Genre) Book Focus</b>	Narrative/Recount Setting Description Non-Chronological Report	Narrative/Creative Text Reading – Cornish stories – comparisons with	Poetry Letter of complaint Debate Reading – Poetry	Biography – historical artist  Reading – Non-fiction texts linked to biographies	Narrative/Recount Diary entry Reading – Non-fiction texts linked to Victorian Era (Art Focus)	

	<i>Reading – Information Text</i>	dialect and vocabulary Myths and Legends				
<b>Grammar focus</b>  <b>No Nonsense Spelling</b>	Simple Word Class Noun Phrases Paragraphs Question marks Exclamation Marks. Conjunctions. Standard English Verb agreement Handwriting focus Headings/Subheadings	Use of Direct Speech Structure of text-types (play script to narrative) Nouns and Pronouns Adverbs Fronted Adverbial phrases.	Paragraphs Apostrophes for possession. Pronouns for Articles and Determiners. Present and past tense Widening use of conjunctions Focus on repetition avoidance Rehearsing sentences and organisation		Conjunctions to extend number of clauses used with cohesion Fronted Adverbials Evaluating and Improving	Conjunctions to extend number of clauses used with cohesion Present and Past Tense in a variety of forms Apostrophes for Possession Evaluating and Improving
<b>Maths</b>	Year 3: Place value to 100, Addition and Subtraction Year 4: Place value to 1000, Addition and Subtraction	Year 3: Multiplication & division Year 4: Multiplication & division, area and perimeter	Year 3: Multiplication & division, Length & Perimeters Year 4: Multiplication & division, Area	Year 3: Fractions & money Year 4: Fractions & decimals	Year 3: Fractions & Time Year 4: Decimals & Time	Year 3: Measurement & property of shape Year 4: Money, property of shape, statistics, positioning
<b>Science</b>	Electricity (Yr4) BoS: Simple Series Electric Circuits, Creation and Uses of Electricity, Electrical Safety  Using results to draw simple conclusions, identify where electricity is used.	Sound (Yr4) BoS: Volume, Pitch, How Sounds are Made  Using straightforward scientific evidence to answer questions or to support their findings	Forces and Magnets (Yr3)  BoS: Magnets, Forces, Magnetic Fields  Asking relevant questions and using different types of scientific enquiries  <b>End Point: Park visit to investigate friction</b>		Living Things and Their Habitats (Yr4)  Classification of Animals, Classification of Plants, Habitat Changes  Setting up simple practical enquiries, comparative and fair tests gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  <b>End Point: Build a bug hotel/microhabitat</b>	Light (Yr3)  BoS: Light – Key Terms, Protection From Light, Transparent, Translucent and Opaque  Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  <b>End Point: Create a sundial</b>



	<b>End Point: Create a working circuit, e.g lighthouse or doorbell</b>	<b>End Point: Create a water xylophone to demonstrate pitch</b>			
<b>Humanities</b>	<b>Why do people live in mega-cities ?</b>	<b>Lost Your Tongue - The Cornish Language</b>	<b>Transport and Trade across the Oceans</b>	<b>Hope and Glory</b>	<b>The Arts</b>
<b>Focus Subject &amp; Key Skills</b>	<p>Geography</p> <p>Ask and answer questions.</p> <p>Explain your own views about locations, giving reasons.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Understand geographical similarities and differences</p> <p><b>End Point: Poster/ Holiday Brochure on a Mega City</b></p>	<p>History</p> <p>Pilchard Industry</p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p><b>End Point: Build a local street map using Cornish translations</b></p>	<p>History</p> <p>Development of transport and trade across the oceans through British history</p> <p>Explain the impact of Vikings on trade and their development of sea going vessels.</p> <p>Study transport and trade in the 19th century, especially the Cornwall Schooner vs the Clipper ships</p> <p>Suggest suitable sources of evidence for historical enquiries</p> <p><b>End Point: Designing a working sailing boat and completing a trade across water.</b></p>	<p>Geography</p> <p>Study the UK and its main physical features.</p> <p>Look at changes over time in places around the UK.</p> <p>Recognise where these features are within the UK.</p> <p>Physical features, including:</p> <ul style="list-style-type: none"> <li>• The major mountains of Ben Nevis, Scafell Pike and Snowdon</li> <li>• Some amazing places of beauty, such as the Lake District, the Giant's Causeway, the Needles, Portland Bill, the hills and valleys of Wales, the limestone caves of the Peak District and Loch Ness in Scotland</li> <li>• Some of the UK's rugged and beautiful coastlines and find out how some of these features are formed</li> </ul> <p>Suggest and conclude why these areas are of particular interest and the difference and similarities between each group of features.</p>	<p>History</p> <p>Development of Art through British history</p> <p>Study Art through Victorian Times</p> <p><b>End Point: Art Gallery with artists recognition.</b></p>

<p>Milestones</p>	<p><b>Investigate patterns</b></p> <p>Milestone 2</p> <ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</li> </ul> <p>Milestone 3</p> <ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Describe geographical diversity across the world.</li> <li>Describe how countries and geographical regions are</li> </ul>	<p><b>Communicate e historically</b></p> <p>Milestone 2</p> <ul style="list-style-type: none"> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul> <p>Milestone 3</p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> <li>Use original ways to present information and ideas.</li> </ul>	<p><b>Build an overview of world history</b></p> <p>Milestone 2</p> <ul style="list-style-type: none"> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul> <p>Milestone 3</p> <ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> <li>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p><b>Communicate geographically</b></p> <p>Milestone 2</p> <ul style="list-style-type: none"> <li>Describe key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>human geography, including: settlements and land use.</li> </ul> </li> </ul> <p>Milestone 3</p> <ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul>	<p><b>Investigate and interpret the past</b></p> <p>Milestone 2</p> <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p>Milestone 3</p> <ul style="list-style-type: none"> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past..</li> </ul>
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	interconnected and interdependent.					
<b>Key Questions</b>	Why do people live in mega-cities? How is Cornwall different to a megacity? How do megacities change the environment? Why are megacities increasing?	How is the Cornish language different? Who are historical Cornish speakers? What do Cornish place names mean? Cornish should be taught to all children in Cornwall - discuss.	How does trade increase if transport is improved? What was the most effective mode of transport in Cornwall? How do we know these changes occurred?		How does a location become a tourist attraction? How does this continue over time? Why are some areas more popular than others? Do they really add to the value of the local region?	Why is art important? (Links to Cornish artists) Is all art the same? Who determines the value of art? Is all art admired?
<b>Links to Maths</b>	Comparative data	Measure Geometry/Direction	Capacity Roman Numerals Passing of time Money			Passing of Time Weight Length Geometry
<b>Disadvantaged Entitlement Experience</b>	<i>Build a junk model megacity as a class.</i>  <i>Tour Guides for the new Reception in School</i>  <i>Surf Day</i>	<i>Cinema visit</i>	<i>Visit to park – forces</i>	<i>Building sailing boats to use</i>  <i>Visit a fishing boat or visit from a fisherman</i>	<i>Visit to Penrose – wildlife study</i>  <i>Local tourist attractions</i>	<i>Tate Museum</i> <i>Local artist visit</i> <i>Art auction/open day</i> <i>Parents career day</i> <i>School camp</i> <i>Surf Day</i>
<b>RE</b>	Unit L2.7 What do Hindus believe that God is like?	Unit L2.8 What does it mean to be a Hindu in Britain today?	Unit L2.9 How do festivals and worship show what matters to a Muslim?	Unit L2.10 How do festivals and family life show what matters to Jews?	Unit L2.11 How and why do people mark the significant events of life?	Unit L2.12 How and why do people try to make the world a better place?
<b>PE</b>	<u>Athletics</u> Speed technique in sprints	<u>Tennis</u> Serving a ball Returning a ball	<u>Dance – Shake, wake, roll</u>	<u>Gym – Symmetry</u>	<u>Yoga</u> tbc <b>End Point:</b>	<u>Cricket</u> Roll & throw with accuracy Strike with accuracy

	Shuttle relay Combine jumping & landing Coordination in different jumps Throwing for distance & height Accuracy in throwing <b>End Point: House Team round-robin tournament</b>	Rallying Points & scoring <b>End Point: Class matches</b>	Stories through dance Pair sequence Rock and roll moves Practise & perform <b>End Point: Record dance sequences</b>	Shapes & balances Link – jump, roll & balance Create travelling movements Explore rolls & jumps Create a sequence Evaluate sequences <b>End Point: Invite parents to watch sequences</b>		Strike a bowled ball Intercept as a fielder Effective areas to hit and score Play as a team together <b>End Point: Children vs parents match</b>
<b>Music</b>	History of music – globally	Christmas Concert	Listening to Music and recalling sounds	Reading Music	Creating Music and performing	Cornish Music
<b>Art and Design</b>	Building structures Healthy Eating Eatwell Plate Using circuits in designs	Make a banana keyboard	Using Levers (force)	Design a sailing boat	Paper Mache landscape based on unit	Famous Artists
<b>Technology</b>						
<b>ICT</b>	Internet Safety. History of the Internet	Control  Design and electronic device/challenge with a purpose	PowerPoint Timeline of Transport.	Presenting Data Using bar charts. Creating Tables	Coding Create and insect-based game.	Audio Report – linked to poetry/ART
<b>MFL</b>	LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Yo Aprendo Español-'I'm Learning Spanish'. Core Vocabulary and Phonetics.		LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Los Animales.- Animals.		LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Las Frutas. Fruits.  First five fruits introduced in the singular form Next five fruits introduced in the singular form	

	Introduction to Spain & Spanish speaking countries Asking & saying how you feel Asking & saying your name Numbers 1 to 10 & colours introduction  Consolidation of colours plus fun worksheet activities End of unit assessments		Introduce first 5 animals (noun and article)  Introduce next 5 animals  Consolidation of all 10 animal nouns with related article  Focus on the spelling animal nouns and use of the correct article Introduction of 'soy...'  End of unit assessments		Changing our Spanish fruit nouns from the singular form to the plural form Introduction of a positive opinion using "Me gustan..." (I like...) Introduction of a negative opinion using "No me gustan..." (I do not like...)  End of unit assessments	
<b>PSHE</b>	Internet Safety	Personal Safety	Mental wellbeing	Friendships	SRE Focus	DRE Focus
<b>SMSC Boxall Links</b>	Gives Purpose Attention	Participates Constructively	Connects up Experiences	Shows insightful involvement	Engages Cognitively with peers	Manages Change