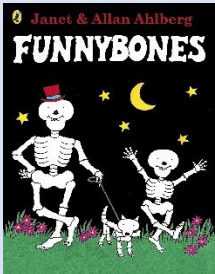
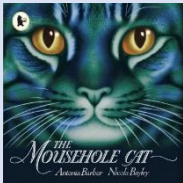
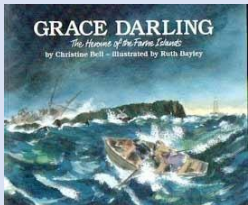




EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	What happens in the Autumn?	What can you see in the dark?	What would you like to explore?	What makes a good superhero?	How does your garden grow?	Who lived before humans?
Reading for Pleasure – key fiction and non-fiction picture books	   	  	  	   	  	 
Writing	To copy and write their name To form letters correctly – linked to sounds that are taught in RWInc To label a picture with sounds that have been taught.		To use Fred Fingers to write a word. To learn to use finger spaces. To learn to use a full stop at the end. To write common exception words (red words in RWInc) To begin to write a sentence.		To learn to form capital letters and use at the beginning of a sentence. To think of own ideas for a sentence. To write a sequence of sentences. To begin to choose effective words in our sentences.	
Mathematics	Numbers to 5 Comparing groups within 5 Shape Change within 5 Number bonds within 5. Space		Numbers to 10 Comparing numbers within 10. Addition to 10. Measure Number bonds to 10. Subtraction Exploring patterns.		Counting on and counting back. Numbers to 20. Numerical patterns Shape Measure Sorting into 2 groups. Time	

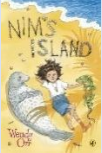

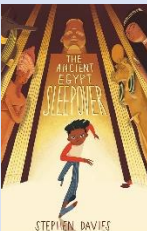

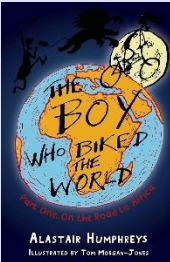

<b>Understanding the world</b>	Recognise some similarities and differences between life in this country and life in other countries.		Talk about members of their immediate family and community.		Understand the past through settings, characters and events encountered in books read in class and in storytelling.	
	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.		Talk about the lives of the people around them and their roles in society.		Understand the past through settings, characters and events encountered in books read in class and in storytelling.	
	Name and describe people who are familiar to them.		Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.		Draw information from a simple map.	
			Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.		Explore the natural world around them. ONGOING · Describe what they see, hear and feel whilst outside.	
			Explore the natural world around them. · Describe what they see, hear and feel whilst outside. · Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.		Understand the effect of changing seasons on the natural world around the natural world around them.	
<b>Art and DT</b>	<b>DRAWING &amp; PAINTING</b>  Self portraits Family Portraits	<b>PAINTING</b>  Colour and colour mixing. Clay pots	<b>PRINTING</b>  Rainforest – mixed media collage	<b>COLLAGE</b>  Superhero skyline	<b>ONGOING 3D MODELLING</b>  Child led choices	<b>3D SCULPTURES</b>  Seaside or dinosaur sculptures
<b>RE</b>	Being Special: where do we belong?		What times/stories are special and why?		GOD/ CREATION: Why is the word 'God' so important to Christians?	
	INCARNATION: Why is Christmas special for Christians?		SALVATION: Why do Christians put a cross in an <b>Easter</b> ?		What places are special and why?	
<b>Computing</b>	Internet Safety: Smartie the Penguin Barefoot Computing: Awesome Autumn		Digital Literacy – Meet the Digital Citizens Barefoot Computing: People who help us		Barefoot Computing: Summer Fun Beebots	
<b>Music</b>	ME!	My Stories.	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
<b>MFL</b>			Language Detectives – Let's sing	Language Detectives – Listen and Join in!	Language Detectives - Goldilocks	Language Detectives – Teddy Bear's Picnic
<b>PE</b>	Fundamentals		Gymnastics	Dance	Games	Athletics

Year 1 & 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	What makes Britain Great?		Who saved the day?		What is there to explore?	
Reading for Pleasure	     	  	  	  	  	  
Guided Reading (Year 2)						
Writing	<p><b>Where the Poppies Now Grow</b></p>  <p><b>Curriculum links:</b> History- within living memory. Was the 1950's a good time to live?</p> <p><b>Outcome:</b> a letter to a friend</p>	<p><b>The Big Book of the UK (Welcome/The South West)</b></p>  <p><b>Curriculum links:</b> - Geography – our country</p> <p><b>Outcome:</b> a factfile about the UK in a similar style</p>	<p><b>The Girl at the Front of the Class</b></p>  <p><b>Curriculum links:</b> - Global festivals- Chinese New Year</p> <p><b>Outcome:</b> a description of themselves using adjectives and similes</p>	<p><b>The Baker by the Sea</b></p>  <p><b>Curriculum links:</b> geography- local area, fieldwork the harbour.</p> <p><b>Outcome:</b> write third person story about the people of Newquay and the jobs they do.</p>	<p><b>The indestructible Tom Crean</b></p>  <p><b>Curriculum links:</b> history- explorers and exploration</p> <p><b>Outcome:</b> write a first-person narrative crossing the Arctic</p>	<p><b>All the animals were sleeping</b></p>  <p><b>Curriculum links:</b> sensational safari</p> <p><b>Outcome:</b> non-chron report on one of the animals from the story</p>

	<p><b>Funny Bones</b></p>  <p><b>Curriculum links:</b> <i>Animals including humans- all about me</i></p> <p><b>Outcome: recount</b></p>	<p><b>The Mousehole Cat</b></p>  <p><b>Curriculum links:</b> - Geography – our country</p> <p><b>Outcome:</b> a short story set in Newquay at Christmas about our Harbour Seals Sammy and Trunk</p>	<p><b>Grace Darling the Heroine of the Farne Islands:</b></p>  <p><b>Curriculum links:</b> History significant individuals Grace Darling</p> <p><b>Outcome:</b> they will interview a member of the RNLI crew and ask them all about their life and write a short biography</p>	<p><b>Tree: seasons come and go</b></p>  <p><b>Curriculum links:</b> science- learning about the seasons</p> <p><b>Outcome:</b> write an explanation text about the four seasons and what happens in each.</p>	<p><b>I want to be an explorer by Brenda Williams (poetry)</b></p>  <p><b>Curriculum links:</b> exploration</p> <p><b>Outcome:</b> write a poem about what they want to be when they grow up</p>	
<b>Mathematics</b>	Year 1 - Number and Place Value (within 10) Year 2 – Number and Place Value (within 100) Year 1 - Number: Addition & Subtraction (within 10) Year 2 – Number: Addition & Subtraction Geometry: Properties of Shape		Year 1 - Place Value (within 20) Year 2 – Money Year 1 - Addition and Subtraction (within 20) Year 2 – Multiplication & Division (1 & 2) Year 1 - Place Value (within 50) Measurement: Length and Height Measurement: Mass and Volume		Year 1 - Number: Multiplication & Division Year 2 – Statistics Year 1 and 2 - Number: Fractions Year 1 and 2 - Geometry: Position & Direction Year 1 - Number: Place Value (within 100) Year 1 and 2 – Time Year 1 – Money Year 2 – Problem solving	
<b>Science</b>	Animals, including humans – all about me	What are everyday materials?	Animals, including humans – all about animals?	How can I tell which season it is?	How do plants grow?	Everyday materials 2
<b>Geography</b>		<b>Our Country</b> What are the features of the UK?		Where do I live?		Sensational Safari – What can you find on a safari in Africa?
<b>History</b>	<b>In Living Memory</b> Was the 1950's a good time to live?		<b>Significant Individuals:</b> Who saved the day?		Who explored our wonderful world?	

<b>Art</b>	<b>Drawing and Painting</b> <b>Outcome:</b> Children use a still life they have drawn and recreate at the end, using inspiration from Lichtenstein and Warhol, combining skills of drawing and painting techniques they have learnt.		<b>3D (Clay) Sculpture</b> <b>Outcome:</b> Using work on animals from their science lessons, children create a clay sculpture of one of the studied artists.		<b>Painting/Mixed Media</b> <b>Outcome:</b> Class collage/paintings of a piece, Kenyan-inspired.	
<b>DT</b>		<b>Textiles</b> What joining techniques can I use to make a Christmas decoration?		<b>Food Tech</b> What seasonal vegetables can I use to make a soup?		<b>Freestanding Structures</b> Can I design, make and evaluate an enclosure for a safari animal (Geog link)
<b>RE</b>	1.1 What does it mean to belong to a faith community?	1.3 Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? (Part 1)	1.4 What is the good news that Christians believe Jesus brings?	1.6 Who are Muslims and how do they live? (Part 2)	1.8 CK4RE What makes some places in Cornwall sacred?
<b>PSHE</b>	Living in the Wider World: How can we help ourselves, each other and the world?	Living in the wider world: How do we keep safe on the internet?	Relationships: What makes a family?	Relationships: What is being safe?	Health and Well-being: How can I look after myself?	Health and Well-being: RSE: Brook Young People & Christopher Winter's project
<b>Computing</b>	Internet Safety – Google Internet Legends  ChildNet – Get SMART	Computer Science  Barefoot Computing	Digital Literacy – Common Sense Education -	Computer Science  Barefoot Computing	Information Technology – stem.org	Computer Science – Scratch Junior Tinkering
<b>Music</b>	Hey You!	Christmas Production	Rhythm in the way	In the Groove	Your Imagination	Reflect, Rewind and Replay
<b>MFL</b>			Language Detectives – Let's sing	Language Detectives – Listen and Join in!	Language Detectives – Goldilocks	Language Detectives – Teddy Bear's Picnic
<b>PE</b>	Fundamentals Gymnastics	Gymnastics – Stretching and Curling	Dance	Games	Athletics Striking and fielding	Outdoor Adventurous Activities



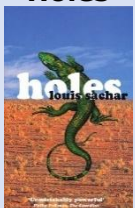
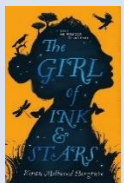
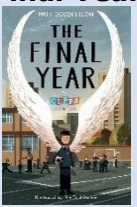
Year 3 & 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	What was life like in Stone age Britain and why did people choose to settle here?		How was John Wesley significant in shaping Cornwall?		Why was water important for many civilisations?	
Reading for pleasure						
Guided Reading						
Writing	<p><b>We are authors Nim's island</b></p>  <p>Embedding sentence structures taught in KS1</p>	<p>Unit inspired by <b>The Iron Man</b></p> 	<p>Unit inspired by <b>The Ancient Egypt Sleepover</b></p> 	<p>Unit inspired by <b>The Secret Lake</b></p>  <p><b>Narrative writing: portal story</b></p>	<p>Unit inspired by: <b>The Boy who Biked the World</b></p>  <p><b>Narrative writing:</b></p>	<p>Unit inspired by: <b>The Night Bus Hero</b></p>  <p><b>Poetry</b> <b>Poem 1: A Hero in the Shadows – Write a</b></p>

	<p>Unit inspired by <b>Nim's Island</b></p>  <p><b>Narrative writing: Adventure story</b></p> <p><b>End of unit outcome:</b> a first person narrative set on an island but disaster strikes!</p> <p><b>Curriculum links:</b> Science- living things and their habitats</p>	<p><b>Narrative writing: Science Fiction</b></p> <p><b>End of unit outcome:</b> create a narrative text when a child makes a robot friend and they go on a day out to the seaside together.</p> <p><b>Curriculum links:</b> Science- states of matter/animals including humans</p> <p><b>Skara Brae Holiday Brochure</b></p>  <p><b>Create a holiday brochure for Skara Brae</b></p> <p><b>Curriculum links:</b> History- Stone age to Iron Age</p>	<p><b>Narrative writing: fantasy narrative</b></p> <p><b>End of unit outcome:</b> A night in the museum- you are trapped in a museum overnight, what comes to life?</p> <p><b>Curriculum links:</b> Class text- History- ancient civilizations</p> <p>Unit inspired by <b>The Ancient Egypt Sleepover</b></p>  <p><b>Museum Guide</b></p> <p><b>End of unit outcome:</b> Museum Guide Leaflet – Create a leaflet for a museum exhibit about Ancient Egypt, describing the key artefacts.</p> <p><b>Curriculum links:</b> Class text- History- ancient civilizations</p>	<p><b>End of Unit Outcome:</b> Write a story about discovering a secret place that connects to another time or world.</p> <p>Unit inspired by <b>A River</b></p>  <p><b>Non-fiction writing: explanation text</b></p> <p><b>End of Unit Outcome:</b> Write an explanation of a journey of a river from source to mouth</p>	<p><b>Third Person Narrative</b></p> <p><b>End of Unit Outcome:</b> Write the first chapter of a book inspired by the boy who biked the world but travelling around the world in a different method.</p> <p>Unit inspired by: <b>The Boy who Biked the World</b></p>  <p><b>Non-fiction writing: journalistic writing</b></p> <p><b>End of Unit Outcome:</b> Interview with an Explorer – Create a Q&amp;A article between a journalist and the boy who biked the world.</p>	<p>narrative poem about someone who changes from a bully to a hero</p> <p><b>Poem 2:</b> Explore haiku and short form poetry linked to the novel</p> <p>Unit inspired by: <b>The Night Bus Hero</b></p>  <p><b>Non-fiction: Newspaper Report</b></p> <p>–</p> <p><b>End of unit outcome:</b> Report on the events of the book: "Local Boy Turns Hero on London Bus!"</p>
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<b>Mathematics</b>	Year 3 – Number: Place Value within 1000 Year 4 – Place Value – 4-digit numbers (1 & 2) Year 3 & 4 – Number: Addition and Subtraction Year 3 – Multiplication and Division 1 Year 4 – Area Year 4 – Multiplication and Division 1		Year 3 & 4 – Multiplication and Division 2 Year 3 – Length and Perimeter Year 4 – Perimeter Year 3 & 4 – Fractions 1 & 2 Year 3 – Measure: Mass and Capacity Year 4 – Number – Decimals		Year 3 Number – Fractions 2. Year 4 – Number Decimals 2. Year 3 & 4 Measurement: Money and Time Year 3 & 4 Geometry: Angles, Shape Year 3 & 4 Statistics Year 4 – Position and Direction	
<b>Science</b>	Animals incl Humans Food and Digestion	Classifying living things and their habitats	States of Matter	Sound	Electricity	Living things and their habitats – Nature and the environment
<b>Geography</b>		Why do people choose to live where they do?		How does a river flow from source to mouth?		Water Can we live without water? Water, earth and climate
<b>History</b>	How did people live in Pre-historic Britain?		What did the earliest civilizations have in common?		Why was John Wesley significant in the history of Cornwall?	
<b>Art</b>	<b>Drawing (Texture)</b>  <b>Outcome:</b> Explore drawing on different textures and surfaces and represent how pre-historic people lived with learnt techniques.		<b>3D(Clay)</b>  <b>Outcome:</b> Create a Canopic jars.		<b>Drawing/Painting /Photography</b>  <b>Outcome:</b> Landscape pictures based on different habitats/environments	
<b>DT</b>		<b>Shell Structures</b>  To use joining techniques to create a beehive		<b>Electrical Structures</b>  To create a simple circuit that includes switches to make a torch.		<b>Food Technology</b>  To develop skills to make pasties.
<b>RE</b>	How do festivals and family life show what matters to Jewish people?	2a.3 What is Trinity? INCARNATION/GOD	What does it mean to be a Hindu in Britain today?	2a.5 Why do Christians call the day Jesus died 'Good Friday'? SALVATION	2a.6 When Jesus left what was the impact of <b>Pentecost?</b> KINGDOM OF GOD	How and why do people in Cornwall mark significant events in community life? THEMATIC UNIT
<b>PSHE</b>	Living in the wider world: What are	Living in the wider world: How do I use	Relationships: What makes a strong	Relationships: How can we respect our	Health and Wellbeing: How can I	Health and Wellbeing: RSE: Brook Young

	responsibilities?	money?	friendship?	differences?	look after my mental and physical health?	People and Christopher Winters project
<b>Computing</b>	Internet Safety – Google Internet Legends  Think before you share (Be Internet Sharp)	Computer Science  Barefoot Computing – Decomposition and Abstraction	Digital Literacy – Common Sense Education  Rings of Responsibility	Computer Science – Barefoot Computing – reusing patterns	Information Technology – stem.org	Computer Science – Barefoot Computing
<b>Music</b>	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay
<b>MFL</b>	Language Detectives – A new start	Language Detectives	Language Detectives	Language Detectives	Language Detectives	Language Detectives
<b>PE</b>	Tag Rugby	Cricket	Gymnastics	Basketball	Judo – Year 4 Tennis - Year 3	Striking and Fielding

Year 5 and 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	War Past and Present – how do they affect us?		Trading with the Tudors – how did the World change?		How do different civilisations live?	
Reading for Pleasure						
Guided Reading						
Writing	<p><b>The Arrival</b></p>  <p><b>Journey Narrative</b></p> <p><b>Curriculum links:</b> History topic of WW2 and PSHE links to being a</p>	<p><b>The Piano</b></p>  <p><b>Flashback narrative</b></p> <p><b>Curriculum links:</b> History topic of WW2 and PSHE links to being a</p>	<p>Unit inspired by <b>Holes -</b></p>  <p><b>Discovering hidden treasure narrative</b></p>	<p>Unit inspired by <b>The Girl of Ink and Stars</b></p>  <p><b>Fiction:</b></p>	<p><b>Year 5 Unit</b></p> <p>Fiction: create an adventure narrative inspired by the not-so-great train robbery</p> 	<p>Unit inspired by <b>The Final Year</b></p>  <p><b>Poetry:</b> creating 2 distinct poems about transition and growing up</p>

	<p>citizen. Protected characteristics and British Values links.</p> <p>Unit based on <b>The Lion Above the Door</b></p>  <p><b>Mystery Narrative</b> <b>Curriculum links:</b> History topic of WW2 and PSHE links to being a citizen. Protected characteristics and British Values links.</p>	<p>citizen. Protected characteristics and British Values links.</p> <p><b>Declaration of war</b></p>  <p><b>Non-fiction:</b> newspaper report about an incident from the war in Cornwall</p> <p><b>Curriculum links:</b> history topic of WW2 and links to local geography knowledge, recapping of prior learning in Year 4</p>	<p><b>Curriculum links:</b> Class book for the half term.</p> <p>Unit inspired by <b>Holes</b></p>  <p><b>Non-fiction- non-chronological report on the yellow spotted lizard</b></p> <p><b>Curriculum links:</b> Class book for the half term. Recapping of prior learning on living things and habitats</p>	<p><b>Myth of the Island's Creation</b></p> <p>Children invent their own <b>island myth</b>—how the land was formed, who shaped it, what magical beings protect it.</p>  <p>Non-fiction <b>Biography of a Famous Explorer or Cartographer</b></p> <p>Children research and write a biographical piece inspired by Isabella's father or real explorers such as:</p> <ul style="list-style-type: none"> <li>– Ibn Battuta</li> <li>– Zheng He</li> <li>– Mary Kingsley</li> <li>– Ernest Shackleton</li> </ul> <p><i>Focus:</i> chronological structure, formal tone, key achievements.</p>	<p><b>Year 6: SPaG Revision block and SATS</b></p> <p><b>Year 5 Unit</b></p> <p>Non-Fiction: write a podcast episode talking about the not-so-great train robbery</p> <p><b>Year 6: Short units to demonstrate any missing objectives from the writing framework</b></p>	<p><b>Curriculum links:</b> PSHE and class novel</p> <p>Unit inspired by <b>The Final Year</b></p>  <p><b>Non-fiction unit:</b> Letter to my future self</p> <p><b>Curriculum links:</b> PSHE and class novel</p>
<b>Mathematics</b>	<p>Number: Place Value within 10000000</p> <p>Number: Addition, Subtraction, Multiplication and Division</p> <p>Number: Fractions A</p> <p>Number: Fractions B</p> <p>Measurement: Imperial and Metric</p>		<p>Number: Ratio and Proportion</p> <p>Number: Algebra</p> <p>Number: Decimals</p> <p>Number: Percentages</p> <p>Measurement: Area, Perimeter and Volume</p>		<p>Statistics</p> <p>Geometry: Properties of Shape</p> <p>Geometry: Position and Direction</p> <p>Problem-solving</p> <p>Consolidation and SAT's prep</p> <p>Preparation for KS3</p>	
<b>Science</b>	<p>Animals, inc Humans – The Circulatory System</p>	<p>Living Things and their Habitats</p>	<p>Electricity: Can I make the bulb shone brighter?</p>	<p>Light: How does light travel?</p>	<p>Evolution and Inheritance</p>	<p>Looking after our environment</p>
<b>Geography</b>		<p><b>EASTERN EUROPE</b> – What is significant about Poland</p>		<p><b>TRADE AND ECONOMICS</b></p> <p>What is trade and economics?</p>		<p><b>THE AMERICAS</b></p> <p>How did the Mayan and Aztecs live?</p>
<b>History</b>	<p><b>WORLD WAR 1 AND 2</b></p> <p>War, past and present – How does it affect us?</p>		<p><b>CIVILIZATIONS TUDORS</b></p> <p>Is Monarchy important?</p>		<p><b>CIVILIZATIONS</b></p> <p>What's so amazing about America?</p>	

<b>Art</b>	<b>Drawing/Painting</b>  Create a memorial wall – portraits/memories of soldiers.		<b>3D Sculpture</b>  A sculpture that depicts a historical figure from the Tudor era.		<b>Drawing/Painting /Photography</b>  Create a self-portrait to contribute to a display to inform others about the issues arising in society.	
<b>DT</b>		<b>FOOD TECHNOLOGY</b>  Can I create a recipe and make and bake a Christmas cake?		<b>ELECTRICAL SYSTEMS</b>  I can use micro bit to create an LED system.		<b>DIGITAL WORLD</b>  Use CAD to create a textile box.
<b>RE</b>	2.2 Creation and science: conflicting or complementary CREATION/FALL	U2.6 KINGDOM OF GOD For Christians, what kind of king is Jesus?	U2.13 What can be done to reduce racism? Can religion help?	2.7 Why do Hindus want us to be good?	U2.12 CK4RE How does faith help people in Cornwall when life gets hard?	Walk through the Bible – the New Testament – Year 6 Only <b>Year 5 to learn</b> U2.10 What matters most to humanists and Christians?
<b>PSHE</b>	Living in the wider world: What are my rights and responsibilities as a citizen?	Living in the wider world: How do I want to impact the world?	Relationships: How do I respect myself and others in my relationships?  February: LGBT history month	Relationships: How do stereotypes, prejudice and discrimination affect ourselves and others?	Health and wellbeing: Why is caring for ourselves important?	Health and wellbeing: RSE: Brook Young and Christopher Winters Project
<b>Computing</b>	Internet Safety – Google Internet Legends  Protect your stuff (Be Internet Secure)	Computer Science  Barefoot Computing – Logical Reasoning and Introduction to HTML	Digital Literacy – Common Sense Education  Is it Cyberbullying?	Computer Science – Design a jumping game using Scratch	Information Technology – stem.org  Vlogger – create a video about The Bishops’ for new pupils	Information Technology – stem.org  All about Me project using selected software
<b>Music</b>	Happy	Hans Zimmer’s Earth	A New Year Carol	You’ve got a Friend	Music and Me	Reflect, Rewind and Replay
<b>MFL</b>	Language Detectives – Me and my friends	Language Detectives	Language Detectives	Language Detectives	Language Detectives –	Language Detectives
<b>PE</b>	Hockey	Netball	Gymnastics	OAA	Striking and Fielding	Swimming OAA