

## Whole school termly themes

Key knowledge: **Science, History, Geography.** This is a working document.

Term	Year 1/2 Cycle A	Year 1/2 Cycle B	Year 3
Autumn	<p>Living things and their habitats – explore different animal habitats and the needs of animals and plants. Identify different food chains.</p> <p>Changes in living memory – technology, transport, clothes.</p> <p>4 countries and capitals of the UK. Continents and oceans of the world.</p>	<p>Seasonal changes - observe weather associated with change of seasons. Identify seasonal/ daily weather patterns in the UK and around the world.</p> <p>Significant individuals - Florence Nightingale</p>	<p>Forces and magnets – explore how things move on different surfaces. Investigate how magnets repel and attract different materials.</p> <p>Stone Age, Bronze Age, Iron age – hunter gathers, ancient religion and technology. Hill forts and tribal kingdoms.</p> <p>Locate the countries of the world, major cities.</p> <p>UK countries and cities.</p>
	<p>Art – Drawing and mixed media</p> <p>DT – Transportation – moving vehicles</p> <p>RE – Belonging to a faith community/Christmas</p> <p>PE – Invasion games</p>	<p>Art –</p> <p>DT –</p> <p>RE –</p> <p>PE – Invasion games</p>	<p>Art – Observational drawings</p> <p>DT – Making iron age tools</p> <p>RE – Christian creation stories, Jewish festival and beliefs</p> <p>PE – Invasion games</p>
Spring	<p>Everyday materials – What is it made from? Name, sort and compare the properties of materials. Linked to Great fire of London – what are the house made from?</p> <p>Great Fire of London</p> <p>Map work using ariel photos, landmarks and symbols.</p> <p>Observation skills through field work.</p>	<p>Living things and their habitats – Compare things that are living and dead. What do animals need to be alive and healthy?</p> <p>Local history</p> <p>Identify key physical features in the local area inc. beach, cliff, coast, sea.</p>	<p>Rocks – Compare and group different types of rocks. How are rocks formed. Physical geography linked to volcanoes, mountains and earthquakes.</p> <p>Ancient Egypt – the achievements of one of the earliest civilizations.</p>
	<p>Art – Textures and materials – Tudor houses</p> <p>DT – Tutor houses - GFoL</p> <p>RE – Why does Easter matter to Christians?</p> <p>PE – Gymnastic/Net and wall games</p>	<p>Art –</p> <p>DT –</p> <p>RE –</p> <p>PE – Gymnastic/Net and wall games</p>	<p>Art – Egyptian art</p> <p>DT – Making volcanoes</p> <p>RE – What do Christian believe God is like?</p> <p>Islam – how do they live?</p> <p>PE – Gymnastic/Net and wall games</p>
Summer	<p>Plants – name common plants, identify the basic structure of common plants and flowers</p> <p>Animals including humans – identify common animals and fish. Explore carnivores, herbivores and omnivores.</p> <p>Significant individuals – Elizabeth and Queen Victoria</p> <p>Compass direction and locational language.</p>	<p>Plants – How do plants grow? What do they need to grow.</p> <p>Animals including humans – life cycles of animals. What do animals need to survive * revisit from Spring.</p> <p>Significant individuals – Christopher Columbus and Neil Armstrong</p> <p>Map work using ariel photos, landmarks and symbols.</p> <p>Observation skills through field work.</p>	<p>Plants – Function of different parts of a plant. Explore the part flowers play in the cycle of life.</p> <p>Animals including humans – how do animals get the right nutrition? Explore animal skeletons and their functions.</p> <p>Famous Monarchs</p> <p>Human geography – different uses of land, trade and natural resources.</p>
	<p>Art – Drawing and print making – William Morris</p> <p>DT – Food and nutrition/making flying seeds</p> <p>RE – Who is Jewish and how do they live?</p> <p>PE – Striking and fielding/Athletics</p>	<p>Art –</p> <p>DT –</p> <p>RE –</p> <p>PE – Striking and fielding/Athletics</p>	<p>Art – Portraits of ourselves and famous monarchs</p> <p>DT – Food – a Tudor Banquet</p> <p>RE – What kind of world did Jesus want?</p> <p>PE – Striking and fielding/Athletics</p>

Term	Year 4	Year 5	Year 6
Autumn	<p>States of matter – liquids, solids and gases. Evaporation and condensation – <b>The Water cycle.</b></p> <p>Sound – made through vibrations, find patterns in pitch and volume. Measure sound over distance.</p> <p>The Roman Empire and its impact on Britain.</p>	<p>Materials – comparing properties, how they dissolve and solidify. Uses of everyday materials and changes of state.</p> <p>Forces – Gravity, air and water resistance, friction.</p> <p>Anglo Saxons – linked to Scottish invasions, settlements, place names and village life.</p> <p>Location – locate world countries, cities and capitals. UK cities.</p>	<p>Evolution and inheritance – how living things have changed over time, adapting to suit their environment.</p> <p>Light – properties of light, shadows and spectrums. How light works with our eyes.</p> <p>Vikings – raids and invasions. Alfred the Great. Law and justice.</p> <p>Comparisons between UK and European locations.</p>
	<p>Art – Linked to Roman Collage and sketching</p> <p>DT – Sewing Roman outfits</p> <p>RE – Christian creation stories, Jewish festival and beliefs</p> <p>PE – Invasion games</p>	<p>Art – Designing and painting Anglo Saxon shields</p> <p>DT – Woodwork skills – Anglo Saxon shields</p> <p>RE – The Christian way of life/Why do Hindus want to be good?</p> <p>PE – Invasion games</p>	<p>Art – Portrait painting and printing. Clay work.</p> <p>DT – Viking boats and mechanical systems.</p> <p>RE – The Christian way of life/Why do Hindus want to be good?</p> <p>PE – Invasion games</p>
Spring	<p>Electricity – Construct simple circuits, names basic parts. Problem solving when making circuits. Create switches and identify conducting materials.</p> <p>Mayan Civilization – comparison with human and physical geography in European countries.</p>	<p>Earth and Space – Describe the movement of the Earth, Sun, Moon and other planets. Explore day and night.</p> <p>Ancient Greece – Greek life achievements and their influence of the western world.</p> <p>Human/physical geography – land types and settlements.</p>	<p>Electricity – Investigate and reasons about the number of components in a circuit and the effect they have. Use recognised symbols to draw circuit diagrams.</p> <p>Shang Dynasty of Ancient China.</p> <p>Location – Identify key lines and areas on the globe.</p>
	<p>Art – Mayan jewellery and mosaics with clay.</p> <p>DT – Making Mayan pyramids</p> <p>RE – What do Christians believe? Who is Jewish and how to they live.</p> <p>PE – Gymnastic/Net and wall games</p>	<p>Art – 3D clay skills – linked to Geography land types</p> <p>DT – woodwork – Anglo Saxon shields</p> <p>RE – What does it mean if God is holy and loving?</p> <p>PE – Gymnastic/Net and wall games</p>	<p>Art – Drawing</p> <p>DT – Salt dough dragons/Terracotta army.</p> <p>RE – What does it mean if God is Holy and loving?</p> <p>PE – Gymnastic/Net and wall games</p>
Summer	<p>Living things and their habitats – grouping a classification of living things.</p> <p>Animals including humans – digestive system, teeth and food chains.</p> <p>Local history – how has national history affect us in Cornwall?</p> <p>Local Geography and land use linked to local History.</p>	<p>Living things and their habitats – different life cycles of mammal, amphibian, insects and birds. Reproduction.</p> <p>Animals including humans – development of animals through age.</p> <p>Crime and punishment – across British History.</p> <p>Directions – eight compass points and six figure grid references.</p>	<p>Living things and their habitats – classification based on similarities and differences of plants and animals.</p> <p>Animals including humans – investigate and name the human circulatory system. Explore the effects of diet and exercise.</p> <p>Victorians – The changing powers of monarchs.</p> <p>The water cycle</p>
	<p>Art – Artist George Bissill – Mine art. Sketching, charcoal, clay.</p> <p>DT – Food – making pasties. Leavers, gears, pulleys – making a deconstructed mine with moving parts.</p> <p>RE – What kind of world did Jesus want?</p> <p>PE – Striking and fielding/Athletics</p>	<p>Art – Printing, fabric and textiles – linked to science.</p> <p>DT – Electrics – burglar alarms</p> <p>RE – Judaism – Why is the Torah so important to Jewish people?</p> <p>PE – Striking and fielding/Athletics</p>	<p>Art – Printing, collage and fabric landscapes</p> <p>DT – Cooking and nutrition</p> <p>RE – Why do some people believe in God and some people not?</p> <p>PE – Striking and fielding/Athletics</p>